Skills for Employment Investment Program (SEIP)

Finance Division, Ministry of Finance
People's Republic of Bangladesh

Final Tracer Study Report

ON

THE TRACER STUDY OF SKILLS FOR EMPLOYMENT INVESTMENT PROGRAM (SEIP) GRADUATES UNDER TRANCHE-2

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Finance Division, Ministry of Finance

Skills for Employment Investment Program (SEIP)-Tranche 2

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Conducted by

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Abbreviations

ADB	Asian Development Bank
BACCO	Bangladesh Association of Call Centers and Outsourcing
BACI	Bangladesh Association of Construction Industry
BASIS	Bangladesh Association of Software and Information Services
BBS	Bangladesh Bureau of Statistics
BB-SME	Bangladesh Bank Small and Medium Enterprise
BEIOA	Bangladesh Engineering Industry Owners Association
BGMEA	Bangladesh Garment Manufacturers and Exporters Association
BITAC	Bangladesh Industrial and Technical Assistance Center
BKMEA	Bangladesh Knitwear Manufacturers & Exporters Association
BMET	Bureau of Manpower Employment and Training
BTMA	Bangladesh Textile Mills Association
BTEB	Bangladesh Technical Education Board
BNQF	Bangladesh National Qualifications Framework
CBT&A	Competency Based Training and Assessment
CR	Completion Report
CSV	Comma Separated Variables
DMF	Design and Monitoring Framework
DPP	Development Project Proposal
DTCL	Development Technical Consultants Pvt. Ltd.
DTE	Directorate of Technical Education
EPD	Executive Project Director
FAM	Facility Administration Manual
FGD	Focus Group Discussions
KPI	Key Person's Interview
ICT	Information and Communication Technology
ILO	International Labour Organization
IMS	Integrated Management System
IT	Information Technology
LFMEAB	Leathergoods & Footwear Manufacturers & Exporters Association of Bangladesh
MIS	Management information system
M&E	Monitoring and Evaluation
MOE	Ministry of Education
MoF	Ministry of Finance
MOI	Ministry of Industries
NSC	National Skills Certificate
NGO	Non-Government Organization
NHRDF	National Human Resource Development Fund

NSDA	National Skills Development Authority
NSDC	National Skills Development Council
NSDP	National Skills Development policy
NTVQF	National Technical and Vocational Qualification Framework
NPVC	National Pre-Vocational Certificate
NQF	National Qualification Framework
PAD	Project Appraisal Document
PIR	Project Inception Report
PIU	Project Implementation Unit
PKSF	Palli Karma Shohayok Foundation
PTIs	Public Training Institutes
RFP	Request for Proposal
RMG	Ready Made Garment
SDCMU	Skills Development Coordination and Monitoring Unit
SEIP	Skills for Employment Investment Program
SME	Small and Medium Enterprise
SPSS	Statistical Package for Social Science
TL	Team Leader
ToR	Terms of Reference
TQM	Total Quality Management
TVET	Technical and Vocational Education and Training
TMS	Training Management System

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EXECUTIVE SUMMARY

The government of Bangladesh recognizes that labor force's low education and skills are a significant barrier to achieving stronger economic growth in the country. Currently, 7,761 technical and vocational institutes provide skills training to nearly 1,164,880[1] people annually, despite the fact that the sector requires at least 2.2 million[2] employees. As a result, there is a great need for a skilled labor force throughout the nation. For priority sectors to exploit the full potential of growth opportunities, industry leaders want actively to take part in the skilling and upskilling of the workforce. The Skills for Employment Investment Program (SEIP) is supporting the Government of Bangladesh's reforms in skills development anchored in the National Skills Development Policy (NSDP), 2011. It encourages widespread private sector participation and public-private partnerships, both of which are essential to addressing the current and foreseeable needs of the labor market and reducing the skills gap. This, in turn, is crucial for Bangladesh to move away from the current "low-skill, low-wage equilibrium" to a "higher skill, higher wage level" for its transition to a middle-income country. The program assists the government in scaling up the skilling of new entrants and the up-skilling of current employees, who will contribute to faster and higher growth in key industries. The SEIP is working to strengthen Bangladesh's entire skills ecosystem. The overall objective of the SEIP project is to qualitatively and quantitatively increase the skilling capacity of the specified public and private training providers by establishing and operationalizing a market-responsive skills ecosystem and delivery mechanism.

The assignment aimed to conduct a comprehensive tracer study on SEIP graduates who received training from SEIP partner training institutes or centres under Tranche-2 and subsequently entered the workforce or job market. In order to obtain a comparative picture of the changes in their employment status over time, this study also retraced a part of the Tranche-1 graduates already traced under the first tracer study. As per ToR and discussion with SDCMU-SEIP, the data regarding SEIP graduates from the TMS database as of March 31, 2021, have been taken into consideration for this second tracer study. Accordingly, a total of 176,875 trainees under Tranche-2 had successfully completed their training, with about 75% of them having found employment. The present tracer study covered the workplaces of SEIP graduates located all over the country. Evaluation of SEIP's effects on sustainable development of the labor force and their families is the main objective of the second tracer study of SEIP graduates. The tracer study's particular goals are to determine the current employment and income status of SEIP graduates. The goals include identifying the reasons for unemployment, who are still without jobs; mapping the job history of SEIP graduates, identifying the challenges for sustainability in the jobs, assessing the performance level of the employed graduates at workplaces, assessing the views and satisfaction levels of employers on the skills and aptitude of SEIP graduates; and assessing the socio-economic impact of the SEIP on graduates and their families. The study aims to look into the differences between gender and disadvantaged groups in terms of job search procedures and the impacts of training. The study also conducts an employer survey. It aims to ascertain whether employers are satisfied with the trainees (e.g., skills, work attitudes, etc.) and women's empowerment after receiving the training as well as the areas that require development.

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[1] *Bangladesh Education Statistics 2021*

2 *Source: Skills Development in Bangladesh, ADB Briefs and ILO, 2016*

[3] Source: *Training Management System (TMS) of SEIP Tranche-2*

The survey on tracer study of SEIP graduates under Tranche-2 and retracing of SEIP graduates under Tranche-1 started on May 18, 2022, to conduct face-to-face interviews of 7,000 SEIP graduates. Of them, 6,000 SEIP graduates from tranche-2 as the main sample. The rest includes 300 from three EDC-Universities, 100 graduates from Bangladesh Institute of Governance and Management (BIGM) and the retracing of 600 graduates from Tranche-1 as a supplementary sample at their workplaces throughout the country. Simultaneously, 200 employers of SEIP graduates were also interviewed at their workplace to assess the performance of the employed graduates. The above-mentioned 7,000 sample graduates were selected from the SDCMU-SEIP-provided TMS database through a phone call survey. A group of well-trained enumerators were deployed all over the country, aiming to collect the information from selected SEIP graduates and employers using a set of electronic version questionnaires uploaded to the Tablet device through KoboToolBox software. Prior to conducting the final level face-to-face interviews of SEIP graduates at their workplaces, relevant questionnaires were pre-tested with the participation of sample graduates in Dhaka City and subsequently approved by the SDCMU-SEIP. Immediately after data collection from the field, information databases were downloaded from the Kobo cloud. After necessary editing and processing, the analysis of survey results through 'R' software was done. In addition to the quantitative survey, a total of 23 focus group discussions (FGDs) with the participation of employed and unemployed SEIP graduates, Chief Coordinators/Coordinators of Industry Associations, Executive Development Centers (EDCs), Head of Training Institutes, Job Placement Officers etc. were conducted, aiming to get the qualitative judgements on SEIP supported training program. Simultaneously, 20 Key Person Interviews (KPIs) with the participation of Officials of SDCMU-SEIP, Bangladesh Technical Education Board (BTEB), National Skills Development Authority (NSDA), Representative of Chamber Bodies/PIUs, Principals of Training Institutes, Instructors, etc. and 10 Case Studies with the participation of most successful and failure SEIP graduates were also conducted. The findings of the tracer study have been presented under the following sub-headings:

SEIP GRADUATES UNDER TRANCHE 2

Profile: In order to trace a total of 7,000 SEIP graduates, about 14,500 were contacted from the list of SEIP graduates as per the TMS database. These 7,000 SEIP graduates were selected from various categories: 6,000 from Tranche 2, 400 from three universities and BIGM and the remaining 600 from Tranche 1. Of these, SEIP graduates under Tranche 2 are the main sample. They are chosen from 15 industry associations/entities and all eight administrative divisions, with Dhaka having the highest proportion of more than half of the graduates. Of the total, about 50% of graduates are wage-employed, 12% are self-employed and 38% are unemployed even after six months of their completion of training. Female graduates are 33%. Among them, 37% are wage employed and 13% are self-employed. Also, there are two transgender graduates, both of whom got employment within six months of completing their graduation. Regarding the education of SEIP graduates, 42% had completed SSC or above levels of education while about 36% were in classes V-IX. About 4% of the graduates belong to ethnic groups. Chakma is the major ethnic group (80%), followed by Marma (16%). Only 0.3% have some disability.

Training: Information on enrollment for SEIP training is provided through different media, which could be program-related media: SEIP advertisements, social media, posters/festoons /banners/flyers, job fairs, etc. Non-program sources: friends/colleagues, employers, and trainers. Some non-program sources, such as friends/colleagues, relatives, and employers, have heard this information from program sources. Regarding the courses, almost all believed that their training courses are relevant to their job, with 21% of the graduates under Tranche-2 citing highly relevant. Regarding the quality of teaching methods used by the instructors, more than 90% of the graduates think that the quality is excellent or very good. There are no sizable variations between males and females regarding the quality of teaching

methods/lecture delivery followed by the instructors. According to them, the supply of teaching materials and other resources, including consumables and chemicals during the training period, are either highly adequate or moderately adequate, with about 20% expressing a 'highly adequate' opinion. Consistent with this, more than 95% of the graduates are satisfied with the training institute's training environment, with an average satisfaction score of 4.14 on a 5-point Likert scale. A similarly high proportion of satisfaction is observed with the scope of practice during the demonstration, with the average score being 4.19 for males and 4.22 for females. According to them, the trainer-trainee relationship during the training was excellent. Consequently, their overall satisfaction on training course is more than 95%. Entity-wise data shows the average satisfaction score at 4 or above on a Likert scale, indicating high levels of satisfaction. Data on employment status-wise satisfaction shows the highest satisfaction score for wage employees at 4.16, while for self-employed and unemployed, the score is 4.11 and 4.09 respectively. Despite the large majority of graduates mentioning that they need further training to build a better career, two-thirds of them need practical skills training relevant to their job and IT skills training. This is required for the backdrop of weakness of the training program in 5 areas: inadequate duration of training, inadequate facilities for consumables in practical work, inadequate lab facilities, non-cooperation from the job placement office and insufficient stipend money, etc..

Assessment: As reported, the trainers continuously assessed graduates during their training, with about 95% confirming it. According to them, assessment tools are mainly appropriate for easy performance during the final assessment. They believed the materials, tools and equipment used during the assessment were adequate. Also, the assessors were supportive and cooperative during the assessment. But, the training institutes largely could not provide the results immediately after the assessment. Unfortunately, one-fifth of them have not got the certificate in time, mostly due to their negligence. .

Wage employment: Of the 2,971 wage-employed graduates, about 63% reported that their current job was their first job. The remaining 37% had jobs prior to enrolling in the SEIP training program. Among them, 20% got promotions due to training. The proportion was 58.3% among males and 76.5% among females. About 74% of them got the job within six months and the remaining 26% after six months. Female graduates were more likely to get the job relatively quickly. Only 29% have obtained support from the job placement office/coordinator. Currently, they are employed in different sectors: RMG and textile, food and beverage, service and workshops, construction, sales and marketing, light engineering, IT, leather and footwear, etc. They work in different positions: operators or skilled workers, officers or executives. Supervisors, technicians, helpers, salesmen, etc. The graduates have various reasons for choosing the present job: good working conditions, job security, suitable job location, reputation of organization, suggestion by the job placement office, interest in the field, handsome salary, appropriateness of training, etc. Their average experience was 2.7 years: 2.4 years for females and 2.8 years for males. The existing job is fascinating to many of them. Hence, more than 85% intended to continue their current job. The male-female distribution of the intention of continuing the current job shows that women are more likely to continue the current job than men. According to them, the knowledge and skills they obtained were largely relevant to their current job. Despite that, about three-fourths of them require more skills to perform their jobs efficiently, among which hands-on skills are the main ones. Most of the wage-employed graduates were satisfied, with 31% being highly satisfied by their employers. They were highly optimistic about the prospect of their present job.

Self-employed: Out of a total of 6,000 SEIP graduates, 12.3% were self-employed. They are involved in various self-employment activities: tailoring and garments, trading or small

business, freelancing, IT support service and training, electrical installation and maintenance, welding, plumbing, etc. Women are involved in tailoring and garments, while men are in 4 sectors: freelancing, trading/small business, IT support service and training, electrical installation and maintenance, etc. Regarding getting support from SEIP, about two-thirds of self-employed graduates reported that they did not get any support from the job placement office/coordinator to start their self-employment-related activities. More than two-thirds of the graduates had started self-employment after completing the SEIP training program. However, only a few of them are found to have legal documents such as a trade license, TIN certificate, and so on. According to proportion, females were less likely to have these legal documents. Most of them have found the training courses relevant to their self-employed job. Women are more likely to find their training relevant to their job. Almost all self-employed graduates mentioned that their courses were relevant to various degrees, with about 27% saying they were "very much useful'. They work, on average, 43 hours a week: 47 hours for men and 34 hours for women. Their average monthly income was Tk 23,819 in the total sample: Tk 31,191 for men and Tk 9,105 for women. Self-employed graduates were largely satisfied, with 17% being highly satisfied.

Unemployment: In the total sample of SEIP graduates, about 38% were unemployed in which 56% were men and 44% were women. On average, they were unemployed for almost two years after completing SEIP-supported training courses. The reasons behind the unemployment were voluntary unemployment (17.9%), higher education (19.4%), inadequate help from job placement officers or coordinators (8.1%), desired job not available (54.2%), no job offer (21.3%), low salary (14.2%), unsuitable location (6.0%), COVID-19 Pandemic (8.2%), jobs abroad (3.1%) and others-- accidents, government jobs, availability of certain job sectors, family problems, and physical challenges (8.7%). The graduates who want to be voluntarily unemployed persons should not be counted as unemployed. It was also found that about 25% of them received job offers but did not accept them. On the other hand, about 27% tried to start self-employment activities but they failed. The reasons behind the failures: due to a lack of finances (82%), lack of guidance and support from family, lack of motivation, lack of ideas and no advice from the job placement office, etc.

Impact of SEIP training

Employment: Employment data has been analyzed from two perspectives: TMS data and survey data. As of September 26, 2022, 610,000 persons were enrolled in the training on 139 different courses, of which 525,038 graduates were delivered certificates. According to the TMS database, about 70% of them are employed.

According to the survey of 6,000 SEIP graduates under Tranche-2, 62% are employed (wage-employed and self-employed). About 63% (or 1,868 graduates) reported that their current job is their first job. Including EDC-Universities and BIGM, the employment rate of SEIP graduates under Tranche-2 comes to 64%. It can be noted that the employment rate of SEIP graduates under Tranche-1 is over 62 percent.

RMG and textile, food and beverage, service and workshops, and construction are the major sectors where SEIP graduates were employed. Of the newly employed graduates, 69% are men and 31% are women. About 74% got the job within six months of their training completion. Moreover, the rate of female graduates are more to get a job quickly after completing the SEIP training program.

Income: Wages and salaries are regarded as the graduate's dominant source of income. Their average salary was Tk 14,655 in the total sample during data collection. Before SEIP training, their average salary was Tk 5,483. Thus, with training, their salary has increased by 2.67 times. The average wage or salary of a male graduate has increased 2.5 times, while it

has increased 3.7 times for a female graduate. Thus, due to training, graduates' average wage or salary has increased.

Impact of COVID-19 on employment: Covid-19 has adversely impacted the job or employment of SEIP graduates. About one-fourth of graduates were found to be affected by the pandemic. Self-employed graduates were more affected. The adverse impacts were Burden of loans, reduction in working hours, reduction of wages/salaries, loss of job, lay-off, stoppage of promotion, underemployment, a stoppage of increment and facing difficulties in loan repayment, etc. Their coping mechanism were family relocated to villages, hard-hit but no help from others, dis-savings, borrowing from others, government relief, financial support from friends and relatives, sale of household assets, sale of labor at a reduced rate, deferred payment of utility bills. About 8% of SEIP (or 490) graduates or their family members suffered from the Covid-19 pandemic.

SEIP GRADUATES UNDER EDC-UNIVERSITY

- Among EDC-University graduates who participated in the tracer study, 85% were men and 15% were women. Regarding the trainee selection criteria status, 77% of graduates were enrolled as up-skilling and 23% were new entrants/fresh. About 53% of graduates completed Bachelor's degree while 47% obtained post-graduate degree.
- About 28.5% of EDC-University graduates stated that the SEIP advertisement was the main source of enrollment information about SEIP-supported skills training, followed by 24% from friends and colleagues and 17.5% from job fairs. Other sources were social media (7%) and posters/festoons/banners/flyers (2%, etc.
- The EDC-University graduates completed three executive-level courses. 34% completed the post graduate diploma in knitwear management under EDC-BRACU, 33% in Textiles under EDC-BUTEX and the rest 33% in Leather and Footwear Management under EDC-EWU. The duration of these courses varies from 6 to 12 months.
- Most of the graduates stated that the training course was relevant to their jobs at different levels that the quality of teaching/lecture delivery was very good. The training materials were adequate. The training environment was satisfactory. The trainer-trainee relationship was acceptable and the overall SEIP-supported training courses were highly satisfactory.
- Since the graduates were largely satisfied with training delivery and facilities under BIGM, more than 90% were eager to participate in further training to build up a better career. Types of training they needed are 63% on hands-on skills, 15% on IT Skills, 9% on communication skills and 7% on leadership skills, etc.
- According to them, there were some training course's weaknesses. They were poor classroom environment (43%), inadequate scope of practice for job demonstration (41%), some instructors' insufficient skill (38%), insufficient lab facilities (34%) and non-cooperation from coordinators regarding job placement (30%).
- According to them, continuous assessment was conducted during the training period, and the attitude of assessors during assessment was found to be cooperative and supportive. Assessment tools were appropriate for easily performing the final assessment, and the assessment materials, tools and equipment were reported as adequate. Assessment results were delivered a few days after training. As reported, 55% of these graduates received the certificate after training, of which 27% used the certificate for various purposes: 93% for further studies, 91% for promotion and 51% for higher salary compared to non-certified employees. As reported, 67% faced

various challenges-- lack of job opportunities (62.5%), lack of skills (50%), skill mismatching (53%) and undervaluation of the certificate (28%).

- **Wage-employment of new entrant:** Among new-entrant SEIP graduates under EDC, 77% were found employed in which 63% were wage-employed and 14% were self-employed. About 23% were unemployed. Female graduates were higher as unemployment. Among the wage-employed, 62% were male, and 38% were female. Five sectors were mentioned in the study. They are service (48%), RMG and Textile (26.5%), leather and footwear (10%), sales and marketing (8%). Their average monthly income was BDT 39,851. About 82% of wage-employed new entrant EDC graduates mentioned that knowledge and skills acquired from SEIP training were relevant to their current job. However, to improve their knowledge and skills further, they required more training on various sectors such as IT skills (51%), hands-on-skills (41%), communication skills (38%), critical thinking (30%), entrepreneurial skills (30%), analytical skills (27%), independent thinking (14%), leadership skills (14%), subject matter skills (14%), problem-solving skills (11%), etc.
- **Self-employment of new entrant:** Of 71 new entrant EDC graduates, 14% were in self-employment. They were involved in various self-employment activities such as garments (70%), shoe manufacturing (20%), and others (10%). Most of them cited that the training was relevant to the SEIP-supported training course but they desired more skills training to operate their business more effectively, examples up-skilling training, product sales and marketing and entrepreneurship training, etc.
- **Unemployment of new-entrant:** In the total sample of new-entrant EDC graduates, about 22% were unemployed, of which 37.5% were unemployed for one year or below, 25% for 1-2 years and the rest 25% for 3-6 years. The reasons for their unemployment include not getting their desired job (63%), voluntary unemployment (19%), not getting any job offers (12%), unsuitable location (6%), Covid-19 pandemic (6%), and other factors.
- **Wage-employment of up-skilling graduates**: Of the 231 wage-employed up-skilling SEIP graduates under EDC, about 11% reported that the current job was their first job in which 10% are males and 21% are females. Regarding the nature of the contractual agreement between graduates and employers, about 97.4 percent mentioned their job as permanent while 2.6 percent mentioned as temporary job. There were five job sectors identified, of which 74.9 percent of graduates were employed in the RMG and Textile Sector, leather and footwear Sector (12.1 percent), service Sector (7.4 percent), Sales and Marketing Sector (1.3 percent), and 4.3 percent mentioned other sectors. There were 13 job posts or designations identified. They are 29.4 percent merchandiser, 15.2 percent industrial engineers, 12.6 percent production managers, 8.2 percent involved in business development, sales, and marketing, 6.5 percent engaged in human resources, admin, and compliance, 5.2 percent quality assurance officers, 1.3 percent supply chain management officers, and 0.9 percent supply chain management officers.
- **Income of wage-employed up-skilled EDC-University graduates:** The average monthly wage or salary in the current job during the study period was 67941 BDT, in which males were higher (69174 BDT) than that of female wage-employed graduates (54315 BDT). The average monthly wage or salary in the previous job before SEIP training was 50,929 BDT, in which males were also higher (52,179 BDT) than that of females (37,105 BDT). These findings also revealed that about 33% of the income/wage/ salary in the current job of the EDC-University graduates increased compared to the previous job before SEIP training. The increase in salary or wage

rate from previous jobs to current job was higher (46.4 percent) for female graduates than male graduates (33%).

- **Promotion of wage-employed up-skilled EDC-University graduates:** Approximately 16.0 percent of Tranche-2 wage-employed up-skilled graduates received job promotions following SEIP graduation. The major reasons for not getting promoted were: about 46% of up-skilled graduates under EDC-University mentioned there was no promotion opportunity in the job while time for promotion was not due (35%).
- **Role of SEIP supported skills training on job performance:** About 98 percent of wage-employed up-skilled EDC-University graduates reported that the training effectively enhanced job performance to different levels, including 53% effective, 23% somewhat effective and 22% very much effective. About 98% of wage-employed up-skilled EDC-University graduates mentioned their self-confidence increased in the job after SEIP graduation. About 97% of wage-employed up-skilled EDC-University graduates mentioned that the skills acquired from SEIP-supported training would reduce the dependency on overseas mid-level managers in the industrial sector. About 93% mentioned a difference in work efficiency in the job between SEIP and non-SEIP graduates.
- **Skill matching with the job:** About 92% of wage-employed up-skilled EDC-University graduates reported that the knowledge and skills acquired from SEIP-supported training were relevant to their current job. Conversely, 8% of graduates mentioned that their knowledge and skills were irrelevant. The proportion of male respondents was higher (93 percent) than that of female graduates (84%).

Social Development and Women Empowerment

- Women graduates who underwent SEIP-supported training courses presented diverse responses in decision-making on various household issues, especially in children's education. Only 87% women took decision solely or jointly either with their husbands or with male family members.
- About 39% of women made the decision on marriage for their daughter or son either solely or jointly with their husbands and or male family members. On the other hand, 26% took decision solely by male member and 35% solely by husband.
- Around 83% women graduates took decision on purchase of assets and properties solely or jointly by husband or male and female members. Of those, 22 % made the decision solely, 39% jointly with her husband and 22% jointly by male and female members.
- Around 96% of women graduates took financial decisions on spending their earnings solely or jointly with the husband or male members. Of them, 63% made the decision solely, 20% jointly by their husbands and 13% jointly by male and female household members.
- Regarding the course selection process, 85% of women graduates made their own decision on the SEIP-supported courses, whereas 9% were influenced by their husbands, 4% by family members and the remaining 2% by employers.
- Approximately 91% of women graduates who received SEIP-supported training reported an increase in their social status. Regarding women's mobility, about 94% reported having no difficulty going outside alone, while 74% said they didn't face any difficulty going outside for job or employment.
- Concerning the impact of the Covid-19 pandemic on jobs and employment, about 58% claimed that the pandemic had a negative impact on their job or employment.

Approximately 62% reported a reduction in working hours, 61% stopping promotion, 56% reduction in salary or wages, 43% job loss/termination, 42% credit burden, 40% underemployment, and 20% stopping increment.

- 58% of EDC-University graduates claimed that their family members were infected with the Covid-19, of whom 2.76 family members on average per household had the disease.

SEIP GRADUATES UNDER TRANCHE-1

- **Graduate Profile:** The second tracer study found that among 600 SEIP graduates under Tranche-1, 74% were male and 26% were female. Regarding education, 31 SEIP graduates completed graduation, while approximately 21 percent passed HSC, 17 percent passed SSC, 13 percent completed post-graduation. About 0.5 percent of the graduates belong to ethnic groups. All of them were females from the Chakma ethnic group.
- **Training Institutes and training delivery:** About 47% of SEIP graduates under Tranche-1 reported that the main source of enrollment information on SEIP-supported skills training was the SEIP advertisement while about 19% learned by friends and colleagues, 11% from social media, (10%) by employers, 10% got information from relatives and 8% mentioned posters/festoons/banners/flyers.
- The second tracer study identified a total of 74 training courses. The courses mentioned were: Graphics Design (13%), Web Design and Development (9%), Electrical Installation and Maintenance (6%), Dress Making and Tailoring (6%), IT Support Services (5%), IT Support Technician (5%), Sewing Machine Operator (5%), Welding and Fabrication (4%), Mason (3%), Quality Control Supervisor (2%), Fashion Designing (2%), Fire Safety Management and Risk Assessment (2%), Machine Shop Practice (2%), and Plumbing and Pipe Fitting (2%).
- About 63% of SEIP graduates under Tranche-1 were enrolled in government training institutes, while 33% in private training institutes, 2.2% in training institutes under NGOs and 1.3% in training institutes under industry associations. About 47% of graduates stated that the training course duration was sufficient, while 53% of graduates mentioned that the course duration needed to be increased.
- **Satisfaction with training:** About 98% of SEIP graduates under Tranche-1 stated that the training course was relevant to different degrees, with about 50% describing it as relevant, 38% as moderately relevant and 10% as highly relevant. Regarding the quality of teaching and lecture delivery, approximately 95 percent said that it was very good to excellent, with 51 percent stating that it was very good, 28 percent stating good, and 17 percent stating excellent. Regarding the adequacy of training materials and other resources supplied during the training course, about 98 percent opined that the training materials were adequate, including 81 percent who mentioned moderately adequate, 14 percent as highly adequate and 3 percent as slightly adequate. Regarding the satisfaction with the training environment, 87 percent noted it as satisfactory at different levels, including 75 percent satisfied and 12 percent as highly satisfied, 12 percent as moderately satisfied. Regarding the satisfaction on the scope of practice during the demonstration of the job, about 96 percent of graduates mentioned that they were satisfied at various levels, with about 77 percent satisfied and 19 percent saying highly satisfied. On the trainer-trainee relationship during the training course, about 97 percent said it was acceptable at different levels, with 15 percent indicating perfectly acceptable and 82 percent as acceptable. Regarding overall satisfaction with the training courses, about 96 percent

who participated in the second tracer study mentioned as satisfied at various levels. Of them, 82 percent mentioned that they were satisfied and 14 percent said they were highly satisfied.

- SEIP graduates under Tranche-1 retraced by second tracer study also mentioned that they continued their skill development after SEIP graduation. About 18 percent of graduates received further training, while 83 percent didn't participate in any additional training after SEIP graduation. In terms of kind of further training, about 59 percent participated in IT skill training, while 56 percent attained job-related training, 18 percent got communication skills training, 15 percent participated in office management training, and 12 percent mentioned leadership skills training.
- Nearly 72 percent of SEIP graduates noted that they needed additional training to build up a better career. Of them, 53 percent reported that they required practical skills training relevant to their job, while 41 percent needed training in IT skills.
- About 89 percent of SEIP graduates under Tranche-1 received stipends from SEIP-supported training. Conversely, 11 percent claimed that they did not receive any stipend. Some of the FGD participants also claimed that after completion of the SEIP-supported training courses, the respective training institute collected the graduates' signatures on a sheet. Even after a long period, the authority is yet to call them to receive the stipend money.
- About 97 percent of graduates reported that the 'course instructors' conducted continuous assessments throughout the training course, while 97 percent stated that the assessors' attitudes were cooperative and supportive. Around 99 percent reported that assessment tools were appropriate for carrying out the final assessment without difficulty, and 99 percent graduates mentioned that the assessment materials, tools and equipment were adequate. On the other hand, 25 percent of graduates informed that the assessment results were delivered a few days after training, and 61 percent said the results were delivered immediately after training.
- About 87 graduates received the certificate after training. Of them, nearly 32 percent utilized the certificate and reaped a variety of benefits in which 96 percent mentioned that they found jobs using the certificates, 78 percent drew higher salaries as compared to non-certified employees, 23 percent benefited from further studies, and 11 percent got promotion. In addition to SEIP, 27 percent of graduates possessed skill certificates from other training programs.
- **Job search and employment**: Upon their graduation from the SEIP, about 56 percent graduates under Tranche-1 searched the job, while 44 percent informed that they didn't do it. Among those who search for the job, about 61 percent searched 3-4 employers to find the job, while 18 percent searched 5-6 employers, 16 percent searched less than 3 employers, and 6 percent graduates searched 7-9 employers. In case of methods they used, 62 percent used private networking to get the job, while 45 percent used online media, 39 percent attended job fair, 33 percent got information from newspaper advertisement, 23 percent received the information from job placement office of the training institute, 22 percent mentioned friends and relatives, and 15 percent vacancy notice and course instructors separately. The graduates faced on an average 4 interviews, ranging from 1 to 8 interviews.
- Among the graduates who searched for jobs, 47 percent faced various problems. Among them, 84 percent mentioned lack of job opportunities while 32 percent lack of

skills that can meet the employer's requirements, and 22 percent said their skills mismatched the job market.

- About 20 percent of graduates under Tranche-1 were employed by any organization prior to attending the SEIP-supported training but 81 percent were not involved with any organization. Among the 600 SEIP graduates under Tranche-1 who participated in the second tracer study, 62 percent were employed, including 52 percent wage-employed and 10 percent self-employed. The unemployment rate was about 38 percent.
- **Wage-employment:** Among the 314 wage-employed SEIP graduates under Tranche-1, the current job was the first one for 53 percent. About 56 percent mentioned that after SEIP graduation, they needed about 1–6 months to get the job, and 34 percent got the job after six months of the training. The remaining 10 percent rejoined their previous job. About 56 percent said they got support from the SEIP Job Placement/Coordinator Office to find the job. Among the wage-employed graduates, 98 percent were employed in government or public organizations, 2 percent in private organisations, and only one percent in non-government organisations. Regarding the nature of the job agreement between the graduates and employers, about 56 percent mentioned their job was permanent while 42 percent said it as temporary and only 1.27 percent mentioned it as part-time. About 50% of wage-employed graduates worked in their hometown or district, while the other half had to relocate to another location.
- During the retracing of SEIP graduates under Tranche-1 through the second tracer study, a total of 12 job sectors were identified. Of them, a maximum of 21 percent were employed in the service sector, 14.3 percent in the IT sector, 14 percent in RMG and textiles, 6 percent in sales and marketing, 3.2 percent in construction, and another 3.2 percent in workshops. Other job sectors were: Food and Beverage (1.9 percent), Light Engineering (1.3 percent), Transport (1.3 percent), Leather and Footwear (1.0 percent), Tourism and Hospitality (1.0 percent) and shipbuilding (0.3 percent).
- About 62 percent of graduates said they decided to continue their current job due to the favorable working condition. Around 61 percent chose for the handsome salary, 53 percent for suitable job location, 42 percent for reputed organisation, 24 percent for job security, 20 percent for the desired job field, 18 percent for good position and 15 percent for the training that was most suitable for the position. Besides, 10 percent of graduates were influenced by the family to choose their current job, four percent due to having a SEIP certificate and 2.2 percent got recommendation from the job placement or coordinator office under the SEIP program.
- The average job experience of the wage-employed SEIP graduates under Tranche-1 was 2.94 years, in which 2.9 years was for male and 3.31 years for female graduates. About 37 percent graduates reported that they work more than 48 hours a week on average and 34 percent of them received remuneration for overtime. According to Bangladesh Labor Act, 2006, the working hours for an adolescent is 48 hours a week on average. Workers, who work overtime on regular working day, should be paid 1.5 times for the first hour of overtime and two times for the second hour of overtime. According to the study findings, the wage-employed SEIP graduates who were working more than 48 hours a week were also getting remuneration from their employers for overtime. It indicates that overtime activities of

wage-employed SEIP graduates and remuneration for overtime is aligned with Bangladesh Labor Act, 2006.

- **Income of wage-employed graduates:** According to the second tracer study period, average monthly wage or salary in the current job of wage-employed SEIP graduates under Tranche-1 was 12,924 BDT. The wage or salary of male (13,040 BDT) was higher than that of female (10,684 BDT) graduate. The average monthly wage/salary in the previous job before SEIP training was 6,759 BDT, in which male salary was also higher (6,937 BDT) than that of female (3162 BDT). About 52 percent of the income/wage/salary in the current job increased compared to their previous job before the SEIP training.
- **Promotion of wage-employed graduates:** About 6.4 percent graduates got promotion in their jobs after SEIP graduation while 93.6 percent didn't do so. The major reasons for not being promoted: About 77 percent said they had no promotion opportunity, 21 percent mentioned that their qualifications didn't match the job and 12 percent noted that their skills weren't up to the mark.
- Replying to a question whether the graduates intend to continue the current job, about 87 percent wage-employed SEIP graduates under Tranche-1 expressed their interest and the remaining 13 percent graduates show disinterest to continue.
- **Skill matching with current job:** About 66 percent of wage-employed graduates stated that knowledge and skills acquired from the SEIP training were relevant to their current job. However, 68 percent of wage graduates under Tranche-1 said they required more skills to perform the job effectively. The skills that were required in the current job are: Hands-on-skills (79%), problem-solving skills (34%), communication skills (31%), independent thinking (26%), working attitude skills (18%), theoretical knowledge (15%), and numeracy and literacy skills (8%). Men's need for skills had slightly higher than that of women, according to proportion.
- **Job performance:** Regarding whether they observed any difference in job performance between wage-employed SEIP graduates and non-SEIP graduates, about 96 percent detected the difference between them but the remaining four percent did not perceive it. All wage-employed SEIP graduates under Tranche-1 reported that their employers were satisfied with their job performance at various levels, including 79 percent satisfied, 20 percent highly satisfied and one percent moderately satisfied. In terms of the current job prospect, 98 % cited saying good at various levels, including 15% very good, 47% good, and 37 percent fairly good. Conversely, the remaining 2 percent mentioned that the prospects were poor. When asked about their impression on the working condition of their current job, about 99.7 percent mentioned citing good at different levels, with 22 percent very good, 46 percent good and 32 percent fairly good.

- **Self-employed graduates:** Among 600 SEIP graduates under Tranche-1, 9.8 percent (59) were engaged in various types of self-employment activities. The sectors in which they were involved: Freelancing (27 percent), tailoring and garments (25.4 percent), trading/small business (18.6 percent), IT support service (6.8 percent), electrical installation and maintenance (5 percent), food processing and marketing (3.4 percent), and servicing (1.7 percent). According to the proportion, the numbers of self-employed women (65 percent) involved in tailoring and garments were higher than males (5 percent). In contrast, self-employed males connected in trading or small business (25.6 percent), IT support service (10.3 percent) and freelancing (39 percent) were higher than females.

- About one-third (32 percent) got support from the job placement office or coordinator to start their self-employment-related activities. The main reasons for selecting self-employment-related activities. Business can be run independently (31 percent), self-interest (48 percent), opportunity to earn more income (14 percent) and family business (5 percent).
- About 34 percent required 1-6 months for starting self-employment activities after SEIP graduation while 54 percent needed more than six months and the remaining 12 percent continued their self-employment activities with prior experiences. Regarding about work location for self-employment activities, 81 percent of graduates worked in their hometown/district and 14 percent migrated to another place to do self-employment activities.
- About 29 percent graduates said they had trading licenses to carry out their Self-employment activities. Simultaneously, all they reported that they had bank accounts and TIN certificates in favour of their self-employment-related activities or business.

EMPLOYERS' SURVEY

Face-to-face interviews were conducted with 200 employers of SEIP graduates for the tracer study. Out of them, about 48% belong to large industries, 17% medium industries, 13% small industries and 22% micro-industries. The study found the employers who are mainly involved in IT, garments and textiles, leather and footwear, food processing and marketing, garages and workshops and others.

SEIP graduates' wages: Most employers opined that SEIP-graduates' wages were higher than non-SEIP graduates as the SEIP-graduates had better knowledge and required skills. All the employers expressed their satisfaction with the performance and skills of SEIP graduates, who were working in their organisations. Their average satisfaction score is 4.34 on a 5-point Likert scale. SEIP graduates are more productive than non-SEIP graduates in their industries or organizations. In the backdrop of excellent overall performance, most employers were interested in hiring SEIP graduates. This intention was 97% and 91% in large and medium industries respectively. Moreover, about 90% of employers are interested in staffing their organizations completely with the skilled workers who finished the SEIP program.

According to employers, SEIP graduates are still facing some challenges despite good performances in productivity. The challenges are inadequate job skills in the changing working environment, skills not always relevant to the job and inadequate subject matter knowledge and so on.

COVID-19 Impact: The Covid-19 pandemic has an adverse impact on the job places of SEIP graduates. About half of the employers thought that the Covid-19 affected graduates' employment status. The impacts are cut of their wage or salaries, reduction of benefits than wages or salaries, job loss, stopping promotion, cutting working hours and demotion, etc. The coping strategies adopted by them are: They had needed to shift families to the village, sell household assets, withdraw savings, take loans, and receive financial support from friends and relatives.

MAJOR FINDINGS OF THE STUDY

- ❑ Employment rate of SEIP graduates trained under tranche-2 achieved is 64%
- ❑ Women's employment achieved 33.3% against the 30% target
- ❑ Graduates' overall satisfaction rate with SEIP-supported training is 95%
- ❑ Salaries of wage-employed graduates increased more than two times after training

- ❑ Some trainees are getting enrolled only for stipend
- ❑ Practical classes, in some courses, appear inadequate
- ❑ The assessment tools used in existing programs are in English, which makes it difficult for trainees to understand.
- ❑ Industry visits and industry attachments are absent for the trainees
- ❑ The monitoring by PIU staff did not properly reflect the actual state of the training system at the training institute level
- ❑ The remuneration of the trainers, in some cases, did not encourage
- ❑ The budget allocated to each trainee for teaching and training materials is not properly utilized throughout the training
- ❑ Inadequate knowledge of PPR and PPA causes delay in the procurement of materials and other resources
- ❑ In some cases, there is a limitation of trainers with the expected industry experience and pedagogical knowledge & skills
- ❑ Graduate certificates are not marked with the government logo along with the SEIP and entity logos.
- ❑ In most cases, the formal contractual agreement between employed graduates and employers is not acknowledged
- ❑ An adequate database of employers at the industry level is needed to employ SEIP graduates
- ❑ Linkage between training institutes and employers is not at satisfactory level that hampers job placement of graduates
- ❑ The arrangement of job fairs is not at satisfactory level in training institutes, which hinders guidance on career development for the graduates.

RECOMMENDATIONS

- The trainee selection process needs to be done carefully in order to reduce dropouts and unemployment
- Trainees with homogenous levels of education should be encouraged to the appropriate level of skills development
- Priority should be given to local area and market demand while selecting courses for the training institutes
- Training activities in the Hill Tracts region need to be conducted in accordance with their culture and local market demand, with special arrangements such as accommodation and stipend facilities
- SEIP project activities need to be scaled up in terms of coverage
- Modern and updated technology, tools and equipment should be ensured in the training center in relation to industry demands and the job market
- Occupational Health and Safety (OHS) measures should be covered in the course curriculum.
- The PIUs/SDCMU-SEIP should ensure adequate practical classes for all courses at the training institute level
- Trainees need industry visits and attachments to provide hands-on-skills
- Regular refresher training needs to be arranged for the previously completed SEIP graduates
- SEIP graduate certificate should be recognised by national quality assurance bodies (e.g., NSDA and BTEB)

- Bangladeshi government logo is used in certificates provided by NSDA and BTEB, but not in SEIP-provided certificates. Therefore, the SEIP should take the initiative to use the government logo on the certificates issued to all SEIP graduates.
- A hub of skills training centers should be established based on the concentration of industries
- Content related to ethical issues needs to be incorporated into the course curricula
- Career counselling-related contents should be incorporated into course curricula
- PIUs and SDCMU-SEIP should ensure that the training institutes make the arrangement of job fairs in order to provide guidance on career development
- SEIP graduates should be given priority during recruitment in the industries, and it should be mentioned in the job circular that graduates who have SEIP certificates will be preferred, especially for wage employment. SDCMU-SEIP should take initiative to encourage the industry associations in this regard.
- PIUs should strengthen program monitoring
- A true picture of the training system should be reflected at the training institute level during the monitoring, which will be done by both PIU and SDCMU-SEIP staffers
- An in-depth evaluation should be done, especially for EDC-University and BIGM courses, to find out their cost-effectiveness.
- The allotted budget per trainee for teaching and learning materials should be utilized properly. So, the monitoring should be strictly conducted
- Orientation training on PPR and PPA should be provided to the relevant officials working at PIU level to speed up the procurement process of materials and other resources
- Trainers, who have the expected industry experience and pedagogical knowledge and skills, should be recruited to produce quality graduates
- The linkage between training institutes and employers needs to be strengthened to recruit the trained graduates
- A specific linkage policy between training institutes and industries needs to be designed in accordance with the SEIP policy
- NSDA standards need to be considered during SEIP-supported skills training

CHAPTER- I

INTRODUCTION

1.1. Background of the Project

The Skills for Employment Investment Program (SEIP) supports the Government of Bangladesh's reforms in skills development anchored in the National Skills Development Policy (NSDP), 2011. It supports large-scale private sector involvement and public-private partnerships, which are critical to meet existing and future labor market needs in reducing the skills gap. This, in turn, is crucial for Bangladesh to move away from the current "low skill, low wage equilibrium" to a "higher skill, higher wage level" for transition to a middle-income country. The program helps the government scale up the skilling of new entrants and up-skilling of existing workers who contribute to higher economic growth in priority industry sectors. The SEIP is working to strengthen the total skills ecosystem in Bangladesh.

The impact will increase the income and productivity of working-age people aged 15 and up. The outcome will be increased employment in priority sectors and improved skills for both males and females. There are four outputs targeted under the four components of the project: (i) delivering market-responsive inclusive skills training; (ii) strengthening the quality assurance system; (iii) strengthening skills development institutions, and (iv) ensuring effective program management and governance.

1.2. Objectives of the Project

The project's overall objective is to qualitatively and quantitatively expand the skilling capacity of the identified public and private training providers by establishing and operationalizing a market-responsive skills ecosystem and delivery mechanism through a well-defined set of funding triggers and targeted capacity support. Specifically, the project objectives are to:

- Impart skills training for new entrants and up-skilling training for the existing workforce to enhance productivity and growth in the priority industry sectors;
- Impart skills training linked to gainful employment or self-employment through PKSF partners and their livelihood programs as well as Bangladesh Bank Small and Medium Enterprise (SME) Department, BWCCI, etc., who promote the development of entrepreneurship;
- Develop a network of training providers who the industry has endorsed for providing high-quality training to meet the employer's skills needs;
- Establish and implement a strategy to address the special needs groups specified in the NSDP and ensure their participation in SEIP programs;
- Implement a vocational trainer development program for trainers and assessors and a management/leadership training program for training provider management required by NSDP;
- Strengthen the capacity of the concerned organizations for approving training providers' registration process, course accreditation, monitoring quality assurance and implementation procedures;
- Support training providers in developing their capacity to ensure quality training delivery mechanisms
- Support establishing and operationalizing a National Human Resources Development Fund (NHRDF) and National Skills Development Authority (NSDA).
- Support the development of trained and licensed drivers to increase road safety.

[1] Source: Training Management System (TMS) of SEIP Tranche-2.

1.3. Scope of Services

The assignment intended to conduct a comprehensive tracer study on SEIP graduates who completed training from SEIP partner training institutes/centers under Tranche-2 only and subsequently entered the labor or job market. This study will also retrace a part of Tranche-1 graduates already traced under the first tracer study to get a comparative picture of the changes in their employment status over time. SEIP is supporting the selected public training institutes or centres under four ministries or divisions (Ministry of Education, Ministry of Industries, Ministry of Expatriates' Welfare and Overseas Employment, and the Ministry of Road Transport and Bridges), 13 industry associations of nine priority industry sectors (IT, RMG & Textile, Construction, Light Engineering, Leather and Footwear, Shipbuilding, Tourism & Hospitality Management, Bangladesh Agro-Processors' Association, Bangladesh Women Chamber of Commerce and Industry), BB SME, PKSF, EDC, and BIGM: As per the TMS database, more than 300 training institutes/centers, operated by the four ministries/divisions, 13 industry associations, BB SME and PKSF, are providing skills training on approximately 140 courses. As per the discussion with SDCMU-SEIP, the data regarding SEIP graduates as of March 31, 2021, in the TMS database will be considered for this second tracer study. Accordingly, 176,875 trainees had completed their training under Tranche-2 as of March 31, 2021. Of those, about 126,284 (71.39%) had been placed in jobs in different industries or enterprises, mostly in the nine priority sectors mentioned above. A good number of SEIP graduates are engaged in self-employment as well. Thus, about 75% of the graduates are already employed [1]. The SEIP-supported training is being delivered across the country, and the present tracer study will cover all eight administrative divisions of the country.

1.4. Objectives of the Assignment

The main objective of the second tracer study of SEIP graduates is to assess the impact of SEIP on sustainable development of the labor force and their families.

The specific objectives of the tracer study are to:

- Identify the current employment and income status of SEIP graduates;
- Determine the causes of unemployment for those who are still out of work;
- Mapping SEIP graduates' job histories and identifying challenges to job sustainability;
- Assess the performance of employed graduates in the workplace;
- Assess the employers’ perspectives and satisfaction level with SEIP graduates’ skills and aptitude;
- Assess the socio-economic impact of the Skills for Employment Investment Program (SEIP) on graduates and their families;
- Identify the social and economic (i) enablers/performers and (ii) barriers faced by graduates in securing valued employment;
- Explore the capacity gap of the SEIP skills training program with the industry’s requirements and the validation of TMS information.

The study intends to look into the differences in job search process and the effects on training based on gender and disadvantaged groups. The study also conducts employer survey. The aims are to:

- Ascertain employer satisfaction about the trainees (e.g., skills, work attitudes, etc.) and women’s empowerment after receiving the training and the areas that need improvement; and
- The survey is expected to suggest measures to improve training quality, thereby enhancing graduates' employability and the efficiency of training programs. The study will also evaluate the training program's effectiveness for the graduates, particularly in getting the right kinds of jobs and upgrading their positions.

1.5. Tasks of the Assignment

Overall, the study analyzed the effects of the training provided under the SEIP project on graduates' employment, competitiveness and income. Specifically, the study;

- Trace graduates and identify the employment status (employed, self-employed, and unemployed) of the SEIP trainees who graduated from different training institutes/centers under Tranche-2;
- Assess the access, relevance, and quality of skills training on employment;
- Determine the nature of the trainees' current jobs, job search methods, and the average time taken to find the jobs;
- Evaluate employment and the occupational salary ranges of the employed, as well as the prospects for further advancement
- Evaluate the socio-economic changes of graduates and their families;
- Evaluate employer satisfaction based on the performance of the graduates;
- Identify the efficiency, relevance, quality and effectiveness of up-skilling training and the contribution made by the up-skilled workers to the process of increasing productivity at workplaces;
- Ascertain the level of satisfaction of the trainees with the skills training and the job they have received;
- Ascertain the employer's satisfaction with the performance of the graduates;
- Find out the reasons for the unemployment of the graduates who are still out of employment;
- Explore the challenges for graduates' employment sustainability and career advancement;
- Validate TMS information with reality, recording the discrepancy if there's any;
- Retrace a part of Tranche-1 graduates already traced out under the First Tracer Study to get a comparative picture of the changes in their employment status over time; and
- Make data-driven recommendations to improve SEIP graduates' employment opportunities and competency.

CHAPTER- II

REVIEW OF RELATED LITERATURE

Policies, strategies, research papers and literature have been studied and reviewed in the respective fields to meet the objectives of the study work. The summary findings of the review of related literature are presented below:

2.1. TVET in Bangladesh[1]

In the current human capital discourse, the terms 'TVET' and "skills development" are defined differently. According to UNESCO, TVET comprises formal, non-formal, and informal learning for the world of work. In the EU and Australia, the term is 'VET', which refers to vocational education and training aiming to equip people with knowledge, skills, or competencies required for particular occupations or the labor market in a broader sense. TVET programs are generally designed to prepare learners for direct entry into a specific profession or trade. Usually, they lead to a labor market vocational qualification recognized by relevant authorities. The Bangladesh Technical Education Board (BTEB) considers skills training as formal training.

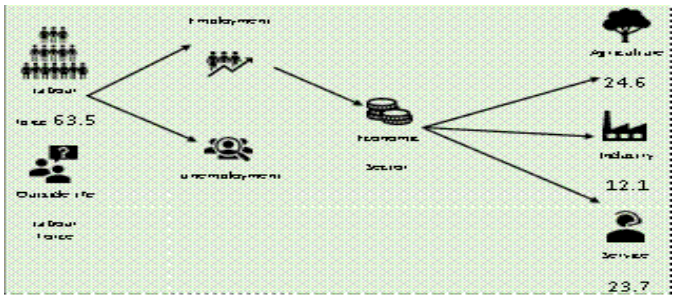
Short courses such as basic trade courses and CBT&A courses, secondary and higher secondary level vocational courses, and other professional-level courses are available through BTEB. The formal TVET provision, courses, and programs are offered by five types of providers, including public and private technical schools and colleges, polytechnics, private training institutes, technical training centers and specialized institutes. Several ministries, government agencies, INGOs and NGOs provide informal and non-formal skills training. However, most of these public and private sector institutions' skill training is not always oriented toward labor market needs or the National Technical Vocational Qualification Framework (NTVQF).

TVET is familiar in Bangladesh, although it still needs to become a more popular stream of education and suffers from social stigma. It is often considered an option for someone with no other options. The situation is changing; the TVET system, particularly at the secondary level, has been expanded in recent years. The average (2008–2014) incremental enrolment rate in BTEB is 13.84%, whereas the rate in general education is 5.81 % (BTEB, 2016).

2.1.1 Importance of TVET in Bangladesh

Every year, more than two million people, mostly young, enter the labor market, of whom only half a million are trained. The 2016–17 Labor Force Survey shows that millions of people of working age are still out of the labor force, unemployed, or employed in the informal sector. Labor market-oriented training could convert these people into human capital and meet the industry demand inside and outside the country.

There has been a significant structural economic shift from traditional agriculture to export-oriented manufacturing and service sectors. This has increased the demand for skilled workers, particularly in export-oriented manufacturing industries.



About 63% of the country's total population belongs to the age group of 15 to 49 years, and 37% of the labor force is in the age group of 15 to 29 years. This

[1] Situation Analysis of Bangladesh TVET Sector: A background work for a TVET SWAp_ILO

relatively young population is often cited as the country's "demographic dividend." Bangladesh needs to capitalize on the youth force by skilling them before this demographic dividend disappears in a decade.

The Government of Bangladesh has adopted a policy of overseas employment promotion because of the huge unemployment and underemployment pressures in the domestic labor market. However, about 52% and 14% of the migrant workers are low-skilled and semi-skilled respectively.

Bangladesh has a target to reach middle-income status by 2026. To do so, the country should increase investment in socio-economic development, expand the share of manufacturing in GDP, increase and diversify exports, and produce quality skilled workers for both the internal and external job markets.

2.1.2. Progress and Challenges

Bangladesh has overcome some of the traditional challenges related to TVET by improving the legislative and policy framework. The TVET sector is generally governed by the National Skills Development Policy 2011, National Education Policy 2010, NSDA Act 2018, BTEB Act 2018 and NFE Act 2014. The national strategic plans such as the 7FYP, Vision 2021, Bangladesh Labor Act 2006, and the Expatriates Welfare and Overseas Employment Policy 2016 also support the development of the TVET sector, including the employment of TVET graduates. Proper implementation of these policies and acts, including the required institutional capacities of the relevant agencies, is the key challenge. There are also challenges related to quality, access and equity, and governance.

2.1.3. Quality

The quality and effectiveness of existing vocational training are hampered by the following factors: (i) lack of trained teachers due to low-quality output by TVET teacher training institutions (ii) lack of in-service training opportunities and poor incentives (iii) absence of quality in teaching and learning outcomes in resulting from inadequate provision of modern learning facilities (iv) high (about 50%) vacancy rate for teaching positions in public training institutions (v) Because of centralized control curriculum updating is not sufficiently adaptive there is an overreliance on written examination (vi) overemphasis on theory in teaching and testing rather than on practical instructions (vii) inadequate financing to maintain facilities, use of old-fashioned equipment, and consumables and training materials for training (viii) poor labor market research and weak linkage with the industry's leading to TVET courses with missing links to emerging industry demand, green jobs, technological changes such as the 4th Industrial Revolution and (ix) lack of government systems to delegate authority, particularly to public training institutions, in order to generate earnings, hire-industry experience trainers and resource persons, offer-market responsive flexible courses, and form partnerships with employers and enterprises to make training relevant and place graduates in jobs.

The NTVQF forms the basis for consistent, industry-wide training and skill recognition that can address employer needs for quality products and workers' needs for appropriate pay based on skills. Although the government has approved NTVQF, the latter implementation still needs to be improved because of the absence of relevant government orders to apply it and the limited awareness of the employers regarding the Bangladesh NTVQF.

2.1.4. Access and Equity

The proportion of students enrolled in TVET increased from 0.4% in 2001 to 1.8% in 2013 (CAMPE, 2016). It is still very low compared to the global average for the proportion of secondary school people enrolled in skills development programs which was 11% in 2010 (UNESCO, 2013).

The prevailing formal TVET system (other than the non-formal short courses of less than 360 hours courses) requires completion of class VIII at the entry-level. It thus excludes those who were school dropouts, out-of-school boys and girls, rural poor young - a large potential group of target beneficiaries. The rural population had less opportunity to pursue TVET as most of the training facilities were concentrated in the urban areas. Most trades were male-oriented and lacked any provision for the inclusion of disabled persons.

The gender and equity issues are addressed through the 'National Strategy for Promotion of Gender Equality in TVET 2012' and the 'National Strategy for inclusion of persons with disabilities in Skills Development 2013'. NGOs and development projects always prioritize women and social inclusion in their skills and TVET development interventions.

Labor force growth of 2.81% during 1974-2017 was faster than population growth (1.86%) due to a rapidly expanding young population (the demographic dividend) and increased labor force participation. However, only 22.8% of workers have completed primary school education, and only 4% have vocational education. Recognition of Prior Learning (RPL) was one major step in expanding TVET access. But, the RPL certification at the Pre-Voc level has been stalled since 2014 because of the new regulations (e.g., NFE Act 2014).

2.2 Changes in Labor Market[2]

2.2.1 Education and Skill Training

The share of the labor force without education has declined substantially in recent years. In 2013, it was only 21 percent compared to 40 percent in 2006. The share of the labor force with higher secondary or higher education has risen from 8.5 percent to 18.9 percent during 2006-2013.

In 2013, about 5.4 percent of the labor force (574 million) had technical/vocational training. The number and share with vocational/technical education were much smaller in 2010, i.e., 0.08 million and 0.14 percent, respectively. In 2006, the figures were very close: 0.06 million received such training, constituting 0.13 percent of the labor force. The comparison should be made cautiously because one cannot be sure whether the definition used has been the same in all these rounds of LFS.

2.2.2. Trained Workers in the 10 Sectors: Existing Situation

Among the 10 sectors (construction, RMG, textile, agro-processing, healthcare, IT and hospitality, leather, light engineering, shipbuilding), construction, RMG, textile and agro-processing employ significant share of workers. Within the macro picture (LFS data), these sectors account for 3.8, 8.4 and 2.5 per cent of all employment respectively. Gender disaggregated data show that women's share is the largest in textile and RMG followed by agro-processing and healthcare. Other seven sectors within the chosen one's account for very small share of women's employment (and total employment).

2.2.3 Evidence on Skill Shortage

Existing research indicates that there is a skills shortage in Bangladesh and other Asian countries. ADB's analysis of barriers to modern sector growth has listed the shortage of skilled labor as among the most important constraints.

Direct evidence on skill shortages can come from (a) estimates of the unemployment rate and labor force participation rate (LFPR) for those with and without technical education, (b) employers' views on the adequacy of skilled workers, and (c) wage difference between the labor force with and without technical training.

[2] SEIP BIDS Study Report 2017

2.3. TVET in Eighth (8th) Five-Year Plan[3]

2.3.1. Progress with Skills Development

Application of new technology to the production process makes some workers redundant in the short run and creates "technological unemployment." An updated TVET sector with

proper industry linkage can help the displaced workers learn the necessary skills. More importantly, TVET provides an alternate option to those individuals who may not be comfortable in a traditional education institution or could not continue school or college due to family obligations or other reasons.

The perspective plan (2010-2021) and the 7th Five-Year Plan emphasize the role of expansion and modernization of TVET in building a skilled workforce. One sub-goal under SDG-4 is ensuring equal access for all women and men to affordable and quality technical, vocational and tertiary education. Studies have shown that the return from TVET education is higher than that from regular schooling for a below-average student. For Bangladesh's transition towards an upper-middle-income country, increased investment in TVET will be crucial. Global experience suggests that the TVET sector grows in tandem with a country's level of development.

The academic streams will not be able to absorb all the children (who make up over one-third of the population currently) and, more importantly, they will not be able to provide every necessary skill that will demand in future. In Bangladesh, formal TVET consists of SSC, HSC, Diploma courses, HSC (vocational), SSC (vocational), and HSC (BM). The courses are offered by engineering colleges, polytechnic institutes, Technical Schools and Colleges (TSCs), Technical Teachers' Training College (TTTC), Vocational Teachers' Training Institute (VTTI), business management colleges, and other technical and vocational institutes.

Bangladesh has gradually transformed from an agriculture-based to an industrial and service-based economy. So far, low- and less-skilled workforces with basic education have done well in this transition. However, in order to achieve upper middle-class status by 2031 and, in particular, to benefit from the fourth industrial revolution, it will be necessary to upgrade both hard and soft skills. Hard skills include job-specific skills such as project management, cloud computing, computer technology, data analysis, marketing, and so on while soft skills are abilities such as communication skills, problem-solving, work ethics, interpersonal skills, team management, creativity, time management, adaptability, and so on. Unfortunately, the existing education systems, including TVET, place relatively less emphasis on developing these particular skills. Hence, the skill levels and productivity of the workers have not increased sufficiently. The private sector consistently identifies a lack of relevant skills they require.

According to the Labor Force Survey (LFS) 2016–17 [1], Bangladesh has a working-age youth population (between the ages of 15 and 29) of 41.25 million. Among various age groups of the labor force, unemployment among youths is the highest. The unemployment rate of young people in the country is 10.7 percent, which accounts for 79.6 percent of total unemployment. Moreover, almost 30 percent of the youth population was not in employment, education and training (NEET) in 2017. Among this group, 97.8 percent of males and 98.7 percent of females in the age group 15 and above did not have any access to training. Those who got training took mostly short courses of two weeks' duration. According to the Bureau of Manpower, Employment and Training (BMET), there were 13 million Bangladeshis working abroad at the beginning of 2020, most of whom were less- or semi-skilled. A more skilled pool of migrant workers from Bangladesh would readily translate into higher remittances for the country.

2.3.2. Target for TVET under Eighth Five-Year Plan

Table 2.2 summarizes the main education sector targets to be achieved under the 8FYP. These targets are based on SDGs as well as the targets for the Perspective Plan (PP) 2041.

[3] Eight (8) Five-year Plan July 2020-June 2025

Specifically, the targets as shown are commensurate with achieving the following SDG goals: SDG4- quality education; SDG5-gender equality; and SDG10 reduction in income inequality. Importantly, the PP2041 target to eradicate extreme poverty and reduce moderate poverty will be helped by achieving these targets. Other perspective plan (PP) 2041 targets, such as industrialization and developments of the service sector, will be assisted by progress made in the TVET and higher education sectors.

Table-2.2: 8FYP Targets for Education and TVET in Bangladesh

Indicators	2020	2021	2022	2023	2024	2025	SDG Goal
	TVET[4]						
Teacher-student ratio	1:18	1:16	1:15	1:14	1:13	1:12	4
Student per institution	171	160	165	161	156	156	4
Teacher per institution	10	10	11	12	12	13	4

Source: TMED (Technical and Madrasah Education Division, Ministry of Education)

2.3.3. Addressing Cross-Cutting Issues in Education and Training

The main strategies and policies to achieve the goals and targets of the 8FYP education sector development are highlighted in Tables 11.5 and 11.6, which comprise several cross-cutting strategies and policies that encompass the entire education sector as well as sub-sector-specific strategies and policies, as well as several cross-cutting strategies and policies that encompass the entire education sector. The cross-cutting strategies and policies include:

(i) Sharply increase public education expenditure as a percentage of GDP;

(ii) Strengthen the relevance of education to skills and employment;

(iii) Strengthen teacher quality and skills;

(iv) Strengthen research on education and skills improvements;

(v) Improve equity;

(vi) A greater role of ICT-based learning;

(vii) Inclusion of Pre-VOC and VOC in secondary level education;

(viii) Improve the reputation of TVET stream;

(ix) Better industry-academia collaboration; and

(x) Skill Constraints to Accelerate Growth under the Fourth Industrial Revolution (4IR):

- ✓ Adapt to lifelong learning models of education;
- ✓ Increase focus on ICTs;
- ✓ The Skill for Employment and Investment (SEIP);
- ✓ Making market-oriented training and curriculum; and
- ✓ The role of TVET.

2.4. Bangladesh Technical Education Board (BTEB)[5]

The Bangladesh Technical Education Board, a state regulatory board, is responsible for monitoring and developing technical and vocational education at the secondary (SSC) level, two-year higher secondary level (HSC/Vocational), and four-year Diploma in Engineering

[4] *National Education Policy 2010 Targets*

[5] Bangladesh Technical Education Board Act (2018)

degree. The board sets the curriculum, develops learning materials, grants affiliation to technical and vocational institutions. It also governs admissions, conducts examinations and awards diploma certifications.

The **Bangladesh Technical Education Board Act** (2018) identified the Bangladesh Technical Education Board's (BTEB) key role in promoting the classified workforce up to the mid-managerial level of the job market through the implementation of NTVQF. The National Skills Development Policy (2011), by the National Skills Development Council, emphasizes skills for job market relevance and introduces competency-based training and assessment (CBT&A) and the qualification framework as the **National Technical Vocational Qualification Framework (NTVQF)**. National Skills Development Policy 2011 strongly provides a guideline for implementing the NTVQF with strong participation from industry and employers. 8th Five-Year Plan (July 2020–June 2025) GOB emphasizes and sets target indicators for TVET to meet the **Sustainable Development Goal (SDG),** especially the quality education indicator (Goal No. 04). The Eighth Five-Year Plan strongly recommends the implementation of NTVQF and provides directions for supporting the whole implementation process. BTEB's "A Report on Matching of NTVQF Qualification with the Occupations of Present Employment Market" (2018) identified the number of graduates produced by BTEB and its status of matching the needs of the employment market. Rafique, A (2017) in his article title "Strategic Workforce Plan for Emerging Bangladesh" has given emphasis on low skill and low productivity of the unclassified employed and how upcoming workforce prevails in all public and private sectors of the economy and services. Bangladesh needs a reformed education and training system to serve the country with educational qualifications matching the occupational demand of the employment market.
[2] The **Bangladesh Technical Education Board (BTEB)** during this period developed and achieved measurable things in National Technical and Vocational Qualification Framework (NTVQF) system, details of which are as follows:

Table-2.4. [6]Measurable development and achievement of Bangladesh Technical Education Board in NTVQF till 2022

Sl. No	Issues	Units
1	Certified Trainer	1556
2	Developed Competence Standard (CS)	471
3	Competence Based Learning Material (CBLM)	579
4	Sector under NTVQF system (ISC)	13
5	Occupations under NTVQF system	231
6	Certified Assessors	2625
7	Registered Training Organization (RTO)	527
8	NTVQF Graduates	166000
9	Uploaded Video about NTVQF	169

2.5. Quality-assured competency-based TVET system in Bangladesh[7]

Technical and Vocational Education and Training (TVET) in Bangladesh is classified as formal and non-formal vocational, technical and skills-based education, and training for employment. The sector consists of the following five main segments:

- Public (delivered to varying degrees by numerous ministries);
- Private (receiving some form of government support in the form of subsidy, e.g., MPO and grants);

[6]Bangladesh Technical Education Board (BTEB)_NTVQF cell
[7] https://www.ilo.org/wcmsp5/groups/public/-asia/-ro-bangkok/-ilo-dhaka/documents/publication/wcms_222644.pdf (Implementation Manual: National Training and Vocational Qualifications Framework (NTVQF))

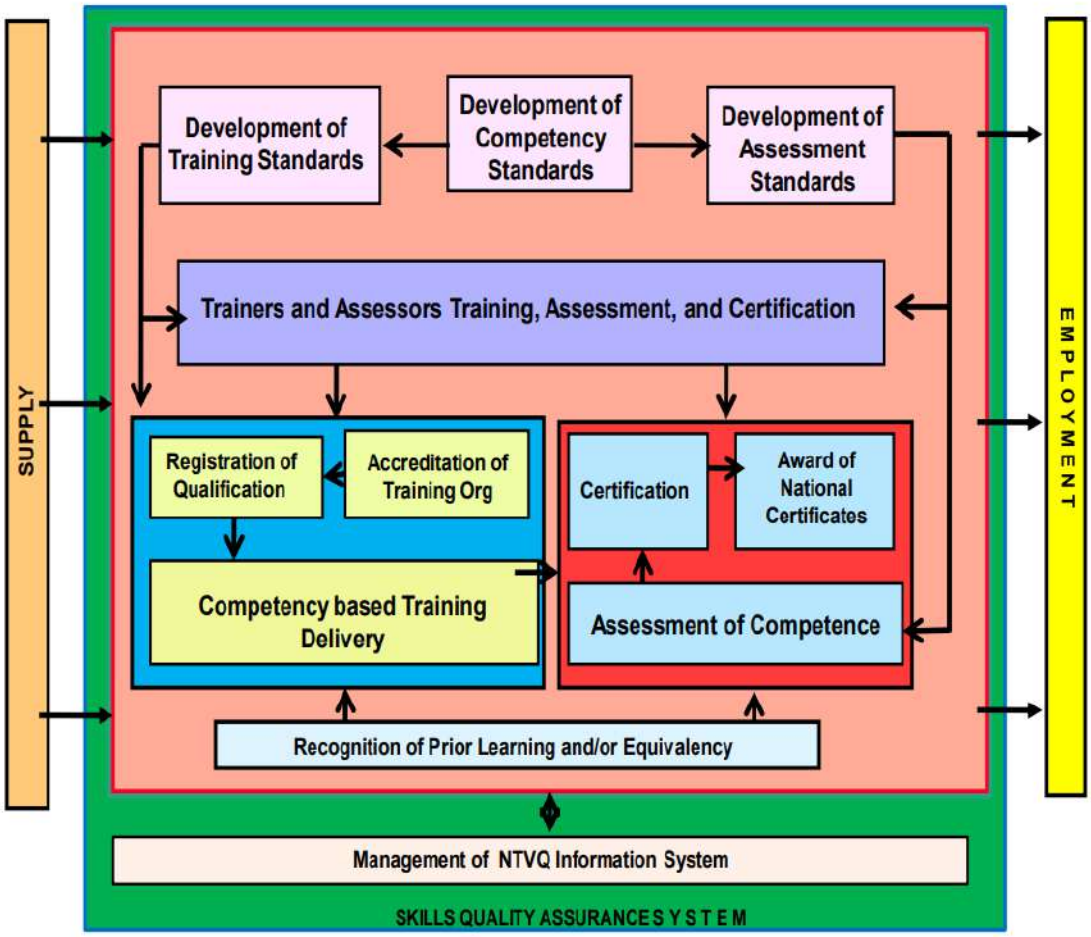
- Private (commercial training institutions, including madrasas);
- Non-Government Organizations; and
- Industry-based (institutions managed by industry and delivering work-based training such as apprenticeship programs).

National Skills Development Policy 2011 developed the technical and vocational education and training system, with ensuring quality and competency, in Bangladesh. This encompasses all initiatives proposed in the National Skills Development Policy, including calling for the:

- ✓ Development of nationally-recognized competency standards based on industry requirements;
- ✓ Development of standards for training and assessment based on competency standards;
- ✓ Training, assessment and certification of trainers and assessors using competency-based training and assessment (CBT&A) methodology;
- ✓ Accreditation and registration of training organizations to deliver competency-based training;
- ✓ Accreditation and registration of assessment centers to undertake competency-based assessment;
- ✓ Development of a Recognition of Prior Learning (RPL) system; and
- ✓ Maintenance of an NTVQF Management Information System (MIS).

The diagram below shows the quality-assured and competency-based technical education and training system for Bangladesh. Together, the components will work towards turning Bangladesh's current workers into a highly skilled, cohesive and globally competitive workforce:

Quality Assured, Competency-Based Technical Vocational Education and Training (TVET) System



Implementing the system requires the implementation of three essential components:

Competency Standards: Nationally agreed-upon industry and determined competence specifications are required for effective performance. Standards are expressed in a consistent format outlining the different aspects of competency and are the basis for all stages of skill development, from training delivery to assessment of competence. Standards describe the work to be performed in a specific occupation and the knowledge, skills and attitudes needed for an individual to perform to the standards expected in the workplace.

Competency-Based Training Delivery System: CBT is one of the major reforms being undertaken in the TVET sector in Bangladesh. CBT is rapid, flexible, relevant and job-directed system. The methodology deviates from the current approach to education and training in Bangladesh, instead placing emphasis on what a person can do in the workplace after completing training. The progression of learning within a CBT program is not time-bound but instead depends on the learner's ability to demonstrate competence on the job.

CBT focuses on assisting learners to develop and demonstrate competent performance as required by industry standards. It aims to prepare the individual for employment or to become more productive in the workplace setting. Implementing CBT requires the following:

- Training, assessment and certification of instructors under the Competency Standards for Certificate level: IV, V in CBT&A in TVET; and
- Registration and accreditation of training organizations under BTEB.

Competency Assessment and Certification System: The Competency Assessment and Certification System (CACS) will assess and qualify NTVQF graduates and workers. The system will determine the qualification level of a person using specially developed assessment tools. Competency assessment is defined as the process of collecting evidence and making judgments on whether competency has been achieved based on approved competency standards. The CACS requires:

- Training, assessment and certification of competent assessors;
- Development of Competency Assessment Tools; and
- Accreditation of Competency Assessment Centers.

2.6 The National Skills Development Policy (NSDP)[8]

The National Skills Development Authority (NSDA) has drafted the National Skills Development Policy 2020, but it has not yet been approved. Bangladesh TVET activity is currently guided by the National Skills Development Policy 2011. Technical and vocational education and training (TVET) is increasingly considered as a valuable path to practical career development all over the world.

The major objectives of the National Skills Development Policy (NSDP) are to:

- Provides a clear statement of reform agenda and strategy for skills development in the country;
- Improve the quality and relevance of skill development;
- Establish more flexible and responsive mechanisms that better service the needs of the labour market, individuals and the community at large;
- Improve access to skills development for groups such as women, child labourers and people with disabilities;
- Encourage participation in skills development by industry organizations, employers and workers and improve skills acquisition in communities; and
- Enable more effective planning, coordination and monitoring of skill development activities of different ministries, donors, industries, and public and private skills training providers.

[8] National Skills Development Policy 2011

2.6.1. Features of the NTVQF

The NTVQF is a nationally consistent system designed to:

- Improve the quality and consistency of nationally recognized qualifications required for packaging units of competency together to form qualifications that address individual and industry needs;
- Introduce consistent naming of credentials;
- Allow accumulation of units of competency (over time) towards a nationally recognized qualification;
- Support flexible education and training pathways through the introduction of a Recognition of Prior Learning (RPL) system. RPL provides a framework that allows learners to easily enter and exit the education and training system by recognizing prior knowledge and skills acquired during education/training, in the workplace or in everyday life;
- Ensure high-quality skill development for individuals' employability and increased productivity;
- Strengthen the linkage between programs (formal and non-formal) and industry requirements; and
- Increase learners' options by broadening their options and career pathways

Table 2.6. Bangladesh NTVQF with Job Classifications

NTVQF LEVELS	EDUCATION SECTORS			Job Classification
	Pre-Vocation Education	Vocational Education	Technical Education	
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-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 (NPVC 1)	-	-	Pre-Vocation Trainee

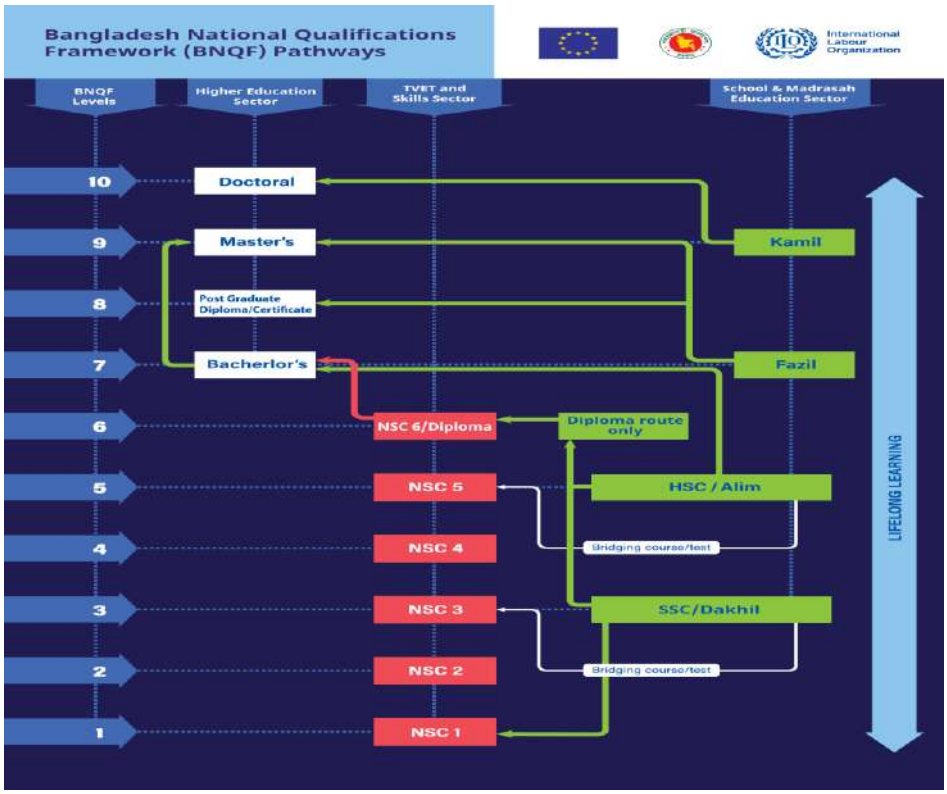
2.7. Bangladesh National Qualifications Framework (BNQF)[9]

Bangladesh National Qualification Framework (BNQF) is a structure that classifies qualifications by hierarchical levels based on learning outcomes, the volume of learning, and roles and responsibilities. BNQF operates to achieve a qualification through inter-related systems of qualification development, training delivery, assessment and certification. BNQF promotes quality through systematic operation within interrelated systems.

Features of the BNQF

- **Harmonized/Linked Framework:** Includes the following education sub-sectors: Schools, Madrasa, TVET, and higher education;
- **Number of Levels:** Consists of 11 qualification levels and one (1) pre-vocational level with defined learning outcome descriptors for each level;
- **Flexible Vertical and Horizontal Pathways:** Facilitates mobility and progression vertically and horizontally within and across education sub-sectors;
- **Credit System:** Allows for the accumulation and transfer of learning from one setting to another
- **Lifelong Learning:** a means to validate learning achieved outside formal instruction;
- **Quality Assurance System:** to promote national qualification standards, comparability to international benchmarks, and mobility of graduates.

It defines pathways and equivalencies, which provide access to qualifications and assist people in move easily and readily between the different education sectors and between these sectors and the labor market.



[9] ILO (2020): Bangladesh National Qualification Framework. The journey towards establishing a harmonized quality assured qualification system, Retrieved on 26 November 2022 at https://www.ilo.org/dhaka/Informationresources/Publicinformation/features/WCMS_735754/lang--en/index.htm

2.8 National Skills Development Authority (NSDA)[10]

The National Skills Development Authority (NSDA for short) is a government agency under the Prime Minister's Office. The authority is mainly responsible for formulating various policies aimed at building a skilled workforce.

2.8.1. Duties and functions of the Authority: (1) The duties and functions of the Authority shall be as follows, namely:

- to formulate a national skill development policy, strategy and plan of action;
- to fix the key performance indicator for government and non-government training institutes, prepare uniform training manuals and coordinate the activities of their implementation, supervision, and evaluation to create skilled human resources for the national and international labour market;
- to publish the forecast of national and international labour market demand and establish a sector-wise skill data bank;
- to give recognition of prior learning of professions under this Act, where applicable;
- to monitor and coordinate all projects and actions related to skill development;
- to take action to develop the standard for training, certification and mutual recognition;
- to form an industry skill council and provide necessary assistance;
- to strengthen industry linkages;
- to take any initiative by the authority on its consideration of creating skilled human resources; and
- to discharge such other duties as may be directed by the government or the governing board.
- In the case of preparing the training manual specified in clause (b) of sub-section (1), consultation shall be made with concerned institutions, organizations and experts, if necessary.
- The authority shall assist in preparing a specialized curriculum.

2.9. Skills gap and mismatch in Bangladesh[11]

The "skill gap" can be defined as the difference between the need of the industries for a skilled labor force and the supply made by the training institutes during a particular period. The skill gap issue has been elaborately discussed in a study on 'the Labor Market on Skill Demand, Supply, and Mismatch' undertaken by BIDS in 2022. The country's industrial sectors are moving with a 30% skills gap, according to the Bangladesh Institute of Development Studies (BIDS).

As productivity declines due to inefficiencies, many educated youths remain unemployed. Meanwhile, private sector organizations are struggling due to the need for a more skilled workforce. Only 3.65% of the labor force in Bangladesh receives training each year, but the rate is only 1.35% in 10 sectors of industry.

The incidence of training is 1.29% for males and 1.48% for females in these sectors. The rate is even lower, at 1%, for the workers engaged in the RMG and textile, construction, and shipbuilding sectors. Bangladesh's productivity is significantly lower than the average of other Asian countries due to a lack of skills and training. The extent of the skill gap in the economy is about 30%, which increases with the level of technological sophistication of sectors. However, the skill gap is lower in the construction, light engineering, small-scale electronics, and leather sectors.

Agro-food processing and RMG sectors are facing a relatively moderate skills gap. Another five industries–furniture, renewable energy, pharmaceuticals, jute, and plastic—need

[10] National Skills Development Authority (NSDA) Act 2018
[11] Bangladesh Institute of Development Studies (BIDS).

untapped growth potential and skill improvement. But the gap is higher in ICT, shipbuilding, and the large-scale electronics sector. The skill gap is higher among professionals and technical personnel like managers, professionals, technicians, salesmen, clerks, and craftsmen.

Female workers are more proficient than male workers in female-dominated industries like ready-made garments (RMG). About 9.22% of the males in the RMG sector face low proficiency problems, while 25.22% have moderate proficiency, and 65.56% have the high ability. On the other hand, 70.78% of females in RMG have high proficiency in skills, 19.85% have moderate proficiency, and 9.37% have low proficiency in skills.

The skill gap is higher in senior-level positions. It can be observed in IT and other industries that require sophisticated skills. Workers for white-collar jobs like managers and professionals are harder to find, marking the lack of skilled people in the industrial sector. About 9.43% of managerial posts in the agro-food processing sector would be recruited instantly, and it requires more than a week in 61.29% of cases and more than a month in 11% of cases. In the 1970s, about 47.4% of our migrant workers were unskilled, which remains at 46.56%. Expatriate income will increase if skilled people can be sent abroad. Industry or associations in the private sector have no incentive to provide training on general skills. Another stigma is the social recognition of technical and vocational education, which could increase the rate of enrollment in this field. A fair wage in the labor market increases the desire for training among workers. We must align training with labor market wages. Measures should be taken according to the demand for workers in the next ten years. The BIDS study said the government had prioritized skills development and continued the Skills for Employment Investment Program (SEIP) under the finance ministry, supported by the Asian Development Bank (ADB) from 2014.

Skills Mismatch: Skills development faces two major challenges: (i) the significant gap between demand and supply of labor with growing industry demand far outpacing supply; and (ii) weak technical and vocational education in terms of capacity and quality (poor teaching, large number of teacher vacancies, outdated buildings and equipment, curriculum unrelated to the workplace, and a lack of engagement with the private sector). There is a limited number of employers and enterprises to provide market-responsive training with high labor market outcomes, resulting in a supply of highly skilled graduates unable to meet domestic and foreign labor market needs.

2.10. Industry Linkage System

Industry participation with TVET providers and decent employment are both interrelated, as they are the same side of the coin. As a result, the involvement of industries in skill development training would be increased in order to increase the employability of skilled graduates. Industry participation comprises the formation of ISCs, escalation of apprenticeships, public-private partnerships, technical assistance to develop Competency standards (CS), Competency-based learning materials (CBLM), establishing a center of excellence, forecasting skills demand, and accessible healthy database. The formation of NSDA has widened and multiplied the opportunities to accomplish the linking, as mentioned earlier, to establish an identical linkage between TVET providers and industries. The NSDA's roles in facilitating private enterprise active participation in the advancement of quality training and skills development opportunities are a demand of time. The strategic decisions of NSDA must include industry alliances right from the designing stage to the job placement of the trainees. It should devise mechanisms for forming partnerships with industries to work toward a common goal of developing human resources.

The benefits of the linkages between industries and TVET providers have multi-faceted implications on productive and decent employment, including supplementary reinforcement

to national economic development. It also promotes skill development training in training institutions and specialized on-the-job training in industries by supplying skilled workforces for high-quality products. Employment of qualified graduates is ensured, and human resources are explored to their full potential. A sound linkage also helps the institutions to be aware of the changing skill needs inside the industry and realize the newest form of required technological phenomenon. Proper linkages with foreign industries and enterprises would be a social capital and enhance the generosity of our TVET providers in the globalized world of 4IR. Besides, exchanging information between institutions and industries on current practices would unify the knowledge hub and technology integration to a great extent. The SEIP project brought together the various skill training programs offered by the government. It established linkages with the industry associations of the ten identified priority sectors to co-develop training suited to their needs. Participating companies also commit to employing trainees after they complete the course.

2.10.1. Job Placement System

SEIP-supported entities, associations, and training institutes ensure the job placement of SEIP graduates within three months of training completion. The job placement units ensure the following:

i) preparing a database of the relevant industries;
ii) establishing contacts with employers;
iii) disseminating training results to employers
iv) organizing job fairs and dialogue with existing/potential employers;
v) identifying job vacancies in the industry and preparing trainees for interviews;
vi) Documenting wage or remuneration before and after training to demonstrate the value addition of training in the case of upskilling; and
vii) Assisting with the implementation of the trainee tracking system.

2.11 Skill ecosystem for progressive skills economy in Bangladesh[12]

Bangladesh has been moving forward to consolidate its status as a developing country and achieve the SDGs. Aiming to become a developed country by 2041, transforming from a cheap labour-based economy to a skill-based and knowledge-based economy is necessary. Our national goal and strategies have been aligned with the perspective plan for the skills economy by 2041. Ongoing mega projects and economic zones are some clear reflections that require a holistic approach to create many opportunities for quality skills promotion. To amplify and strengthen the skill-based economy, there is no option other than promoting the “skill eco-system” in every region/division, which requires a particular focus on formal and informal skills sectors.

In response to the growth of economic zones, mega projects, the Rohingya crisis, and overall rising challenges and opportunities due to the Covid-19 pandemic, the landscape of skills demand in different regions has been changing significantly at scale and diversity. However, there is a massive gap between the demand and supply of skilled workforce to address the potential demand, opportunity, and challenges of the intended mega projects and growing skill economy.

Around 2.2 million people enter the labor market annually, but only 1.9 percent receive formal skills training. Moreover, more than mismatching skill mix on different occupational courses and standard training centres with traditional equipment and machinery are other significant concerns to meet the modern and advanced skills need.

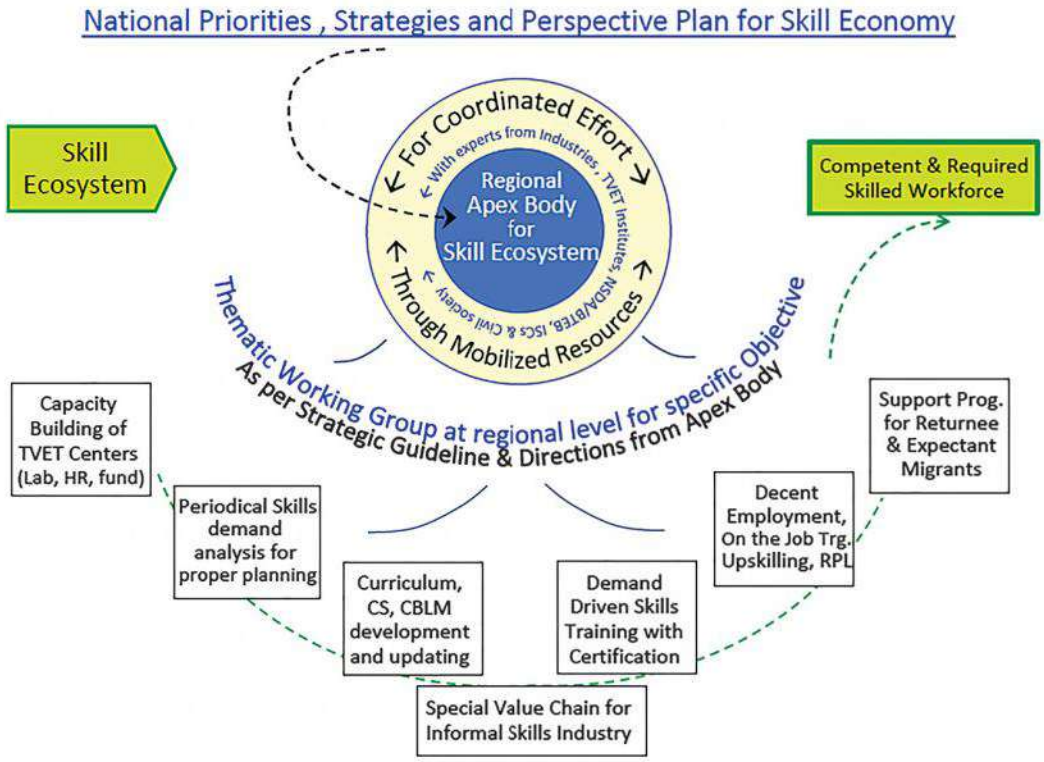
Furthermore, the lack of regional focus with functional dynamics is a massive gap in skills promotion, especially regarding quality training opportunities and formal accreditation. The eventual manifestation of these drawbacks, spelt out through poor performance, disregard of

[12] *The daily star_ SATURDAY, October 15, 2022_*

skills recognition, low wage and poor job retention, is incompatible with the national aspiration. The “Regional Apex Body for Skill Ecosystem” needs to be led by vibrant leadership, preferably from the industry sector to plug-in their proactive role and investment to implement the progressive skills promotion plan with ownership.

It would require a policy framework to operationalize the skill ecosystem at the regional level that will help build a clear understanding among key stakeholders to set a common goal with a shared interest. The framework will guide to establishment apex body at national and regional levels.The ecosystem will uncover the vast potential of industries in a region to invest their resources to help build the capacity of TVET centres and achieve the required skilled workforce through quality training. In addition, “on-the-job up-skilling training” at respective industries would add value to leverage the promotion of the skills through providing opportunities to their workforce. This will influence role up-gradation, better wages, and better workforce retention, which could be geared through buyers’ compliance indicators. Similarly, the skill ecosystem would also work closely with buyers to promote “workplace wellbeing” as an effective mechanism to influence the industries through compliance indicators in favour of decent employment.

All donor-funded projects need to be steered to promote the skill ecosystem by focusing on potential areas as per the interest of concerned donors and development organizations. An effective mechanism to channel the CSR fund from industries and different corporate houses in a region would be one of the potential options to finance innovative projects to promote and strengthen different segments of the skill ecosystem.



Skill Ecosystem promotes coordinated effort among stakeholders in the skill economy in a region to achieve common goal with shared interest

Under the guidance of the apex body, meaningful investment is essential in resource mobilization and coordination of effort among the key stakeholders in the following aspects:

Capacity building of TVET centres/institutes with the required equipment, lab facility, and human resource is one of the prerequisites to be achieved through mapping regional TVET centres, prioritization of strength and need assessment. About 91.3% of the technical training centre are private, and the remaining 8.7% are public in Bangladesh.

2. **Registration or Accreditation** of TVET centres by the national authority at the regional level to streamline the quality is necessary; classifying the occupational strength of the training centres in different sectors would help in quality output.

3. **Demand Driven Quality Assurance** would be one of the prime responsibilities of the working group through:

a. Periodical skills demand analysis through survey and research to forecast demand and for proper planning,

b. Ensure occupational skills training curriculum with renewed Competency Standard (CS) and required Competency-Based Learning Material (CBLM),

c. Professional human resource development is a continuous process to get a competent master trainer and assessor.

4. Ensure **quality skills training** with certification from a formal authority.

5. **Industry-based up-skilling** intervention would be a prime responsibility of industries in addition to "apprenticeship" and "on-the-job training" for continuous skills promotion.

6. **Quality assurance** framework needs to be adopted as one of the prime focuses of the Regional Apex Body through meaningful engagement of experts from BTEB, NSDA, industries, and TVET institutes. Government TVET institutes (i.e. TSCs, TTCs) and private sector TVET institutes like UCEP Bangladesh, MAWTS etc., have to play vital roles as an implementing agencies to promote coordinated roles in the ecosystem.

One of the integral yet challenging parts of the skill ecosystem is the informal skills sector, which has been ignored for years. However, 87 per cent of the total national labor force comes from the informal sectors in Bangladesh. Moreover, it has played a significant role in generating employment, which is significantly valuable from a social and economic aspect.

The informal sector requires meaningful investment and a systematic approach in four different aspects. These are:

- Regional focus and planning for a comprehensive program to promote value chain system on priority sub-sectors;
- expanded opportunity for non-formal skills training through a standard framework; formal certification and wage matrix; and
- entrepreneurship and business promotion support through active engagement of financial agencies and relevant authorities.

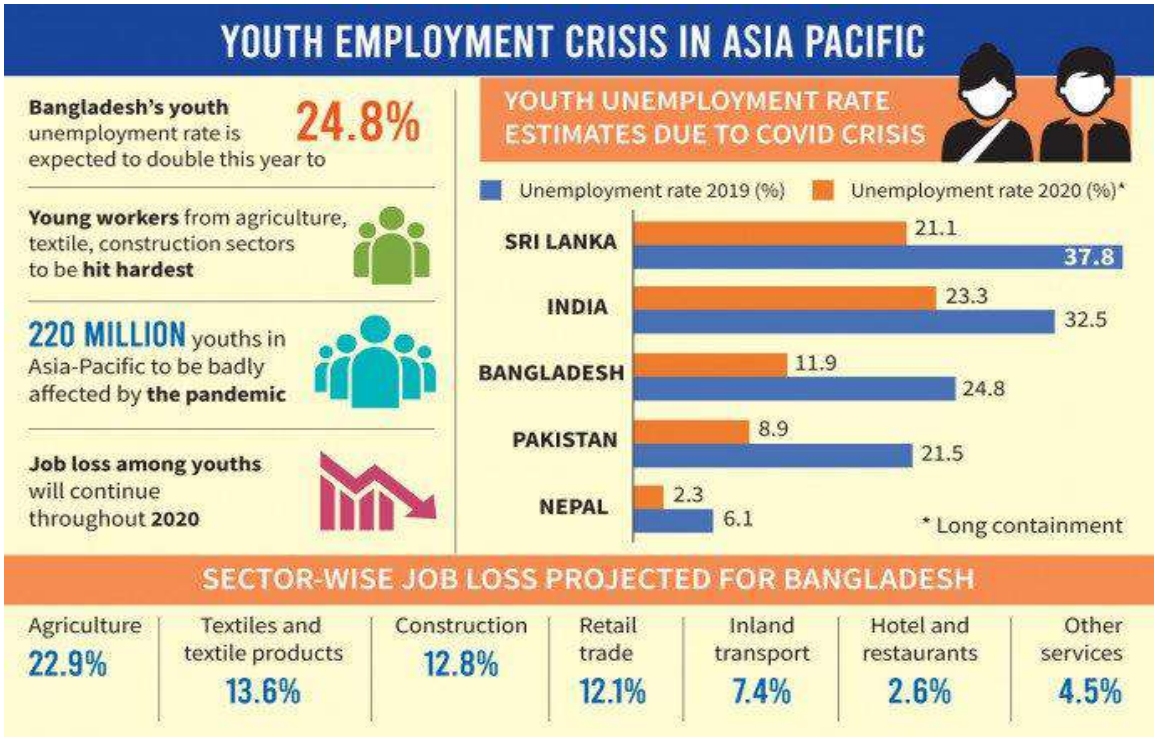
The 21st century looks for a competent workforce, preferably with IT and automation skills, and not just labor. Hence, the skill ecosystem would focus on integrating soft skills as a fundamental requirement for continuous upskills and adopting technologies related to 4IR, which would be the focus of excellence to address rapidly changing scenarios in the global skill economy. The latter demands a higher-level skill mix to enable the workforce to innovate, improve the quality of products and services, and even improve the whole value chain system.

Bangladesh is inclined to tune all positive efforts for a skilled economy where the regional skill ecosystem would play a vital role in helping the young generation develop as a progressive, productive, responsive, and competitive workforce.

2.12 Covid-19 Pandemic Impact on Labor Market

[13]Around 1.7 million youths in Bangladesh might lose jobs this year (2020) due to the Covid-19 pandemic if the virus containment measures continue to be in force for six months, predicts an international study. The report, jointly published by the Asian Development Bank (ADB) and the International Labor Organization (ILO) also showed the pandemic might cause job losses to about 1.18 million youths in the three-month virus containment.

[13] Tackling the Covid-19 Youth Employment Crisis in Asia and the Pacific_ jointly published by the Asian Development Bank (ADB) and the International Labor Organisation (ILO)



Youth Employment Crisis in Asia Pacific Educated Yet Unemployed

The rise in the unemployment rate will be more than double the last year's figure (11.9%) if the containment is extended to six months in Bangladesh. However, the study also reckons that Bangladesh's gross domestic product growth maybe 4.5 percent. Youths aged between 15 and 24 years are especially vulnerable as the Covid-19 crisis disrupts economic activities, with the youth being deemed as the first option for the cut-offs given the lack of professional experiences, according to the report. "The fall in youth employment will be affected by the last-in-first-out process, in which young workers (hired more recently and with less job protection) are likely to lose work faster than adults," reads the report. The study has covered the scenarios in countries located in Asia and the Pacific region.

The report finds that the employment prospects of the region's 660 million. Highest job losses in agriculture, textile, and construction sector. According to the report, aggregate job losses may occur in seven sectors of Bangladesh: agriculture, retail trade, hotels and restaurants, inland transport, construction, textiles and textile products, and other services. These seven sectors may account for 76 percent of total youth job losses in the country. The agriculture sector will suffer the most job losses, followed by textile and textile products, construction, and retail trade.

Youth job losses will continue throughout 2020 and may result in doubling the youth unemployment rates, warns the ADB-ILO report. Around 10-15 million youth jobs may be lost across 13 countries in Asia and the Pacific this year, says the report.

Youth unemployment rates are expected to reach at least double the 2019 estimates even in a scenario of short Covid-19 containment in Nepal, Pakistan, Fiji, the Philippines, and Thailand. Among the South Asian countries, Sri Lanka may face the worst situation in terms of the youth unemployment rate (nearly 38%), followed by India (over 32%), Bangladesh (almost 25%), and Pakistan (over 21%). Nepal will see the lowest job loss in South Asia, with 4.8 percent in three-month containment and 6.1 percent in six-month containment. Moreover, the largest decline in working hours worldwide is estimated to have occurred in South Asia this year, about 18 percent in the second quarter.

2.12.1 Importance of Labor Markets in Current Situation

[14]The COVID-19 pandemic has already infected almost 446,815,954 people in 226 countries and regions, resulting in more than 6021523 deaths as of 06 March 2022[15]. It has the

[14] COVID-19 and the world of work: Impact and policy responses_ILO
[15] Covid-19 Coronavirus Pandemic: https://www.worldometers.info/coronavirus/ (Retrieved on 06 March, 2022)

potential to reach a large proportion of the global population. Some estimates suggest that 40-70 percent of the world's population could become infected.

The crisis has already transformed into an economic and labor market shock, impacting supply (production of goods and services) and demand (consumption and investment). Initially, in Asia, disruptions to production have now spread to supply chains worldwide. Regardless of size, all businesses face severe challenges, especially those in the aviation, tourism, and hospitality industries, with a real threat of significant declines in revenue, insolvencies, and job losses in specific sectors. Sustaining business operations will be particularly difficult for Small and Medium Enterprises (SMEs). Following travel bans, border closures, and quarantine measures, many workers cannot move to their places of work or carry out their jobs, which has knock-on effects on incomes, particularly for informal and casually- employed workers. Consumers in many economies need help to purchase goods and services. Given the current environment of uncertainty and fear, enterprises are likely to delay investments, purchase goods, and hire workers.

Prospects for the economy and the quantity and quality of employment are deteriorating rapidly. While updated forecasts vary and vastly underestimate the situation, they all point to a significant negative impact on the global economy, at least in the first half of 2020. These worrisome figures show growing signs of a global economic recession.

Swift and coordinated policy responses are needed at the national and global level, with solid multilateral leadership, to limit the direct health effects of COVID-19 on workers and their families while mitigating the indirect economic fallout across the global economy. Protecting workers and their families from the risk of infection must be a top priority. Demand-side measures to protect those facing income losses because of infection or reduced economic activity are critical to stimulating the economy. Income protection also mitigates the disincentives against disclosing potential infections, especially amongst low-income and already disadvantaged workers.

CHAPTER- III

METHODOLOGY

3.1. Methodology

The study aims to have the actual scenario of SEIP training activities and their impacts on the target population. Accordingly, the tasks are formulated and detailed in this chapter. Hence, this chapter includes a method of collection of background information, sampling techniques, development and pre-testing of study instruments, team setup and mobilization, data collection, and analysis process.

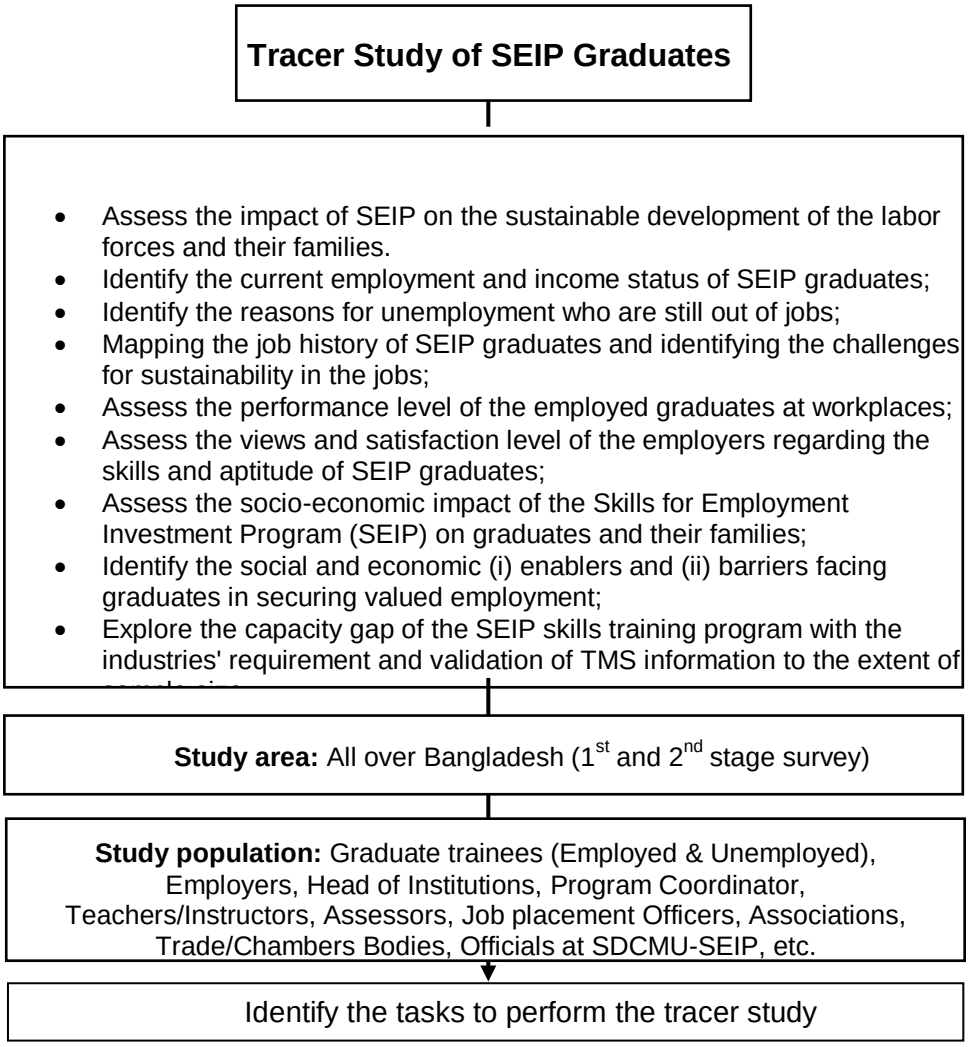
The team has undertaken a desk review of the relevant project documents and reports on similar projects in different sectors and country reports and meets with the SDCMU officials under the Finance Division of the Ministry of Finance (MoF) and other concerned agencies immediately after being awarded the assignment in December-2021.

The consultant used a system-wide approach for the methodology of the present tracer study, which is detailed and participatory. This approach involved wide-ranging and sequenced discussions with SDCMU-SEIP, employers of SEIP graduates, and institutions related to tracing the graduates employed within six months of their training to assess labor market outcomes and generate information about the competitiveness of graduates and employers. The study used:

1. Face-to-face interviews with SEIP graduates and their employers.
2. Focus group discussions.
3. Key personal interviews.
4. Review of secondary data/documents.
5. Case studies with employed (wage/self) and unemployed graduates.
6. Physical observation, etc.

During the field visit, the consultants interacted with the concerned personnel of the SDCMU-SEIP and partner institutes.

Figure 3.1: Snap-shot Idea of the Study



3.2 Approaches to the Study

The following approaches were followed:

- Review of relevant documents;
- Tools development;
- Phone call survey;
- Pre-test survey;
- Reporting on pre-test survey;
- Finalization of tools;
- Face-to-face interview of SEIP graduates;
- Face-to-face interviews of employers;
- Focus Group Discussions (FGDs);
- Key Person Interviews (KPIs);
- Case studies;
- Physical observation;
- Data Management;
- Reporting;
- Workshop with the stakeholders;
- Report Finalization

3.3. Study Activities

To complete the tracer study successfully, the consultants performed the following **key activities**:

Activity-1: Review of Relevant Documents: The study team reviewed ToR, Technical proposal, RDPP, Quarterly Progress Reports, TMS database, First Tracer Study Report of SEIP graduates under Tranche-1, Project Implementation Guidelines, Training Operation Manual, and other documents relevant to the study.

Activity-2: Tools Development: A series of tools for the present tracer study were developed aiming to use in both the first stage, the Phone call survey, and the second stage, the Field survey. A list of tools was used for different stakeholders, which are presented below:

- Questionnaire for Phone call survey (Annex-1)
- Questionnaire for SEIP graduates under Industry Associations and Public Training Institutes under Tranche-2 (Annex-2a)
- Questionnaire for SEIP graduates under EDC: 3 Universities (Annex-2b)
- Questionnaire for SEIP graduates under BIGM (Annex-2c)
- Questionnaire for SEIP graduates under Tranche-1 (Annex-2d)
- Questionnaire for Employer of SEIP graduates (Annex-3)
- FGD Guidelines for Employed graduates under Tranche-2 (Annex-4a)
- FGD Guidelines for Unemployed graduates under Tranche-2 (Annex-4b)
- FGD Guidelines for Teacher/Trainer of SEIP Graduates (Annex-4c)
- FGD Guidelines for Head of Training Institutes (Annex-4d)
- FGD Guidelines for Job Placement Officers/Coordinators (Annex-4e)
- FGD Guidelines for Chief Coordinator (Annex-4f)
- FGD Guidelines for Assessors (Annex-4g)
- Key Person Interview (KPI) Checklist for SDCMU-SEIP (Annex-5a)
- KPI Checklist for Head of Training Institutes (Annex-5b)
- KPI Checklist for Trade/Chambers bodies (Annex-5c)
- Case Study guidelines for SEIP graduates (Annex-6)
- Observation Checklist for Workplaces of SEIP graduates (Annex-7)

The tools mentioned above have been attached in various Annexures of this report. The tools, after development, have been sent to SDCMU-SEIP for their review and comments. At the same time, a pretest has been conducted with 100 graduates and 20 employers. Using the feedback from the pretest and comments from SDCMU-SEIP, the instruments were finalized and sent to SDCMU for their approval, after receipt of which fieldwork started. The final questionnaire, after approval, was translated into Bangla for administration in the field.

Activity-3: Phone call survey: The interview was conducted over the phone to trace at least 7,000 SEIP graduates from different categories (as per ToR). The study team used the TMS database of SEIP graduates to trace the employed and unemployed graduates. During the survey, each target graduate was chosen from the list so that the graduates were available over the phone to reach them and were selected as sample graduates. If not possible to reach them, the next graduate was chosen from the list of 145,789 graduates to call them, aiming to select as a sample graduate. This technique was continued for the selection of 7,000 graduates from the list. During the sample selection, the consultants considered entity, trade, sector, batch, location, etc. Thus, 14,366 graduates were

interviewed over the phone from the TMS database to avoid non-response during the second stage survey, i.e., field-level face-to-face interviews of graduates. From the phone call survey, 7,754 graduates were traced out from different disaggregation through the survey for a second-stage face-to-face interview.

Activity-4: Conduct pretest survey: Before conducting the face-to-face interview of SEIP graduates at the second stage tracer study in the workplaces, the survey questionnaires were tested at the field level with the participation of initially traced out graduates identified through the first stage phone call survey. The target respondents for the pretest survey were selected from the list of SEIP graduates traced out through the phone call survey in the Dhaka area. Accordingly, 1456 SEIP graduates were traced out from different entities by institutes and gender, of whom 100 SEIP graduates and 20 employers were interviewed. Accordingly, Dhaka city was divided into clusters for interviewing 100 graduates and 20 employers out of 406 SEIP graduates and 55 employers.

Activity-5: Report on pretest Survey: After conducting the pretest survey, consultants analyzed the data regarding the pretest survey, and a report was prepared based on the findings. The pretest survey report was submitted to the SDCMU-SEIP for comments, suggestions and approval.

Activity-6: Finalization of Tools: The study's tools were finalized after incorporating client comments and feedback from the pretest survey. After that, the finalized tools were shared with the client for approval.

Activity-7: Conduct face-to-face interviews of SEIP Graduates: A well-trained data collection team (enumerators and supervisors) was deployed to conduct face-to-face interviews of SEIP graduates at their workplaces identified and located through phone survey. The team interviewed 7,000 sample SEIP graduates (of which 6,000 SEIP graduates from Tranche-2 as the main sample, 400 from three universities and one institute as a supplementary sample, and 600 from Tranche-1 as a supplementary sample) SEIP graduates traced out through first stage phone call survey. The pre-designed and pretested questionnaires were administered for this interview.

Activity-8: Conduct face-to-face interviews of employers: The team organized and conducted a face-to-face interview with the employers of SEIP graduates at their workplaces/ industries. According to the plan, the study team conducted a face-to-face interview with 200 sample employers of SEIP graduates from different industries/associations/organizations, etc.

Activity-9: Conducting Focus Group Discussions: Several focus group discussions (FGDs) were conducted with the participation of three categories of stakeholders as SEIP graduates (employed & unemployed) from Tranche-2, Trainers/teachers of training providing institutes, Heads of Training Institutes, Job Placement Officers/Coordinators, Chief Coordinators, and Assessors. A separate set of FGD guidelines were used for each category of FGD participants.

Activity-10: Conducting Key Person Interviews (KPI): **The study team conducted Key Person Interviews (KPIs) with the participation of different stakeholders involved in implementing project interventions at different levels. The stakeholders are officials of SDCMU-SEIP, Head of Training Institutes, and Trade/chamber bodies.**

Activity-11: Conducting case Study: **As per the plan, the consultant conducted 10 case studies of SEIP graduates employed in different sectors/occupations and unemployed graduates. Among 10 case studies, various categories of SEIP graduates were considered, such as highly successful male and female wage**

employed, self-employed, entrepreneur, disabled, ethnic, and transgender graduates. During the case study, unemployed graduates were also considered to identify the reasons for unemployment. A separate set of case study guidelines was used for conducting case studies.

Activity-12: Field visit and Physical Observation: The team members conducted regular field visits and physical observations during the field survey. The physical observation was conducted at the workplaces of the SEIP graduates aiming to observe the working environment, safety and security issues considered at workplaces, etc.

Activity-13: Data Management: The consultant team managed the data in the following ways (i) Downloading of data from the cloud, (ii) Cleaning of data, (iii) Coding of data, (iv) Generation of tables, and (v) Calculation of required statistical parameters. Before analyzing the data, the consultants also prepared the dummy tables.

Activity-14: Reporting

As per the work schedule, the consultant delivered the following reports:

- Inception Report;
- Pre-test Survey Report;
- Draft Tracer Study Report;
- Revised Tracer Study Report; and
- Final Report.

Activity-15: Workshop with stakeholders: The Revised Tracer Study Report will be presented in the workshop with the participation from different stakeholders to be arranged by the client and the firm for comments and suggestions.

Activity-16: Report Finalization: The revised Tracer Study Report will be finalized after incorporating comments from the workshop. The final report will be submitted to the client along with the database.

3.4. Study Design

SEIP-supported training is delivered across the country. It covers 64 districts under all eight administrative divisions of the country. As per the TMS database, the total number of SEIP graduates completing training as of December 31, 2021, is 217,518, of which 132,186 (60.77%) were reportedly placed in jobs in different industries/factories under nine priority sectors[16]. But one of the most important criteria for considering the target population for this study is the required duration for job placement after completion of training, which is six months. Therefore, a cut-off date has been decided in consultation with the SDCMU-SEIP, considered March 31, 2021. Thus, the major target population of the tracer study is 145,789 graduates who have already completed training as of March 31, 2021, of which about 110,825 (75.87%) are reportedly placed in jobs in industries/firms of nine industry sectors within six months after completion of the training.

Among the employed graduates, 100,219 (68.62%) were wage employed, and 10,596 graduates (7.25%) were self-employed. The remaining 36,240 graduates (24.13%) were, as reported, unemployed[17]. The tracer study was implemented in several stages:

(a) Phone call survey of SEIP graduates,

(b) Face-to-face interviews of SEIP graduates and

(c) Face-to-face interviews of employers of SEIP graduates.

Additionally, FGD, KPI, case study, and physical observations were also conducted

[16] *TMS database of SEIP Tranche-2 from which data considered as of March 31, 2021.*
[17] *TMS database of SEIP Tranche-2 from which data considered as of March 31, 2021.*

3.4.1 First stage: Phone call survey/Telephonic Interview

The interview was conducted over the phone to trace at least 7,000 SEIP graduates from different categories (as per ToR): 6,000 from Tranche-2, 400 from 3 universities & BIGM, and 600 graduates were previously traced out from Tranche-1. The study team used the TMS database of SEIP graduates to trace the employed and unemployed graduates. The study team considered systematic random sampling for selecting 7,000 graduates from the list of 145,789 SEIP graduates. During the phone call survey, each target graduate was chosen from the list so that the graduate was communicated over the phone to reach them and was selected as a sample graduate if found. If not found, the next graduate was chosen from the list of 145,789 graduates to call them, aiming to set a sample graduate. This technique was continued up to a selection of 7,000 graduates from the list. During the sample selection, the consultants considered entity, trade, sector, batch, location, etc. More specifically, the team conducted telephonic interviews to trace.

A total of 15,410 graduates under Tranche 2 were interviewed through a phone survey to select 6,000 graduates from general occupations from 15 Industry Associations and selected public training institutes. Of them, 6,492 (42.13 percent) were suitable for face-to-face interviews.

Some 541 graduates from 3 universities and 172 from BIGM were interviewed through a phone call survey. Of them, 589 (82.61 percent) were traced out and found suitable for face-to-face interviews. Thus, for Tranche-2, a total of (15,410+589) or 16,123 graduates were interviewed through phone call survey to arrive at 6,400 SEIP graduates.

In addition, some 1,502 graduates were interviewed over the phone to select 600 graduates as supplementary samples belonging to Tranche-1 that was already traced out under the 1st Tracer Study. Of them, 673 (44.81 percent) were suitable for face-to-face interviews.

Thus, a total of 17,223 graduates were interviewed from various categories through the phone call survey from the TMS database to avoid non-response during the second stage survey, i.e., field-level face-to-face interview. From the phone call survey, 7,754 graduates were traced out from different disaggregation through phone call survey for second stage face-to-face interviews. Out of them, 7,000 graduates were successfully interviewed (Table 3.1). From the Table, it is seen that of the SEIP graduates who made the phone call, only 39.7% were interviewed.

Table-3.1: Sample of SEIP-graduates from different categories

Category of Respondents	No. of graduates made phone call survey	No. of graduates found suitable using phone call for face-to-face interview	No. of graduates successfully interviewed
Graduates under Tranche 2	15,410	6,492 (42.1%)	6,000 (38.9%)
EDC-Universities & BIGM	713	589 (82.6%)	402 (56.1%)
Graduates under Tranche 1	1,502	673 (44.8%)	600 (40.0)
Total	17,625	7,754 (44.0%)	7,002 (39.7%)

NB: Figures in parentheses indicate percentage

3.4.2 Study Design for Second Stage Survey (Face-to-face Interview)

Based on the scope of assignments outlined above, the firm developed a quantitative study method that covers face-to-face interviews with 7,000 SEIP graduates and 200 employers. The consultants also prepared focus group discussion (FGD) guidelines, a set of checklists for key person interviews (KPIs), case studies, and physical observations. The FGD was conducted with the participation of employed and unemployed graduates under Tranche-2 & 1 as well as trainers/teachers, heads of the training institutes, and job placement officers/coordinators at the training institute level. The FGDs were also conducted with the participation of Chief Coordinators at the entity level and Assessors. The key-person interviews were conducted with officials of SDCMU-SEIP, heads of training institutes, representatives of trade/chamber bodies/PIUs, etc. The case studies were successfully conducted with employed and unemployed graduates from different sectors and occupations.

3.4.1. Quantitative Survey

Two quantitative tools were used for face-to-face interviews:

- Questionnaire for SEIP graduates (wage/self-employed, entrepreneur, unemployed) under Tranche-2 & 1, and
- Questionnaire for employers of SEIP graduates.

Separate questionnaires were developed to collect the information from graduates at their workplaces and employers of SEIP graduates.

3.4.1.1. Interview with SEIP-Graduates

The study team conducted a face-to-face interview with 7,000 SEIP graduates randomly drawn from the first stage survey. More specifically, the team completed the face-to-face interviews with the following:

- 6,000 graduates as the main sample from Industry Associations and selected public training institutes;
- 400 graduates as a supplementary sample from 3 Universities (BUTEX, EWU, BRAC-U) and one institute (BIGM);
- 600 graduates as supplementary sample of Tranche-1 already traced under the first Tracer Study.

3.4.1.1.1. Sample Size Determination for Face-to-Face Interviews with SEIP Graduates from Tranche-2

Target Population for the Tracer Survey: The criteria considered for determining the target population are as follows:

- The graduates should complete the training on or before 31 March 2021, and
- The main sample belongs to 15 Industry Associations and public training institutes.

As per the decision taken during the inception workshop, some entities viz. BRTC, BRTC ToT, and TTTI are excluded from sampling. Thus, the target population was reduced to 144,910 SEIP graduates from 145,789.

Main Sample: A total of 144,910 SEIP Graduates fulfilled the above criteria. Hence, they are the target population for main sample. As per ToR, the main sample size was 6,000. The size has been arrived at using the following formulae (Cochran, 1993)[18]:

[18] *Cochran, W. G. 1963. Sampling Techniques, 2nd Ed., New York: John Wiley and Sons, Inc.*

$$n_0 = \frac{z^2\, pq}{d^2} * deff$$

Where,

n_0= sample size with infinite population

z = Standardized normal deviate usually set at 1.96, which corresponds to the 95% confidence interval at 5% level of significance

p = Expected proportion in population based on the previously conducted Tranche-1 Tracer Study of SEIP Graduates at 68.5% job placement against enrolment[19], i.e p = 0.685
q = 1-p=1-0.685=0.315

d= Allowable margin of error is the maximum risk in the sample size estimation. Conventionally, an 'absolute' allowable error margin 'd' of ±5% is chosen, but, as is common in, if expected 'p' is <10%, the 95% confidence boundaries may cross 0, which is impractical. Hence, for an expected value 'p' 10 to 90% then the value of 'd' is ±5% might be a reasonable choice. The choice of 'relative' allowable margin error as opposed to an absolute value is independent of expected 'p' and one might choose it for mid-range values of 'p', which is a valid approach. In this study, the allowable error of margin, d=1.8% is 0.018.

Deff = Design Effect = 2.5

Using the above information, the sample size is determined as approximately as follows:

$$n_0 = \frac{(1.96)^2 * (0.685)(0.315)}{(0.018)^2} * 2.5$$

n = 2558.399 *2.5= 6,395.9972 ~ 6,396 in round figure.

Applying the finite population correction factor (PCF) results in the actual sample size using the following formula recommended by (Israel, 1992)[20]

$$n=\frac{n_0}{1+\frac{(n_{0-1})}{N}}$$

Where,

N= **144,910**

Using the above information, the actual sample size is determined as approximately as follows:

$$n=\frac{6396-1}{1+\frac{(6396-1)}{144910}}$$

= 6,125.66 ~ 6,126

Supplementary Sample: It can be mentioned that, in addition to main sample, there are two supplementary samples: (i) sample of SEIP Graduates who completed training from 3 universities and one institute (Table 3.2). Their sample size is mentioned in ToR as 400. (ii) sample of SEIP Graduates from Tranche-1 who were already traced out in the first tracer study. In the ToR, their sample size has been mentioned as 600.

[19] *Data Source : https://seip-fd.gov.bd/statistics/*
[20] *Israel, Glenn D. 1992. Sampling the Evidence of Extension Program Impact. Program Evaluation and Organizational Development, IFAS, University of Florida. PEOD-5. October.*

3.4.1.1.2. Sampling technique

For the allocation of samples, systematic random sampling techniques were adopted. For its use, the following activities were undertaken. The target population in the main sample was arranged according to courses and entities, including training institutes.
Interval (K) was calculated using the following formulae:

$$K = \frac{N}{n}$$

Where, N=Target population (144,910) and n=Sample size (6,126)
Therefore, K=24
The initial sample was drawn randomly from the first group (1 to 24).
The remaining samples were determined using i+K, where can be any previous number selected.

3.4.1.1.3. Allocation of Main Sample

The main sample graduates were allocated by entities, courses, gender, person with disability (PWD) and ethnic minority in the following tables:

Table-3.2: Distribution of main sample graduates by entities

SL	Entity	Graduates	PWD[21]	Ethnic Graduates	Total
1	AEOSIB	119	1	1	121
2	BACCO	444	1	3	448
3	BACI	610	2	3	615
4	BAPA	505	1	2	508
5	BEIOA	258	4	5	267
6	BGMEA	551	1	6	558
8	BITAC	71	0	1	72
9	BKMEA	443	1	2	446
10	BMET	1,225	5	59	1,289
11	BTMA	531	0	1	532
12	DTE	319	2	2	323
13	LFMEAB	289	1	4	294
14	PKSF	317	2	14	333
18	REHAB	151	1	0	152
19	T and H ISC	166	0	3	169
-	**Total**	**5,997**	**22**	**107**	**6,126**

As decided by the SDCMU-SEIP during its inception workshop, some courses from different entities have been excluded, which are marked by bold and italic style and presented in Appendix 4. According to sample design, the total number of main samples among SEIP graduates was 6,126, of which 2190 (35.75%) were female and 3926 (64.25%) were male. The sample graduates were then re-distributed by entity, course, and gender, as shown in the table below.

[21] PWD means Person with Disability

Table-3.3: Sample Distribution of SEIP Graduates for Tracer Study under Tranche-2 by entity, course and gender

Sl.#	Entity	Course/Trade	Male	Female	Total
1.	AEOSIB	Electrical & Navigation Equipment Installation	47	5	52
2.		Machine Tools Operation	11	1	12
3.		Ship Machinery Installation	4	0	4
4.		Welding & Fabrication	47	1	48
5.	BACCO	Finance & Accounting Outsourcing	8	1	9
6.		Medical Scribing	9	2	12
7.		Professional Back Office Service	45	25	70
8.		Professional Customer Service	217	139	356
9.		Professional Digital Content Management	11	6	17
10.	BACI	Electrical Installation & Maintenance	140	14	154
11.		Masonry	97	27	124
12.		Plumbing	114	8	122
13.		Steel Binding & Fabrication	133	16	149
14.		Tiles & Marble Works	63	4	67
15.	BAPA	Baking Technology	53	45	99
16.		Food Processing	72	68	140
17.		Packaging Technology	79	85	164
18.		Quality Control	47	39	86
19.	BEIOA	CAD-CAM Design and Programming	5	1	6
20.		CNC Machine Operation	9	0	9
21.		Electrical Installation and Maintenance	41	5	47
22.		Machine Shop Practice	19	5	24
23.		Master Craftsmanship	135	2	137
24.		Refrigeration and Air Conditioning	23	3	26
25.		Welding	26	2	28
26.	BGMEA	Apparel Merchandising	9	1	11
27.		Garment Quality System	39	3	43
28.		Industrial Engineering & Lean Manufacturing System	37	2	39
29.		Operator Training for Computerized Sweater Machine	18	0	18
30.		Operator Training for Knit Sewing Machine	10	104	114
31.		Operator Training for Manual Sweater Machine	14	13	27
32.		Operator Training for Woven Sewing Machine	20	236	257
33.		Production Planning & Management	18	3	21
34.		Textile Testing for Assuring Quality	6	1	7
35.	BITAC	Electrical Installation and Maintenance	21	6	27
36.		Machine Shop Practice	19	4	23
37.		Welding	22	2	25
38.	BKMEA	Apparel Merchandising (NE)	6	1	8
39.		Industrial Engineering & Lean Manufacturing (NE)	6	1	7
40.		Industrial Engineering & Lean Manufacturing (UPS Management)	16	0	16
41.		Industrial Fire Safety Management (NE)	10	0	11
42.		Production Planning & Supply Chain Management (NE)	6	1	7
43.		Sewing Machine Operation (Outsourced Institute)	34	293	328

Sl.#	Entity	Course/Trade	Male	Female	Total
44.		Sewing Machine Operation (Own Institutes)	9	13	22
45.	BMET	Bricklaying (6704-13)	9	1	10
46.		CAD (2D &3D)	10	4	14
47.		Cookery (8065-01)	5	1	5
48.		Electrical (2850-84)	4	0	4
49.		Electrical (3529-06)	9	0	9
50.		Electrical Installation and Maintenance (T2)	9	1	10
51.		Electrical Installation and Maintenance	154	17	171
52.		Electronics	11	9	20
53.		Graphics Design	97	69	166
54.		Graphics Design (T2)	7	3	10
55.		Housekeeping (8068-01)	4	1	4
56.		IT Support Service	38	25	63
57.		Machine Shop Practice	35	4	39
58.		Masonry	58	12	70
59.		Mechanical Fitter	8	0	9
60.		Mid-Level Management (RMG)	22	64	86
61.		Motor Driving with Basic Maintenance	93	4	96
62.		Plumbing	90	13	103
63.		Plumbing (3529-04)	9	1	10
64.		Quality Control Management (RMG)	23	11	34
65.		Refrigeration and Air Conditioning	74	6	80
66.		Scaffolding (3529-14)	26	3	29
67.		Sewing Machine Operation	3	84	87
68.		Web Design	11	14	25
69.		Welding	119	15	134
70.		Welding (T2)	8	1	10
71.	BTMA	Basic Techniques of Dyeing and Printing	22	1	24
72.		Basic Techniques of Weaving	57	24	80
73.		Basic Techniques of Yarn Manufacturing	51	79	129
74.		Basic Woven Structure	37	9	46
75.		Computer Aided Design in Textile and Garments	6	2	8
76.		Knit/Sewing machine Operation	4	15	19
77.		Preparatory Process in Weaving	49	23	72
78.		Ring Frame: Basics and Techniques	20	32	52
79.		Textile and Apparel Merchandising	7	2	9
80.		Textile Testing for Quality Assurance	8	2	10
81.		Weaving Technology	38	16	54
82.		Yarn Manufacturing Technology	18	32	49
83.	DTE	Electrical Installation and Maintenance	53	6	58
84.		Graphic Design	37	21	58
85.		IT Support Services	34	34	68
86.		Masonry	9	0	9
87.		Mid-Level Management (RMG)	5	19	24
88.		Motor Driving with Basic Maintenance	34	2	37
89.		Plumbing	9	0	9
90.		Refrigeration & Air Conditioning	5	2	7
91.		Sewing Machine Operation	0	24	24
92.		Web Design	6	2	8
93.		Welding	28	3	31
94.	LFMEAB	Cutting Machine Operation	6	5	11
95.		Lasting & Assembling Operation (Footwear)	13	21	34
96.		Pattern Making, Grading & CAD-CAM Operation	5	1	5
97.		Productivity Improvement Technique	8	1	9

Sl.#	Entity	Course/Trade	Male	Female	Total
98.		Setting & Assembling Operation (Leather Goods)	8	16	24
99.		Setting Operation (Footwear)	18	49	67
100		Sewing Machine Operation	30	87	118
101		Supervisory, Management & Leadership Skills Development	13	2	15
102		Total Quality Management (TQM)	8	1	9
103	PKSF	Auto Mechanics	23	0	23
104		Electrical Installation & Maintenance	66	0	65
105		Food & Beverage Production	6	1	8
106		Food & Beverage Service	5	0	6
107		Graphic Design	15	3	19
108		House Keeping	9	2	11
109		IT Freelancing (Data Entry, SEO, Affiliate Market)	8	2	10
110		IT Support Service	13	4	17
111		Lathe Machine Operation	13	0	13
112		Mobile Phone Servicing	40	0	40
113		Plumbing	31	0	31
114		Refrigeration & Air Conditioning	18	0	18
115		Setting & Assembling of Leather Goods	7	0	7
116		Sewing Machine Operations	10	43	53
117		Welding	24	0	24
118	REHAB	Electrical Installation & Maintenance	29	3	31
119		Masonry	28	6	34
120		Plumbing	27	3	31
121		Steel Binding & Fabrication	30	3	33
122		Tiles & Marble Works	24	4	28
123	T and H ISC	Food and Beverage Production	38	16	54
124		Food and Beverage Production Service	53	8	62
125		House Keeping	52	8	60
Total	**-**	**125**	**3,926**	**2,190**	**6,126**

However, the sample size for the main sample of graduates under Tranche-2, was mentioned as 6,000 in ToR as per Section-7. The following is its distribution by entities and gender.

Table-3.4: Distribution of SEIP graduates under Tranche 2 by Entity and gender

Entity	Male	Female	Transgender	Total
AEOSIB	155	10	0	165
BACCO	405	266	0	671
BACI	668	95	0	763
BAPA	304	201	0	505
BEIOA	386	30	0	416
BGMEA	245	469	0	714
BITAC	55	13	0	68
BKMEA	66	25	0	91
BMET	583	290	1	874
BTMA	324	179	0	503
DTE	308	191	0	499
LAFMEAB	92	121	1	214
PKSF	180	41	0	221
REHAB	126	28	0	154
T and H ISC	101	41	0	142
Total	3,998	2,000	2	6,000

As shown, BMET is the biggest entity with 14.6% of the total sample followed by BACI at 12.7%, BGMEA at 11.9% and BACCO at 11.2%.

3.4.1.1.4. Allocation of Supplementary Sample

The distribution of target population of SEIP graduates in EDC-3 Universities and one institute (BIGM) by entities, courses and gender has been shown in the following table:

Table-3.5: Distribution of Graduates of EDC-3 Universities and one Institute (BIGM)

Sl. No.	Entity	Course/Trade	Male	Female	Total
1	BIGM	Policy Analysis	228	83	311
2	EDC-BRACU	Post Graduate Diploma in Knitwear Industry Management	315	31	346
3	EDC-BUTEX	Post-graduate Diploma in Textiles	326	24	350
4	EDC-EWU	Graduate Diploma in Leather and Footwear Management Program	215	54	269
Total	**4**	**4**	**1,084**	**192**	**1,276**

As per the database, the proportion between upskilling and new entrant graduates was 80:20. Thus, the total number of supplementary sample graduates for upskilling was 320, and for new entrants was 80. As per the inception workshop suggestions, the team considered 15% female and 85% male samples from the supplementary samples. This gives the total number of female graduates at 60 and males at 340.

The supplementary sample graduates for 3 Universities and one institute had been allocated by entities and gender in the following tables:

Table-3.6: Sample distribution upskilling and new entrant graduates for EDC-3 Universities and one Institute (BIGM) by gender

SL	Universities/BIGM	Sample graduates						
		Upskilling (80%)		New entrant (20%)		Total (100%)		
		Male	Female	Male	Female	Male	Female	Total
1	BIGM	68	12	17	3	85	15	100
2	EDC-BRACU	68	12	17	3	85	15	100
3	EDC-BUTEX	68	12	17	3	85	15	100
4	EDC-EWU	68	12	17	3	85	15	100
-	**Total**	**272**	**48**	**68**	**12**	**340**	**60**	**400**

Actually, 402 graduates were interviewed as the supplementary sample, the distribution of which is given in the following Table.

Table-3.7: Planned and actual sample of graduates for EDC-3 Universities and one Institute (BIGM)

Universities/BIGM	Planned size	Actual size	Deviation
BIGM	100	100	0
EDC-BRACU	100	102	+2
EDC-BUTEX	100	100	0
EDC-EWA	100	100	0
Total	**400**	**402**	**+2**

3.4.1.1.5. Sample Selection Strategy from First Tracer Study under Tranche-1 Graduates

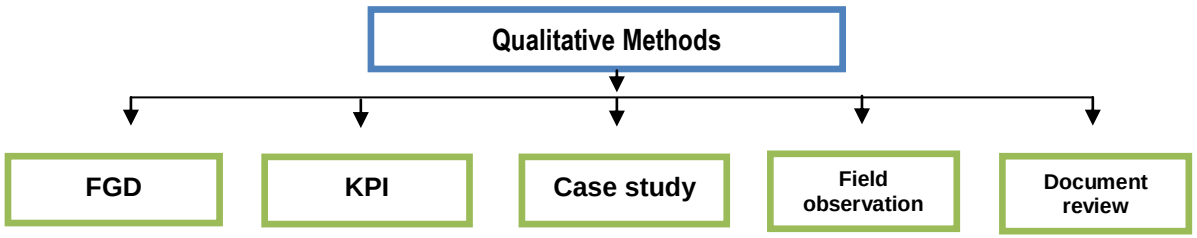
For this study, the sample graduates (600) as per ToR were selected from the database to be provided by the SDCMU-SEIP, which was already traced out by the first tracer study under Tranche-1. Afterward, the sample graduates were selected by Systematic Random Sampling with Probability Proportion to Size.

3.4.1.2. Interview with Employers of SEIP graduates

During the phone call survey, the employers' names, addresses and mobile numbers were also collected from the SEIP graduates, based on which a list of employers was prepared.
A total of 200 employers were selected based on concentration of employed graduates and level of development in the training institutes' hinterland/influence area of concerned training institutes. Finally, interviews with employers were conducted using a pre-designed and pre-tested questionnaire.

3.4.2. Qualitative Survey

Qualitative methods were used in surveys and traced as a credible and reliable data collection method.
They provide clear insights into stakeholders' perceptions and a deeper understanding of the project interventions, their impacts, challenges to implementing the project activities, and their coping strategies. The following qualitative methods have been used:



3.4.2.1. Focus Group Discussion (FGD)

A total of 23 FGDs were conducted with the participation of SEIP graduates, trainers/teachers, heads of training institutes, chief coordinators, job placement officers/coordinators and assessors. These are discussed below:

FGD with SEIP graduates: As per the plan, a total of 13 FGDs were conducted with the SEIP graduates (employed and unemployed) from thirteen industry associations at the workplaces of graduates. Out of 13 FGDs, 12 FGDs were conducted with the participation of SEIP graduates belonging to private entities and one with unemployed SEIP graduates.

FGD with Trainers/Teachers: As per the plan, the study team conducted 5 FGDs with Trainers/Teachers at the Training Institute level.

FGD with Tranche-1 graduates: One special FGD was conducted in DTCL office with SEIP graduates of Tranche-1 who were already traced under the first tracer study.

FGD with Head of Training Institutes: One FGD was conducted with the participation of heads of training institutes. This was organised with the help of SDCMU-SEIP. The study team conducted it.

FGD with Job Placement Officers/Coordinators: One FGD was conducted with the participation of Job Placement Officers working at the training institute level. This FGD was organized with the help of SDCMU-SEIP, and the study team conducted the FGD.

FGD with Chief Coordinators: One FGD was also conducted with the participation of Chief Coordinators working at the entity/association level. This FGD was also organized with the help of SDCMU-SEIP, and the study team conducted the FGD.

FGD with Assessors: Similarly, one FGD was conducted with the participation of Assessors. This was organized with the help of SDCMU-SEIP, and the study team conducted the FGD.

The participants for each FGD were 8-10. An FGD was conducted at a convenient venue for the participants and allowed them to speak freely. Each FGD session took approximately one and a half an hour. There were 228 FGD participants, the average of which per FGD was 9.91.

3.4.2.2. Key Person's Interview (KPI)

A total of 12 KPIs was conducted with the participation of officials of SDCMU-SEIP, heads of training institutes and chamber/trade bodies/PIUs, and these are as follows:

KPI with SDCMU-SEIP: Two KPIs were conducted with EPD/DPED/AEPD/Consultants of SEIP at the headquarter of SEIP.

KPI with Head of Training Institutes: A total of 5 KPIs with the head of the Training Institutes were conducted by the study team;

KPI with Chamber/Trade bodies/PIUs: At least 5 KPIs were conducted with chamber /Trade bodies represented by the Secretary/CEO and PIUs. The representatives of Chamber/Trade bodies/PIUs were selected in consultation with officials of SEIP.

For each category of KPI, a separate checklist was developed and used. The KPI was conducted by consultants, particularly with SDCMU-SEIP, heads of training institutes and Trade/Chamber bodies/PIUs. The other KPIs were undertaken primarily by the field supervisors.

3.4.2.3. Case Study

Approximately 10 case studies were conducted from various categories of SEIP graduates such as highly successful male and female wage employed, self-employed, unemployed, entrepreneur, disabled, ethnic and transgender graduates.

3.4.2.4. Field Visit and Physical Observation

The study team undertook field visits and physical observation as per the plan. The physical observation was conducted at the workplaces of the SEIP graduates, aiming to observe their working environment, their safety and security issues, etc.

3.4.3. Summary of the Respondents/Participants

The overall summary of the quantitative and qualitative survey on the tracer study of SEIP graduates is provided in the following table:

Table-3.8: Summary of the Respondents/Participants at a Glance

Activity	Respondents/ Participants	No. of Respondents/ Participants	Respondents/Participants Category
Quantitative Survey			
A1. First Stage: ***(Phone call survey)***	Graduates	As required from 144,910 graduates to trace out 7,000 graduates	SEIP graduates both male and female, transgender, disabled, ethnic under Tranche-2 & 1
A2 Second Stage: ***a) Piloting of survey tools-***	a) Graduates	100	SEIP graduates
	b) Employers	20	Employers of SEIP graduates
b) Face to face interview	SEIP Graduates: -Tranche-2 graduates -Universities/institute -Tranche-1 graduates -Sub-Total	 6,000 400 600 7,000	SEIP graduates both male and female, transgender, disabled, ethnic under Tranche-2 & 1
c) Face to face interview	Employers of SEIP graduates	200	Employers of SEIP graduates from 23 entities
B. Qualitative Survey			
B1. FGD	SEIP Graduates	13	Approximately 8-10 participants in each FGD session from among wage-employed, self-employed, entrepreneur and unemployed graduates
	SEIP Graduates from Tranche-1	1	
	Trainers/Teachers	5	Teachers/trainers who were involved in conducting skills training at training institution level
	Head of Training Institutes	1	Head (Principals/Directors, etc.) of the Training Institutes organized at SEIP office
	Job Placement Officer/Coordinator	1	Job Placement Officers/Coordinators of the Training Institutes organized at SEIP office
	Chief Coordinator	1	The Chief Coordinators of the industry associations and entities organized at SEIP office
	Assessors	1	Assessors who are involved in assessing the trainees at training institute level organized at SEIP office
B2. KPI	Officials of SDCMU-SEIP	2	EPD/DEPD/AEPD/Consultant of SEIP
	Head of Training Institutes	5	Head of the Training Institutes
	Trade/chamber bodies/PIUs	5	Representatives (Secretary/ CEO, etc.) of Trade/Chamber bodies
B3. Case Study	SEIP graduates	10	Highly successful male and female wage/self-employed,

Activity	Respondents/ Participants	No. of Respondents/ Participants	Respondents/Participants Category
			entrepreneur, disabled, ethnic and transgender as well as unemployed graduates.
B4. Physical Observation	Workplaces of SEIP graduates	A number of physical observations	The workplaces of SEIP graduates

3.5. Indicators considered during designing of the survey tools

Prior to design the questionnaires, guidelines and checklists, the consultants finalised the list of indicators in detail for different categories of respondents/participants. These are as follows:

Table 3.9: Indicators considered during designing of the survey tools

Dimensions	Indicators
Demographic Characteristics	Age, gender, marital status, household size, education, occupation, location, ethnicity, disability and economic status
Employment	Employment status, type of employment, job and its type, type of organization, characteristics of workplace, income, current contract type, employee no., performance feedback, measure of work (%), provide skills training, computer skills, important sources for the skills required.
Employer	Employment sectors, number of employees in the organization, type of jobs graduates perform, working environment, rating of SEIP graduates by employers as compared to non-SEIP graduates; comparative salary/wage paid to SEIP graduates, current position, promotion, challenges faced and suggestions, etc.
Training	Motivation, admission time, name of course/trade, training duration, compare different types of training opportunities, thinking of alternative option, industry recognized training certificate, opportunity for skilling, upskilling and higher education
Job search and current position	Method of job search: media, personal network; job searching duration, number of job applied, reasons for choosing current job, current position, working hour, overtime, current occupation, scope of promotion
Mapping of job history	Activities done before training, job during training, job after training, use of knowledge and skills obtained from training in the job, benefits of training, wage/salary received after training, change of job and its frequency, duration of work in each job, reasons for changing the job, satisfaction from current job, reasons for satisfaction and dissatisfaction in the job, job break after training to current job and reasons thereof
Self-employed	Business type, economic activities, manufacturing sector, number of workers, business address, clients, source of finance, problem faced, financial activities, staff supervision, provide training, mentoring junior colleagues, computer use, content of training, training provider,
Unemployed graduates	Length of unemployment, type of activities for finding job, informal (personal) network used, type of jobs looking for, number of jobs applied, job offer received, job acceptance, reasons for leaving jobs, reasosn for not accepting offer, statement for not getting jobs, opportunity considered for self-employed occupation, self-assessment on finding job, career goal.
Women empowerment	Proportion of women graduates and their employment rate, decision making ability, mobility, career selection, etc.

3.6. Development of Survey Tools

The experts at different stages reviewed the draft study tools prepared earlier. The draft study tools were submitted to the client for review and comments. In addition, the tools were pretested in non-sample areas near Dhaka. The tools were finalised, incorporating the client's comments and feedback from the pretest. After final approval, the data collection instruments were translated into Bangla and were made ready for data collection using Tablet device and KoboToolBox software.

3.7. Designing online platform for data collection using KoboToolBox software

The consultants programmed the paper-based questionnaires into electronic version questionnaires in Bangla for online data collection using Tablet device and KoboToolBox software. A total of 40 pcs of Tablet devices were used by the firm and provided to the field staff for data collection from the field.

3.8. Recruitment of field staff

A total of 36 enumerators and supervisors with requisite qualifications and experience in similar studies were recruited from a list of 74 candidates through an interview board headed by the Team Leader. Each field staff was tested for their hands-on knowledge of using the Tablet device through KoboToolBox software.

3.9. Training of field staff

A five-day training program was arranged from April 4 to 9, 2022, at Niketon Welfare Society Convention Hall, House No. 152, Road No. 4, Block: A, Niketon, Gulshan-1, Dhaka, with the participation of 36 enumerators and supervisors.

On the first day, Dr. Md. Sanwar Jahan Bhuiyan, Joint Secretary and Deputy Executive Project Director (Private-1), SDCMU-SEIP, as chief guest, inaugurated the training program, and Mr. Anarul Kabir, Deputy Secretary and Assistant Executive Project Director (AEPD) was also present in the program as special guest.

The consultants conducted the technical session of the training program, led by the study's team leader. The lectures on the project background, objectives and methodology of the tracer study were delivered to the field staff on the first day. While on the second day, role play using tablet device through KoboToolBox software. On the third and fourth days, pre-testing of study tools was conducted in designated areas with SEIP graduates and employers. On the fifth day, pre-testing activities done by the field staff were reviewed at the DTCL office.

3.10. Data Processing and Analysis

The following statistical tools were adopted to make a sensible analysis of the collected data. The analysis included, but was not limited to, the following:

Descriptive Statistics includes distributions, averages, weights and variance as relevant for each variable. The analysis was conducted to generate data that was used to compare graduates under different categories.

- Graphical representation
- Confidence intervals for crucial variables

3.11. Analytical framework

3.11.1. Kirkpatrick Model for Evaluating the Training and Learning Programs

The Kirkpatrick Model[22] is a globally recognized method of evaluating the results of training and learning programs. It assesses both formal and informal training methods and rates them against four levels of criteria: (a) reaction, (b) learning, (c) behavior, and (d) results.

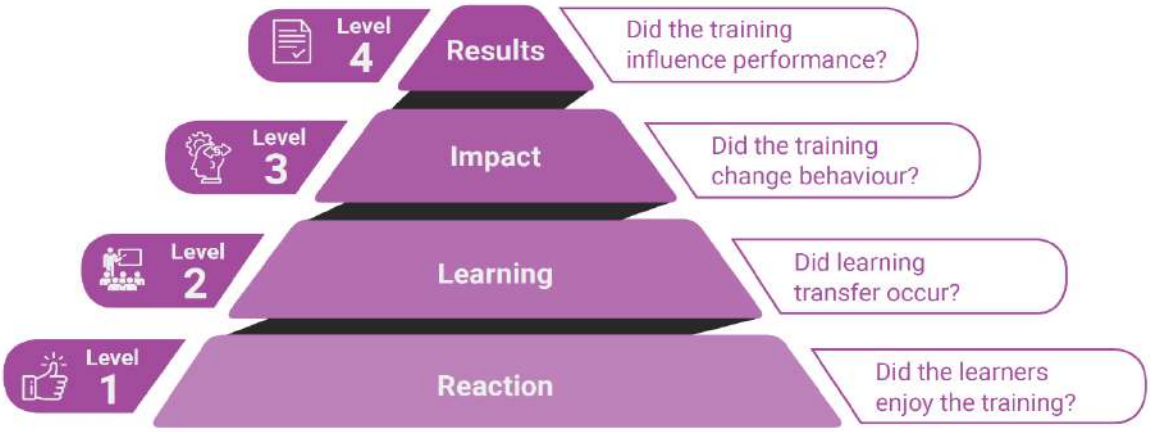


Figure-3.2: Kirkpatrick Model for Evaluating the Results of Training and Learning Programs

(a) Level 1: Reaction

The first criterion is "reaction," which measures whether learners find the training engaging, favorable, and relevant to their jobs. This level is most commonly assessed by an after-training survey that asks students to rate their experience.

A crucial component of Level 1 analysis focuses on the learner versus the trainer. While it may feel natural for a facilitator to fixate on the training outcome (such as content or learning environment), the Kirkpatrick Model encourages survey questions that concentrate on the learner's takeaways.

(b) Level 2: Learning

Level 2 gauges each participant's learning based on whether learners acquire the intended knowledge, skills, attitude, confidence and commitment to the training. Learning can be evaluated through both formal and informal methods and should be assessed through pre-learning and post-learning assessments to identify accuracy and comprehension. Methods of assessment include exams or interview-style evaluations. A clear scoring process must be determined in advance to reduce inconsistencies.

(c) Level 3: Behavior

One of the most crucial steps in the Kirkpatrick Model, Level 3, measures whether the learning truly impacted participants and if they were applying what they learned. Assessing behavioral changes makes it possible to know whether the skills were understood and logistically possible to use the skills in the workplace.

Often, evaluating behavior uncovers issues within the workplace. A lack of behavioral change may not mean training was ineffective, but the organization's current processes and cultural conditions are not fostering the ideal learning environment for the desired change.

[22] *The Kirkpatrick Model: https://www.kirkpatrickpartners.com/the-kirkpatrick-model/* (Retrieved on 28 February 2022)

(d) Level 4: Results

The final level, Level 4, is dedicated to measuring direct results. Level four measures the learning against an organization's business outcomes- the Key Performance Indicators that have been established before learning was initiated. Common KPI's include higher return on investments, fewer workplace accidents, and larger sales.

Using the Kirkpatrick Model creates an actionable measurement plan to clearly define goals, measure results and identify areas of notable impact. Analyzing data at each level allows organizations to evaluate the relationship between each level to understand better the training results and, as an added benefit. It will enable organizations to readjust plans and correct course throughout the learning process.

3.11.2. Users' (Graduate) Satisfaction Analysis

This Tracer Study includes major theories to investigate and measure the Trainee Graduates' satisfaction in the Study:

- Users Satisfaction index of graduate
- User Satisfaction Index for Employer
- Average Users satisfaction Index of graduate
- Composite Users satisfaction index of graduate
- Service Quality Gap

Graduate Satisfaction Index

In this tracer survey, the User (Graduate) Satisfaction Index (USI) was applied to calculate and assess the level of satisfaction of graduates to that different dimension where the project had intervention scopes. These indexes enable concerns to benchmark satisfaction results with their training program sustainability. This approach helped the policymakers link the drivers of satisfaction of existing training impact.

(a) Theoretical Context

The User Satisfaction Index (USI) applied based on User's Satisfaction Index (USI) model gives information about the understanding of beneficiaries of service or users or customers on the goods and services of providers and their satisfaction level towards those. Many organizations have estimated USI to identify areas that could lead to opportunities to improve the organization's performance. These indexes enable companies to benchmark customer satisfaction results with industry peers and best-in-class companies. This approach helps marketing professionals link the drivers of satisfaction and loyalty to their company's market strength and financial performance[1].

(b) Measurement of User Satisfaction Index (USI) for Graduate

In this survey, the User Satisfaction Index (USI) for graduates was applied to calculate and assess the level of satisfaction of graduates from Tranche 2 to those related dimensions where the project had intervention scopes. A standard formula in this regard was used for that, and that is given below.

$$\text{USI} = \frac{\sum_{i=1}^{5} n_i \; x_i}{x_i}$$

Where

$x_i =$ the satisfaction level for key variable/attributes, i,

$n_i =$ It is the number of Graduate /respondents to i^{th} attribute,

The satisfaction index is a simple and straightforward approach used widely in planning and evaluation studies, such as the human development rating index. This statement or attribute usually consists of a mixture of favorable and unfavorable statements. In this study, the respondents were asked to express the extent of favorableness and un-favorableness on a set of selected parameters. Each response was given a numerical score to reflect its degree of attitudinal favorableness (Garland, 1991; Chyung et al., 2017)[1].
Specifically, this satisfaction scale was developed based on the summated rating scale, most commonly known as the Likert scale. It was based on the assumption that each attribute on the scale has equal 'attitudinal value' or 'importance' or 'weight' in terms of reflecting an attitude towards the issue in question.

Summated scales consisted of related statements expressing either a favorable or an unfavorable attitude toward an issue of interest.

These statements or attributes usually consist of a mixture of favorable and unfavorable statements. The respondent was asked to express the extent of favorableness and un-favorableness. Each response was given a numerical score to reflect its degree of attitudinal favorableness. For this, a 5-point Likert rating scale has been used to provide comparison and analysis by using the satisfaction rating classified as examples (i) Highly satisfied, (ii) Satisfied, (iii) Neutral, (iv) Dissatisfied and (v) Highly dissatisfied at all.

Table-3.10. Rating/Scoring for Scale for Satisfaction Analysis

Likert Scale Attribute				Rating Scale	
Satisfaction on training course	**Extent to which skill was used**	**Adequacy of the Trade course Content**	**Applicability of the Trade course Content**	**Level of Satisfaction (Range)**	**Average Level of Satisfaction (Scale value)**
Highly satisfied	To a great extent	Highly adequate	Highly applicable	80-100%	90
Satisfied	To some extent	Moderately adequate	Moderately applicable	60-80%	70
Neutral	To a limited extent	Not quite adequate	Not quite adequate	40-60%	50
Dissatisfied	To a very limited extent	Slightly adequate	Slightly applicable	20-30%	30
Highly dissatisfied	Not at all	Not at all Adequate	Not Applicable	0-20%	10

Average Users (Graduate) satisfaction index (Average USI) for Graduate

The following education was used to estimate the graduates' satisfaction index of the tracer study for implementing parameter- j, say P1. The overall satisfaction index (USIAVG) was then calculated by a simple arithmetic average of the 16 parameters as given in the following equation, the standard drawn by the equation:

$$\mathbf{USI}_{\mathbf{Avg}} = \frac{\sum_j^n USI_{j.N.j}}{\sum_j^n Nj}$$

Where,
N_j = Number of respondents for a particular attribute type j

3.11.3. Composite User (Gradute) Satisfaction Index (CUSI)

The tracer study used the composite user (Graduate) satisfaction index (CUSI) for three categories of respondents, 1) Graduates from Tranche 2 from TMS; 2) Three universities and one institute; and 3) Graduates from Tranche 1. The CUSI estimation has been drawn based on the USI of each category, as given in the equation:

CUSI = $\sum_{k=1}^{3} W_k \, USI_k$

$$\sum_{k=1}^{3} W_k = 1.0$$

Where
W_k = Weight of the given to k Category
USI_k = USI of Category k

3.11.4. Measurement of Service Quality Gap (SQG)

Several concepts and models were studied to adopt SQG for this survey, which included mainly understanding the methods to assess the gap between perception on satisfaction (Pitt and Jeantriut, 1994)[23], (Philip and Hazlett, 1997)[24]. The Service (Training) Quality Gap (SQG) used in this study was calculated on each attribute of the dimension of services. It is derived by taking the difference between the Mean Performance (P_k) and Mean Expectation/Importance
(I_k) for a particular attribute (SKMM, 2011)[25] as given by the following equation.

$$\boldsymbol{SQG_k = P_k - I_k}$$

Where,
P_k = Mean Performance
I_k = Expectation /Importance for a particular attribute and

$$\boldsymbol{SG_k = [> 0, 0, < 0]}$$

The gap value is either positive, zero, or negative. A positive value means when the Mean Performance exceeds the Mean Importance of a service type or service Parameter, which indicates that the attribute is above the expectations of the respondents.
On the other hand, a negative value means that Mean Performance is below the Mean Importance of these, which indicates that the attribute has not met the users' expectations and thus should be improved.

3.11.5. Users Satisfaction Index for SEIP Service Parameter

The following parameters were fixed to estimate the overall USI (Graduate) of SEIP Services.

Parameter 1 (P1): Relevance of training/course with the job market

[23] Pitt, L.F & Jeantriut, B. (1994). Management of customer expectations in service firms: a study and a checklist. The Service Industries Journal, 14(2), 170-189.
[24] Philip G, Hazlett S., (1997) "The measurement of service quality: a new P C P attributes model", International Journal of Quality & Reliability Management, Vol. 14 Iss: 3, pp.260 - 286
[25] The Malaysian Communication and Multimedia Commission, Consumer Satisfaction Survey Report, 2011

Parameter 2 (P2): Satisfaction on teaching-learning methods
Parameter 3 (P3): Clarity of training/course for understanding of the graduates
Parameter 4 (P4): Satisfaction on trainer-trainee relationship
Parameter 5 (P5): Satisfaction on the adequacy of training materials and facilities
Parameter 6 (P6): Satisfaction on the performance of trainers
Parameter 7 (P7): Satisfaction on the training environment
Parameter 8 (P8): Satisfaction on the skills that acquired from training/course
Parameter 9 (P9): Satisfaction on training assessment tools/methods
Parameter 10 (P10): Satisfaction on the behavior/friendliness of Assessors
Parameter 11 (P11): Satisfaction on Certificate obtained from SEIP
Parameter 12 (P12): Satisfaction on Job Placement Officer/Coordinator
Parameter 13 (P13): Applicability of training/course in practical field
Parameter 14 (P14): Satisfaction with the job/employment
Parameter 15 (P15): Satisfaction on employer
Parameter 16 (P16): Overall satisfaction on SEIP supported training/course

$$\mathbf{USI}_{\text{Avg for service}} = \frac{\sum_k^n USI_{k.N.k}}{\sum_k^n Nk}$$

Where
N_k = Number of respondents for a particular parameters type k

3.11.6. Construction of Gap Index

Importance-Performance and Gap Analysis

Martilla and James (1977)[26] first introduced Importance-Performance Analysis IPA to identify the strengths and weaknesses of a market offering. Kitcharoen (2004)[27] stated that conceptually IPA is a multi-attribute model which considers two criteria that consumers use in making a choice. The IPA model has gained popularity among researchers in employment services (Chang, 2013[28]; Hamid et al., 2014[29]), among many other disciplines. In the case of IPA, four steps are taken into account (Lai and To, 2010)[30]. First, the list of key service

attributes is identified for evaluation. Then, the importance of each attribute, as well as the performance, are rated.
Afterward, the data are examined by pairing the mean scores for each attribute. Finally, plotting the mean scores on a two-dimensional grid and its quadrant is established.
The vertical axis of the IPA grid usually represents the important data, and performance data is displayed along the horizontal axis. Then, the data are mapped into four quadrants: areas to improve, keep up the good work, low priority, and possible waste of resources (Martilla and James,1977; Geng and Chu, 2012), as depicted in Importance and performance Map.

This data analysis answers the formulation of the problem regarding the extent of graduate satisfaction with the performance of graduates from SEIP. Then the Importance-Performance

[26] *Martilla, J.A. and James, J.C. (1977) 'Importance-performance analysis', Journal of Marketing,Vol. 41, No. 1, pp.77–79.*
[27] *Kitcharoen, K. (2004) 'The importance-performance analysis of service quality in administrative departments of private universities in Thailand', ABAC Journal, Vol. 24, No. 3, pp.20–46.*
[28] *Chang, C.C. (2013) 'Improving employment services management using IPA technique', Expert Systems with Applications, Vol. 40, No. 17, pp.6948–6954*
[29] *Hamid, M.S.A., Islam, R. and Hazilah, A.M.N. (2014) 'Malaysian graduates' employability skills enhancement: an application of the importance performance analysis', Journal for Global Business Advancement, Vol. 7, No. 3, pp.181–197.*
[30] *Lai, L.S. and To, W.M. (2010) 'Importance-performance analysis for public management decision making: an empirical study of China's Macao special administrative region', Management Decision, Vol. 48, No. 2, pp.277–295*

Analysis was used to calculate the level of conformity between the level of importance and the level of performance. The conformity level results from comparing the performance score with the interest score. The conformity level determined the priority order for increased factors that affect graduate satisfaction. The formula used in measuring:

Respondent's Suitability Level (TKR) sourced by Ahmad Syarif (2019)[31] is:

$$TKR = \left[\frac{\sum_{i=1}^{n} X_i}{\sum_{i=1}^{n} Y_i}\right] \times 100\ \%$$

Where,

TKR = Respondent's Suitability (i = 1, 2, 3, ... n)

Xi = Perception performance score

Yi = Expectation Importance Scoring the interests of Graduate

The difference between expectations and reality of service quality received by students is called a gap or gap.

Instrumental Approach

The instrument in this study is a scale in the form of a questionnaire arranged based on the Likert scale used to reveal a person's attitudes, opinions, and perceptions. The sample in this study is graduates of the SEIP program. This study uses five rating scales for performance and satisfaction variables, giving scores to each statement by providing the values 1 to 5. In this Tracer Study, two variables are represented by the letters X and Y, where X is the level of importance of the graduates and Y is the level of performance of providing the satisfaction of graduates.

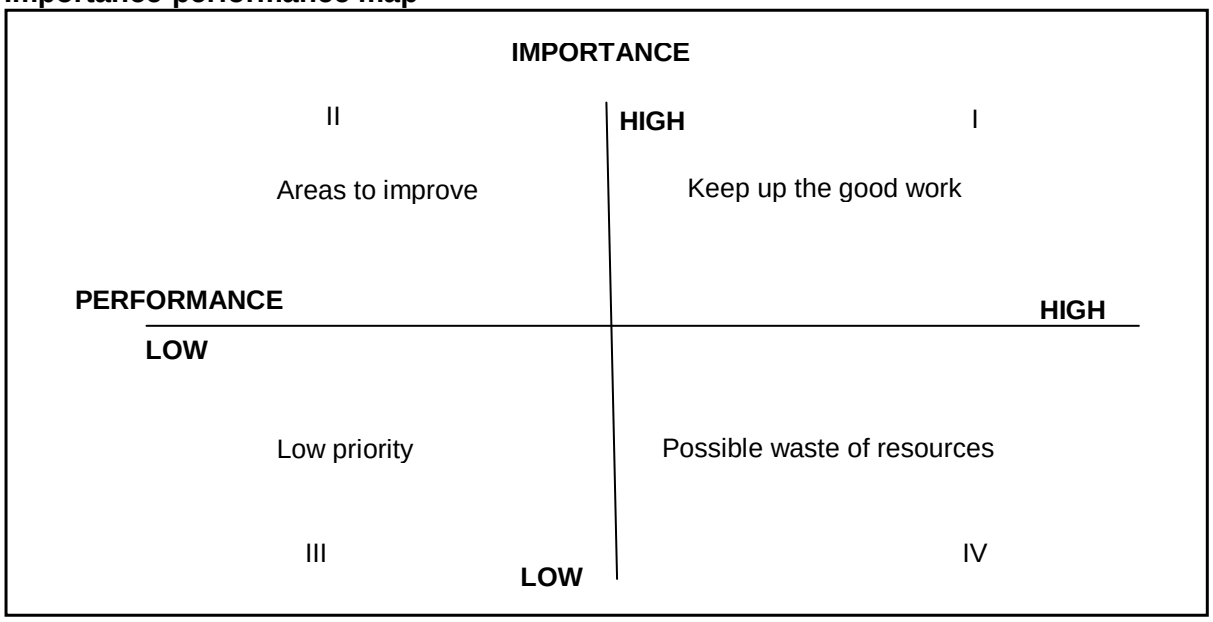
In the study context, each quadrant shows the importance and performance rating of service attributes assigned for the study. The first quadrant-areas to improve-encompasses the attributes perceived to be important by SEIP graduates.

The second quadrant--keep up the excellent work--contains the attributes that graduates perceive as high, both in importance and performance. The third quadrant-low priority-represents the attributes that are perceived as low in performance and at the same time. Finally, the fourth quadrant-possible waste of resources, comprising attributes perceived as low in importance but high in performance.

IPA helps management evaluate which service attributes need to give urgent attention and which do not need immediate attention. Therefore, management can identify the service attributes that need to be concentrated on for future improvement and the action that should be taken to reduce the gap between importance and performance.

[31] *Ahmad Syarif (2019) The Measurement of Customer Satisfaction Index: Adopting Importance-Performance and Gap Analysis, Global Review of Islamic Economics and Business, Vol. 7, No. 2 :57-67*

Importance-performance map



3.11.7. Measurement of Gap Index

Generating a list of attributes is an important part of the IPA procedure. The study team developed a list of service quality attributes for measuring the Gap Index, with the consultation of SEIP-PMU. In this process, the study team primarily generated a list of 15 service attributes. These attributes focused on reliability and assurance with additional activities. User satisfaction is determined by the level of user (Graduate) compared to the results of perceptions and expectations; to see the results as a whole, the sum of the average of GAP (difference in reality and expectations) is multiplied by the existing dimensional weight.

Results > -1, for example - 0.40 means good and < -1, for example, -1.20 means not good. Thus, the greater the value, the better the level of satisfaction. But this result is never 1 (+) or more. If GAP is positive, the graduate is considered very satisfied, but there is little possibility of a positive gap. This is because, overall, what is experienced (perception) is rarely better than expected. One factor that determines customer satisfaction is the quality of service, which consists of different attributes. The gap that creates a discrepancy between perceived and expected services is **called the gap**.

3.11.8. Cronbach's Alpha Testing

Cronbach s Alpha (α) is the most common measure of internal consistency ("reliability") and most commonly used when dealing with Likert scale in a survey/questionnaire. Alpha test

indicates the internal consistency and reliability of the data. i.e., how closely related a set of items are as a group. The higher the scale, the more reliable the generated scale is. Nunnaly (1978)[32] has indicated 0.7 to be an acceptable reliability coefficient but lower thresholds are sometimes used in the literature. de Vaus (2004)[33] suggests anything less than 0.30 is a weak correlation for item-analysis purposes. In such cases, then the data became unreliable. However, a commonly accepted rule of thumb for describing internal consistency is shown in the table below (George, 2003)[34].

[32] Nunnaly, J. (1978). Psychometric theory, New York, McGraw-Hill.
[33] de Vaus (2004). Surveys in Social Research, Routledge, p. 184
[34] George, D., & Mallery, P. (2003). SPSS for Windows step by step: A simple guide and reference. 11.0 update (4th ed.). Boston: Allyn & Bacon

Decision path for Cronbach s Alpha

SL	Chronbach's Alpha	Internal consistency
1	0.9	Excellent
2	0.9 > 0.8	Good
3	0.8 > 0.7	Acceptable
4	0.7 > 0.6	Questionable
5	0.6 > 0.5	Poor
6	< 0.5	Unacceptable

3.11.9. Regression Analysis

Multiple Linear Regression Model

Multiple linear regression analysis was applied to the operative definitions of satisfaction construct and mediating variable model. Multiple regression analysis aims to find the explanatory relationship between two or more independent variables toward one dependent variable. In this model, the independent variables were graduate satisfaction and dissatisfaction, while the dependent variable was users' faithfulness. Further, this analysis was used to show whether the relationship between variables is positive or negative. The model equation in multiple regression analysis is:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \cdots + \beta_n X_n + \epsilon$$

Where,

Y = dependent variable

X_1 = independent variable

X_2 = independent variable

β_0 = constant, the value of Y when all X values are zero

β_n = the slope of the regression surface (The β represents the regression coefficient associated with each X1)

ϵ = an error term, normally distributed about a mean of 0 Coefficient of determination test is used to know how well the variables fit in the regression model. In this test, the Adjusted R Square result shows how immeasurably the dependent variable can represent the independent variable. The more it closes to 100%, the better the result is (Ghozali, 2013)[35]. It means that the model fits. Furthermore, there are two more related test needs to be conducted, which are the test of significance or global test is conducted to know whether There is a relationship on the model or not. If p-value is higher than 0.05, then it can be said there is significant relationship in the model.

3.11.10. Inference Techniques: Test of Significance

Independent t-test for two samples

The independent t-test, also called the two-sample t-test, independent-samples t-test or student's t-test, is an inferential statistical test that determines whether there is a statistically significant difference between the means in two unrelated groups**.**

Performing t-test

The formula for the two-sample t-test (a.k.a. the student's t-test) is shown below.

$$t=\frac{\bar{X}_1-\bar{X}_2}{\sqrt{\left(s^2\left(\frac{1}{n_1}+\frac{1}{n_2}\right)\right)}}$$

Were,

t is the t-value,

[35] *Ghozali, I. (2013). Aplikasi Analisis Multivariate Dengan Program IBM SPSS 21 (7 ed.). (P. P. Harto, Ed.) Diponegoro, Indonesia: Diponegoro University*

x_1 and x_2 are the means of the two groups being compared,

s is the pooled standard error of the two groups, and

n_1 and n_2 are the number of observations in each of the groups.

A more extensive t-value shows that the difference between group means is greater than the pooled standard error, indicating a more significant difference between the groups. The calculated t-value was compared against the values in a critical value chart to determine whether the t-value was greater than what was expected by chance. If so, the null hypothesis was rejected, and it was concluded that the two groups are, in fact, different.

3.11.11. Mann-Whitney U-Test

The Mann-Whitney U test is the nonparametric equivalent of the two-sample t-test. While the t-test assumes the distribution of a population (i.e., that the sample came from a t-distributed population), the Mann-Whitney U Test makes no such assumption. The Mann-Whitney U test is used to compare differences between two independent groups when the variable of interest (i) does not follow normal distribution (ii) variable is either ordinal or continuous. Mann-Whitney U test is often considered the nonparametric alternative to the independent t-test, although this is only sometimes the case.

Unlike the independent-samples t-test, the Mann-Whitney U test allows you to draw different conclusions about your data depending on your assumptions about your data's distribution. These different conclusions hinge on the shape of the distributions of your data, which we will explain later.

Test Statistic for the Mann Whitney U-Test

The test statistic for the Mann Whitney U Test is denoted U and is the *smaller* of U_1 and U_2, defined below.

$$U_1 = n_1 n_2 + \frac{n_1(n_1 + 1)}{2} - R_1$$

$$U_2 = n_1 n_2 + \frac{n_2(n_2 + 1)}{2} - R_2$$

Where,

R_1= sum of the ranks for group 1 and

R_2 = sum of the ranks for group 2.

3.11.12. Two-way ANOVA

The two-way ANOVA (Analysis of Variance) is a statistical test to compare the mean difference between groups split on two independent variables (Called Factors). The primary purpose of a two-way ANOVA is to understand if there exists any interaction effect of the two

independent variables on the dependent variable. It is also used to estimate how the mean of quantitative variables changes according to the levels of two categorical variables. Use a two-way ANOVA to know how two independent variables, in combination, affect a dependent variable.

For this tracer study, the study team is interested in investigating whether graduate satisfaction is related to gender and employment status. Then, the study team divides the participants by gender and employment status. Therefore, the dependent variable is satisfaction, and the two independent variables are gender and employment status, as depicted in the following Map.

Gender	Employment Status		
	Self-Employment	Wage Employment	Unemployment
Male Graduate	A1, A2, A3, A4 ……..	D1, D2, D3, D4 …….	E1, E2, E3, E4 ……..
Female Graduate	B1, B2, B3 , B4 ……..	C1, C2, C3, C4 ……..	F1, F2, F3, F4 …….

3.12 Preparation of tracer study report

The consultant prepared a comprehensive draft study report of the tracer study based on the types of graduates. The draft report was submitted to the client and shared with the expert panel of SDCMU for review. Based on the comments and suggestions provided by the expert panel of the client, the draft tracer study report has been revised, and the draft final report is submitted to the client for presentation in the workshop. Based on the comments and suggestions to be provided by the stakeholders of the workshop, the report will be finalized and submitted for approval. Both hard and soft copies of the final report and necessary database will be forwarded to the SDCMU.

CHAPTER- IV

SURVEY FINDINGS ON SEIP GRADUATES OF INDUSTRY ASSOCIATION AND PUBLIC TRAINING INSTITUTES UNDER TRANCHE 2

4.1. GRADUATE PROFILE

To trace 7,000 SEIP graduates, a telephone survey was conducted, with about 14,500 graduates taking the list from the TMS database as of March 31, 2021. These 7,000 SEIP graduates were selected from various categories: 6,000 from Industry Associations (IAs) and Public Training Institutes (PTIs) under Tranche-2, 400 from Executive Development Center-three universities and one institute (BIGM) under Tranche-2, and the remaining 600 from Tranche-1 who were already traced out by first tracer study, but retraced them through second tracer study. The sample of SEIP graduates of IAs & PTIs under Tranche 2 is the main sample. They were chosen from all the administrative divisions of the country. In a profile of SEIP graduates, three variables have been considered: location, gender and education of graduates. Relevant data are shown in Figure-4.1, Tables 4.1, 4.2, 4.3 and 4.4.

4.1.1. Graduates by location and gender: Relevant data pertaining to the location and gender of SEIP graduates who participated in IAs & PTIs under Tranche 2 is presented in Table 4.1a. It is seen that from among eight divisions of the country, the majority of SEIP graduates from IAs & PTIs under Tranche 2 are from Dhaka division, from where more than half of the graduates were selected (Figure-4.1).

Figure-4.1: Division-wise distribution of SEIP graduates participated in the second tracer study from IAs & PTIs under Tranche-2

Dhaka is the biggest and the most urbanized division. Dhaka is followed by the Chattogram division at 10.4%, Khulna division at 8.7%, Rajshahi division at 8.4% and Rangpur division at 6.8%. On the other hand, Barishal and Sylhet divisions have the lowest proportion -- 5% and 3.6%-- respectively. Thus, the sample of SEIP graduates under Tranche 2 is distributed throughout the country. The survey also shows that about one-third of the SEIP graduates under Tranche 2 in the total sample are female and the remaining two-thirds are male. However, two graduates belong to transgender, one from Dhaka and the other from Rajshahi.

Distribution of female SEIP graduates who participated from IAs & PTIs under Tranche 2 by division shows that, like the total sample, the majority of female samples belong to Dhaka division at 52.1%, followed by Chattogram division at 11.2%, Rajshahi (8.7%) and Khulna divisions (8.4%).

Table 4.1a: Division-wise distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by gender

Division	Male		Female		Trans-gender		Total	
	No.	%	No.	%	No.	%	No.	%
Barisal	176	4.4	124	6.2	0	0.0	300	5.0
Chattogram	399	10.0	223	11.2	0	0.0	622	10.4
Dhaka	2,154	53.9	1,041	52.1	1	50.0	3,196	53.3
Khulna	353	8.8	169	8.4	0	0.0	522	8.7
Mymensingh	143	3.6	75	3.7	0	0.0	218	3.6
Rajshahi	330	8.3	173	8.7	1	50.0	504	8.4
Rangpur	275	6.9	133	6.7	0	0.0	408	6.8
Sylhet	168	4.2	62	3.1	0	0.0	230	3.8
Total	**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**
%	66.6	-	33.3	-	0.03	-	100.0	-

The SEIP graduates who participated from IAs & PTIs under Tranche 2 were selected from 15 entities/associations. Eight of them are found to be the major entities providing training to more than 80% of SEIP graduates under Tranche 2. These are BMET (14.6%), BACI (12.7%), BGMEA (11.9%), BACCO (11.2%), BAPA (8.2%), BTMA (8.4%), DTE (8.3%), BEIQA (6.9%). Other associations/entities jointly provide training to about 17% of the SEIP graduates. Their contribution to training is less than 4%. The distribution of SEIP graduates by gender shows that 86% of the female SEIP graduates were provided training by seven associations/entities. These are BGMEA (23.5%), BMET (14.5%), BACCO (13.3%), BAPA (10%), DTE (9.6%), BTMA (9%) and LAFMEAB (6.1%). Other associations account for less than 15% of the total female graduates. On the other hand, eight associations/entities are responsible for providing more than 80% of men's training. These associations are BACI (16.7%), BMET (14.6%), BACCO (10.1%), BEIQA (9.7%), BTMA (8.1%), DTE (7.7%), BAPA (7.6%), and BGMEA (6.1%). Other associations provided SEIP training to less than 20% of the SEIP male graduates (Table 4.1b).

Table-4.1b: Distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 information by entity

Entity	SEIP graduates from IAs & PTIs under Tranche-2							
	Male		Female		Transgender		Total	
	No.	%	No.	%	No.	%	No.	%
AEOSIB	155	3.9	10	0.5	0	0.0	165	2.8
BACCO	405	10.1	266	13.3	0	0.0	671	11.2
BACI	668	16.7	95	4.8	0	0.0	763	12.7
BAPA	304	7.6	201	10.1	0	0.0	505	8.4
BEIOA	386	9.7	30	1.5	0	0.0	416	6.9
BGMEA	245	6.1	469	23.5	0	0.0	714	11.9
BITAC	55	1.4	13	0.7	0	0.0	68	1.1
BKMEA	66	1.7	25	1.3	0	0.0	91	1.5
BMET	583	14.7	290	14.5	1	50.0	874	14.6
BTMA	324	8.1	179	9.0	0	0.0	503	8.4
DTE	308	7.7	191	9.6	0	0.0	499	8.3
LAFMEAB	92	2.3	121	6.1	1	50.0	214	3.6
PKSF	180	4.5	41	2.1	0	0.0	221	3.7
REHAB	126	3.2	28	1.4	0	0.0	154	2.6
T and H ISC	101	2.5	41	2.1	0	0.0	142	2.4
Total	**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**
%	66.6	-	33.3	-	0.03	-	100.0	-

Table 4.1c: Division-wise distribution of SEIP Graduates participated from IAs & PTIs under Tranche 2 by entity

Entity	Barisal		Chattogram		Dhaka		Khulna		Mymensingh		Rajshahi		Rangpur		Sylhet		Total
	No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%	
AEOSIB	38	12.7	22	3.5	68	2.1	12	2.3	8	3.7	9	1.8	7	1.7	1	0.4	165
BACCO	14	4.7	49	7.9	492	15.4	31	5.9	19	8.7	30	5.9	27	6.6	9	3.9	671
BACI	23	7.7	24	3.9	401	12.6	77	14.8	12	5.5	102	20.2	27	6.6	97	42.2	763
BAPA	8	2.7	35	5.6	260	8.1	9	1.7	10	4.6	138	27.4	20	4.9	25	10.9	505
BEIOA	8	2.7	30	4.8	196	6.1	105	20.1	9	4.1	13	2.6	48	11.8	7	3.0	416
BGMEA	31	10.3	86	13.8	397	12.4	67	12.8	20	9.2	59	11.7	46	11.3	8	3.5	714
BITAC	3	1.0	12	1.9	31	0.9	8	1.5	3	1.4	3	0.6	5	1.2	3	1.3	68
BKMEA	0	0.0	18	2.9	54	1.7	6	1.2	1	0.5	7	1.4	5	1.2	0	0.0	91
BMET	26	8.7	139	22.3	438	13.7	98	18.8	27	12.4	34	6.8	71	17.4	41	17.8	874
BTMA	20	6.7	42	6.8	295	9.2	23	4.4	71	32.6	26	5.2	20	4.9	6	2.6	503
DTE	102	34.0	97	15.6	173	5.4	21	4.0	20	9.2	40	7.9	35	8.6	11	4.8	499
LAFMEAB	1	0.3	25	4.0	121	3.8	13	2.5	5	2.3	20	3.9	24	5.9	5	2.2	214
PKSF	15	5.0	21	3.4	104	3.3	31	5.9	7	3.2	9	1.7	28	6.9	6	2.6	221
REHAB	6	2.0	14	2.3	65	2.0	15	2.9	5	2.3	8	1.59	36	8.8	5	2.2	154
T and H ISC	5	1.7	8	1.3	101	3.2	6	1.2	1	0.5	6	1.19	9	2.2	6	2.6	142
Total	**300**	**100.0**	**622**	**100.0**	**3196**	**100.0**	**522**	**100.0**	**218**	**100.0**	**504**	**100.0**	**408**	**100.0**	**230**	**100.0**	**6,000**
%	5.0	-	10.4	-	53.3	-	8.7	-	3.6	-	8.4	-	6.8	-	3.8	-	100.0

4.1.2: SEIP Graduates by employment status

About 49.5% of the SEIP graduates considered as respondents who participated from IAs & PTIs under Tranche 2 in the Tracer study were wage-employed, and 12.3% were self-employed. Thus, 62% of the SEIP graduates were employed (Table 4.2a). On the other hand, 38% were unemployed even after six months of their completion of training. Employment status by gender shows that only 49.8% of female graduates were employed, including 37.3% having wage employed and 12.4% self-employed. On the other hand, unemployment is more prevalent among women graduates, with 50.3% unemployed, while the comparable proportion is only 32.1% among male graduates. It can be mentioned that there were two transgender graduates, both of whom got employment within six months of completing their graduation.

The study team also identified the reasons for female graduates' low job placement rate during focus group discussions (FGDs) with the participation of both male and female wage-employed graduates. The findings from FGDs illustrated that various aspects might be the reasons for the low job employment rate of female graduates than that of male graduates, as they reported. Frequently mentioned reasons were: (a) marriage and child care, (b) distant location of workplaces, (c) accommodation problems near working places, (d) in-secured working environment creating barriers, (e) family barriers, (f) trend of low wage rate paid by all sectors, etc. .

Table 4.2a: Distribution of SEIP graduates participated from IAs & PTIs under Tranche-2 by gender and employment status

Sl. No.	Gender	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
1	Wage- employed	2,223	55.6	746	37.3	2	100.0	2,971	49.5
2	Self-employed	493	12.3	247	12.4	0	-	740	12.3
3	Unemployed	1,282	32.1	1,007	50.3	0	-	2,289	38.2
Total		**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**
%		66.6	-	33.3	-	0.03	-	100.0	-

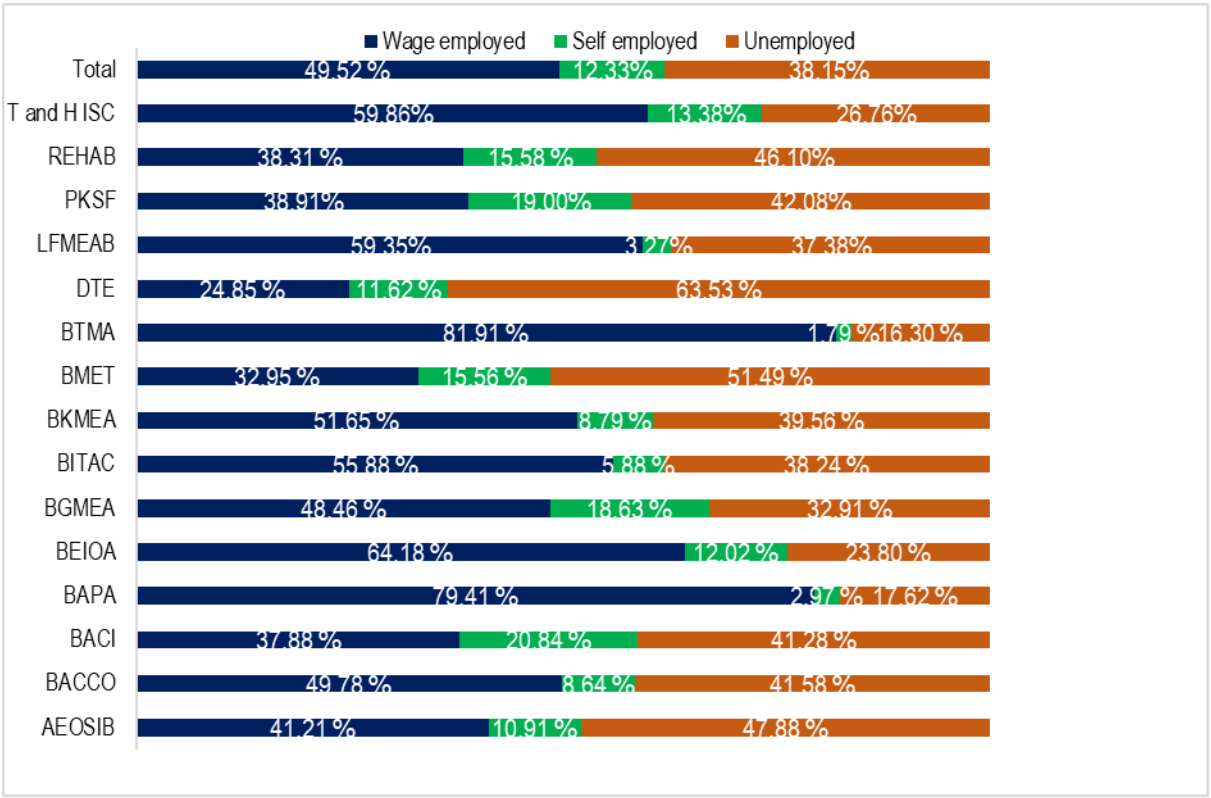


Figure-4.2: Employment status of SEIP graduates participated from IAs & PTIs under Tranche-2 by industry association

4.1.3: Marital status

Most SEIP graduates who participated in IAs & PTIs under Tranche 2 (50.7%) were unmarried, while 48.3% were married. There were, however, 1% of graduates who were divorced/widowed/separated.

Table-4.3: Distribution of SEIP graduates participated from IAs & PTIs under Tranche-2 by marital status

Marital Status	Number	Percent
Unmarried	3,044	50.7
Married	2,900	48.3
Divorce	34	0.6
Widow/widower	15	0.3
Separated	7	0.1
Total	**6,000**	**100.0**

4.1.4: Educational Qualification

Data on the educational attainment of SEIP graduates who participated from IAs & PTIs under Tranche 2 at the time of enrollment is provided in Table 4.4. It is seen that about 22.4% of the SEIP graduates have completed class IV or less. It is noted that the minimum requirement for admission into the SEIP program is class V. Thus, the condition of minimum qualification required for admission is not complied with by at least 22.4% of SEIP graduates. The table also shows that about 42% of SEIP graduates had completed SSC or above levels of education, while about 36% class V-IX. It can be mentioned that for IT-related courses, the minimum admission requirement is SSC, while for professional customer care services in call centers, the minimum requirement is HSC or above.

The above findings revealed that almost one-fifth of the graduates were below class V, a very low education level. This education level is not aligned with the TMS database[36], where 1.23% (2,660 out of 217,518 as of November 2021) SEIP graduates had education level below class V. Whereas the minimum education level for trainees during enrollment in the SEIP supported training was class V.

Table-4.4: Highest class completed by SEIP graduates at the time of enrollment in training Institute

Educational Qualification	Number	Percent
Less than class V	1,344	22.4
Class V-VIII	1,716	28.6
Class IX-X	418	7.0
SSC	1,141	19.0
HSC	254	4.2
Diploma	792	13.2
Graduation	335	5.6
Total	**6,000**	**100.0**

4.2. DISADVANTAGED INFORMATION

4.2.1. Ethnicity: SEIP graduates under Tranche-2 belong to the Bengali community and various ethnic groups. About 4% of SEIP graduates under Tranche-2 belong to ethnic groups. Among them, Chakma is the major ethnic group constituting about 80%, Marma is 16%, and other ethnicities are

[36] TMS database, SEIP as of November 2021

about 4%. It can be said that a large majority of ethnic SEIP graduates are living and working in Dhaka Division (74%), followed by Chattagram division (17%) and the remaining are in other divisions of the country (Table 4.5).

Table-4.5: Division-wise percentage distribution of graduates participated from IAs & PTIs under Tranche 2 by ethnicity

Sl. No.	Ethnicity	Division								Total	
		Barishal	Chattagram	Dhaka	Khulna	Mymensingh	Rajshahi	Rangpur	Sylhet	No.	%
(a) Member of ethnic group											
	Yes	1.8	17.0	74.1	1.3	0.9	1.8	1.3	1.8	224	3.7
	No	5.1	10.1	52.5	9.0	3.7	8.7	7.0	3.9	5,776	94.3
	Total	**300**	**622**	**3196**	**522**	**218**	**504**	**408**	**230**	**6,000**	**100.0**
	Percent	5.0	10.4	53.3	7.0	3.6	8.4	6.8	3.8	100.0	-
(b) Name of ethnicities											
	Chakma	1.7	17.8	76.1	0.0	1.1	1.7	0.0	1.7	180	80.3
	Marma	2.8	2.8	13.9	1.1	0.0	0.6	0.6	0.6	36	16.1
	Garon	0.0	0.0	50.0	25.0	0.0	0.0	25.0	0.0	4	1.8
	Tripura	0.0	25.0	50.0	0.0	0.0	0.0	25.0	0.0	4	1.8
	Total	**4**	**38**	**166**	**3**	**2**	**4**	**3**	**4**	**224**	**100.0**
	Percent	1.8	17.0	74.1	1.3	0.9	1.8	1.3	1.8	100.0	-

4.2.2 Disability: Among the SEIP graduates who participated in IAs & PTIs under Tranche-2, only 0.3% have some disability. Among them, 50% have a physical disability, 30% have a visual disability, 15% have a hearing, and 5% have a speech problem (Table-4.6).

Table-4.6: Gender-wise distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by disability

Sl. No.	Physically challenged	Male		Female		Transgender		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
(a) Have a disability									
	Yes	13	0.3	7	0.4	0	0	20	0.3
	No	3,985	99.7	1,993	99.7	2	100	5,980	99.7
	Total	**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100**	**6,000**	**100.0**
(b) Types of disability									
	Physical disability	6	46.2	4	57.1	0	0	10	50.0
	Visual disability	4	30.8	2	28.6	0	0	6	30.0
	Hearing	2	15.4	1	14.3	0	0	3	15.0
	Speech	1	7.7	0	0.0	0	0	1	5.0
	Total	**13**	**100.0**	**7**	**100.0**	**2**	**100.0**	**20**	**100.0**

4.3 ENROLLMENT UNDER SEIP TRAINING

4.3.1 Sources of information for enrollment: Information on enrollment for SEIP training, as reported by SEIP graduates who participated from IAs & PTIs under Tranche-2, was provided through different media. These are program as well as non-program sources. Important program-

related sources are SEIP advertisements (42.4%), social media (39%), posters/festoons /banners/flyers (30.1%), job fairs (23.8%), etc. A few non-program sources, as mentioned by SEIP graduates, are friends/colleagues (59%), employers (29.9%), and trainers (11.2%). Some non-program sources, such as friends/colleagues, relatives and employers, have heard this information from program sources. Thus, the media reach of formal sources would be more significant than what was mentioned here.

Table 4.7: Division-wise distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by sources of getting information about SEIP training

Sources	Administrative Divisions								Total
	Barishal	Chattagram	Dhaka	Khulna	Mymensingh	Rajshahi	Rangpur	Sylhet	
SEIP advertisement	41.7	47.4	43.9	28.4	64.2	26.0	32.4	72.6	42.4
Social Media	37.7	44.9	41.5	28.5	52.3	24.0	30.6	50.0	39.0
Job Fair	4.0	33.8	36.0	2.1	4.6	2.4	2.7	4.8	23.8
Trainers	5.7	4.5	4.1	23.9	3.2	25.6	28.9	51.3	11.2
Employers	4.3	36.5	35.9	27.2	6.9	22.2	29.2	7.4	29.9
Friends	51.7	57.6	55.2	90.0	68.8	42.9	72.3	57.8	59.0
Relatives	39.7	20.9	36.8	28.9	50.9	27.0	31.6	48.7	34.4
Posters	42.3	19.8	36.3	23.9	4.1	25.4	28.9	6.5	30.1
Others	3.7	3.1	5.4	2.9	2.3	2.8	24.8	0.9	5.7
Total (N)	**300**	**622**	**3,196**	**522**	**218**	**504**	**408**	**230**	**6,000**
%	5.0	10.4	53.3	7.0	3.6	8.4	6.8	3.8	100.0

4.3.2 Types of training institutes: From an ownership point of view, there are basically three training institutes: public, private and NGO. In the survey, the large majority, about 70.4%, of training institutes were reported to belong to the private sector, followed by public sector at 26.2%. Training institutes under NGO ownership were few, only 3.4%. The distribution of gender by training institutes shows no significant variations (Table 4.8).

Table-4.8: Gender-wise distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by type of training institutes

Type of Training institute	Male		Female		Transgender		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Government	1052	26.3	521	26.1	1	50.0	1574	26.2
Private	2,802	70.1	1,421	71.0	1	50.0	4,224	70.4
NGO	144	3.6	58	2.9	0	0.0	202	3.4
Total	**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**

4.3.3 Name of the training course completed by graduate: Each SEIP graduate who participated in IAs & PTIs under Tranche-2 was found to complete one of the 91 courses mentioned in Table 4.9. In the total sample, the most frequently mentioned three courses SEIP graduates took were professional customer service, electrical installation and maintenance and woven sewing machine operator training, accounting for more than 21% of graduates. Other courses in order of frequency were plumbing (4.4%), sewing machine operator (4.4%), masonry (4.2%), IT support services

(3.8%), master craftsmanship (3.3%), motor driving with basic maintenance (3.3%), food processing (2.8%), packaging technology (2.8%), etc. Other courses were less frequently mentioned. Distribution of courses by gender shows that male graduates had taken such courses as electrical installations and maintenance (10.2%), professional customer services (7.4%), plumbing (6.1%), master craftsmanship (4.9%), masonry (4.8%), motor driving (4.7%), etc. On the other hand, female graduates were trained mainly in woven sewing machine operation (14.2%), sewing machine operation (11.6%), professional customer services (11%), knit sewing operation (6.6%), IT support services (5.1%), etc. Thus, women graduates were mainly trained in garment operator training, woven or knit.

From the findings as depicted in Table-4.9, the proportion of female trainees was found to be much higher in the Mid-Level Management course (35 out of 46 trainees) and Mid-Level Management (RMG) course (60 out of 89 trainees). Readymade Garments (RMG) is an export-oriented prime industry sector in Bangladesh, where female employees are the main workforce. Ensuring the supply of a higher number of workforce and mid-level managers is essential for this sector. As per requirement, different industry associations and public training institutes (PTIs), such as BGMEA, BKMEA, BTMA, DTE, BMET, etc., are providing skills training for many female trainees as supported by SEIP. A recent survey conducted by Mapped in Bangladesh in 2020, a research initiative of BRAC University, showed that the ratio of female to male workers now stood at 58.30 per cent. A previous survey conducted by the Centre for Policy Dialogue in 2018 showed that the participation of female workers in the RMG sector was 60.80 per cent. According to the CPD survey, the ratio of female to male workers in the RMG sector was falling mainly due to automation, as female workers were proportionately less knowledgeable about operating different machines compared with male workers.

Table 4.9: Name of the training course completed by the graduate

Sl. No.	Trade Course	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
1	Apparel Merchandising	8	0.2	2	0.1	0	0.0	10	0.2
2	Apparel Merchandising (NE)	7	0.2	2	0.1	0	0.0	9	0.2
3	Auto Mechanics	16	0.4	0	0.0	0	0.0	16	0.3
4	Baking Technology	56	1.4	28	1.4	0	0.0	84	1.4
5	Basic Techniques of Dyeing and Printing	10	0.3	0	0.0	0	0.0	10	0.2
6	Basic Techniques of Weaving	48	1.2	17	0.9	0	0.0	65	1.1
7	Basic Techniques of yarn manufacturing	56	1.4	52	2.6	0	0.0	108	1.8
8	Basic Woven Structure	40	1.0	9	0.5	0	0.0	49	0.8
9	Bricklaying (6704-13)	20	0.5	3	0.2	0	0.0	23	0.4
10	CAD (2D & 3D)	10	0.3	5	0.3	0	0.0	15	0.3
11	CAD-CAM Design and Programming	14	0.4	2	0.1	0	0.0	16	0.3
12	CNC Machine Operation	16	0.4	0	0.0	0	0.0	16	0.3
13	Computer Aided Design in Textile and Garments	8	0.2	1	0.1	0	0.0	9	0.2
14	Cookery (8065-01)	22	0.6	0	0.0	0	0.0	22	0.4
15	Cutting Machine Operation	6	0.2	5	0.3	0	0.0	11	0.2
16	Electrical & Navigation Equipment Installation	47	1.2	8	0.4	0	0.0	55	0.9
17	Electrical Installation & Maintenance	408	10.2	43	2.2	0	0.0	451	7.5
18	Electrical (3529-06)	4	0.1	0	0.0	0	0.0	4	0.1
19	Electronics	7	0.2	11	0.6	0	0.0	18	0.3
20	Finance & Accounting Outsourcing	10	0.3	2	0.1	0	0.0	12	0.2

Sl. No.	Trade Course	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
21	Food Processing	95	2.4	71	3.6	0	0.0	166	2.8
22	Food & Beverage Production	29	0.7	18	0.9	0	0.0	47	0.8
23	Food & Beverage Production Service	50	1.3	14	0.7	0	0.0	64	1.1
24	Garment Quality System	64	1.6	4	0.2	0	0.0	68	1.1
25	Graphic Design	61	1.5	37	1.9	0	0.0	98	1.6
26	Graphics Design (T2)	8	0.2	2	0.1	0	0.0	10	0.2
27	House Keeping	37	0.9	13	0.7	0	0.0	50	0.8
28	House Keeping (8068-01)	3	0.1	3	0.2	0	0.0	6	0.1
29	Industrial Fire Safety Management (NE)	13	0.3	0	0.0	0	0.0	13	0.2
30	Industrial Engineering & Lean Manufacturing (NE)	10	0.3	0	0.0	0	0.0	10	0.2
31	Industrial Engineering & Lean Manufacturing (NE)	1	0.0	0	0.0	0	0.0	1	0.0
32	Industrial Engineering & Lean Manufacturing (UPS Management)	17	0.4	0	0.0	0	0.0	17	0.3
33	Industrial Engineering & Lean Manufacturing System	41	1.0	4	0.2	0	0.0	45	0.8
34	IT Freelancing	4	0.1	0	0.0	0	0.0	4	0.1
35	IT Freelancing (Data Entry, SEO, Affiliate Market)	3	0.1	1	0.1	0	0.0	4	0.1
36	IT Support Service	126	3.2	102	5.1	1	50.0	229	3.8
37	Knit /Sewing Machine operation	2	0.1	16	0.8	0	0.0	18	0.3
38	Lasting & Assembling Operation (Footwear)	11	0.3	18	0.9	0	0.0	29	0.5
39	Lathe Machine Operation	8	0.2	0	0.0	0	0.0	8	0.1
40	Machine Shop Practice	69	1.7	23	1.2	0	0.0	92	1.5
41	Machine Tools Operation	12	0.3	0	0.0	0	0.0	12	0.2
42	Masonry	191	4.8	59	3.0	0	0.0	250	4.2
43	Master Craftsmanship	194	4.9	1	0.1	0	0.0	195	3.3
44	Mechanical Fitter	14	0.4	0	0.0	0	0.0	14	0.2
45	Medical Scribing	23	0.6	3	0.2	0	0.0	26	0.4
46	Mid-level Management	11	0.3	35	1.8	0	0.0	46	0.8
47	Mid-level Management (RMG)	29	0.7	60	3.0	0	0.0	89	1.5
48	Mobile Phone Servicing	18	0.5	0	0.0	0	0.0	18	0.3
49	Motor Driving with Basic Maintenance	187	4.7	13	0.7	0	0.0	200	3.3
50	Operator Training for computerized Sweater Machine	36	0.9	26	1.3	0	0.0	62	1.0
51	Operator Training for Knit Sewing Machine	23	0.6	131	6.6	0	0.0	154	2.6
52	Operator Training for Manual Sweater Machine	15	0.4	9	0.5	0	0.0	24	0.4
53	Operator Training for Sewing Machine	0	0.0	5	0.3	0	0.0	5	0.1
54	Operator Training for Woven Sewing Machine	28	0.7	284	14.2	0	0.0	312	5.2
55	Packaging Technology	101	2.5	69	3.5	0	0.0	170	2.8
56	Pattern Making, Grading and CAD-CAM Operation	6	0.2	0	0.0	0	0.0	6	0.1
57	Plumbing	245	6.1	21	1.1	0	0.0	266	4.4
58	Plumbing (3529-04)	5	0.1	0	0.0	0	0.0	5	0.1
59	Preparatory Processing Weaving	52	1.3	15	0.8	0	0.0	67	1.1
60	production Planning & Management	26	0.7	1	0.1	0	0.0	27	0.5

Sl. No.	Trade Course	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
61	Production Planning & Supply Chain Management (NE)	11	0.3	1	0.1	0	0.0	12	0.2
62	Productivity Improvement Technique	8	0.2	1	0.1	0	0.0	9	0.2
63	Professional Back Office Service	61	1.5	36	1.8	0	0.0	97	1.6
64	Professional Customer Service	297	7.4	220	11.0	0	0.0	517	8.6
65	Professional Digital Content Management	14	0.4	5	0.3	0	0.0	19	0.3
66	Quality Control	51	1.3	35	1.8	0	0.0	86	1.4
67	Quality Control Management (RMG)	25	0.6	14	0.7	0	0.0	39	0.7
68	Quality Control Management	1	0.0	0	0.0	0	0.0	1	0.0
69	Refrigeration and Air Conditioning	72	1.8	4	0.2	0	0.0	76	1.3
70	Refrigeration And Air Conditioning	93	2.3	13	0.7	0	0.0	106	1.8
71	Ring Frame Basic and Techniques	13	0.3	26	1.3	0	0.0	39	0.7
72	Scaffolding	36	0.9	1	0.1	0	0.0	37	0.6
73	Setting & Assembling Operation (Leather Goods)	6	0.2	14	0.7	0	0.0	20	0.3
74	Setting Operation	6	0.2	4	0.2	0	0.0	10	0.2
75	Setting Operation (Footwear)	4	0.1	16	0.8	1	50.0	21	0.4
76	Sewing Machine Operation	32	0.8	231	11.6	0	0.0	263	4.4
77	Sewing Machine Operation (Own Institute)	7	0.2	22	1.1	0	0.0	29	0.5
78	Ship Machinery Installation	7	0.2	0	0.0	0	0.0	7	0.1
79	Steel Binding and Fabrication	164	4.1	18	0.9	0	0.0	182	3.0
80	Steel Binding & Fabrication	34	0.9	1	0.1	0	0.0	35	0.6
81	Supervisory Management & Leadership Skills Development	12	0.3	1	0.1	0	0.0	13	0.2
82	Textile and Apparel Merchandising	14	0.4	3	0.2	0	0.0	17	0.3
83	Textile Testing for Assuring Quality	14	0.4	2	0.1	0	0.0	16	0.3
84	Tiles & Marble Works	78	2.0	10	0.5	0	0.0	88	1.5
85	Total Quality Management (TQM)	10	0.3	1	0.1	0	0.0	11	0.2
86	Weaving Technology	56	1.4	15	0.8	0	0.0	71	1.2
87	Web Design	16	0.4	23	1.2	0	0.0	39	0.7
88	Welding	51	1.3	8	0.4	0	0.0	59	1.0
89	Welding (T2)	6	0.2	1	0.1	0	0.0	7	0.1
90	Welding & Fabrication	102	2.6	2	0.1	0	0.0	104	1.7
91	Yarn Manufacturing Technology	16	0.4	24	1.2	0	0.0	40	0.7
	Total	**3,998**	**100**	**2,000**	**100**	**2**	**100**	**6,000**	**100**

4.4 TRAINING DELIVERY AND FACILITIES

4.4.1 Relevance of training courses to job market: Almost all SEIP graduates from IAs & PTIs under Tranche 2 believed that SEIP-supported training courses were relevant to the job market. In the Tracer survey, 98.4% of the graduates reported that SEIP-supported courses were relevant to their training courses, with 20.8% having mentioned highly relevant and 65.5% relevant. 1.6% SEIP graduates opined that training courses were not relevant to the job market. Data on the relevancy of

training with job by division shows that there were no appreciable variations between divisions for the relevance of SEIP-supported training courses with the job market (Table-4.10).

Table-4.10: Distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their opinion on relevancy of training to Job Market

Division	Highly relevant	Relevant	Moderately	Not relevant	Not relevant at all	Total	N	%
Barisal	24.3	64.3	10.7	0.3	0.3	100.0	300	5.0
Chattogram	14.8	68.2	15.3	1.0	0.8	100.0	622	10.4
Dhaka	20.1	65.5	12.8	1.0	0.6	100.0	3,196	53.3
Khulna	33.0	56.5	9.4	0.6	0.6	100.0	522	8.7
Mymensingh	21.6	70.6	6.9	0.9	0.0	100.0	218	3.6
Rajshahi	22.6	66.5	7.9	1.6	1.4	100.0	504	8.4
Rangpur	17.9	72.8	8.3	1.0	0.0	100.0	408	6.8
Sylhet	14.8	61.3	22.6	1.3	0.0	100.0	230	3.8
Total	**1,248**	**3,933**	**725**	**59**	**35**	**-**	**6,000**	**100.0**
%	20.8	65.6	12.1	1.0	0.6	-	-	-

4.4.2 Quality of teaching methods/lecture delivery: To assess the quality of teaching methods used by the instructors, SEIP graduates under Tranche 2 were asked to express their opinion. 21% believed that the quality of teaching methods was excellent, and 69% that the training method was excellent. Thus, more than 90% of the SEIP graduates have upheld highly positive opinions on the quality of teaching methods/lecture delivery. Why? On the other hand, as per 6% of SEIP graduates, the quality of teaching methods is poor or fair. There are no sizable variations between males and females regarding the quality of teaching methods/lecture delivery followed by the instructors (Figure 4.3).

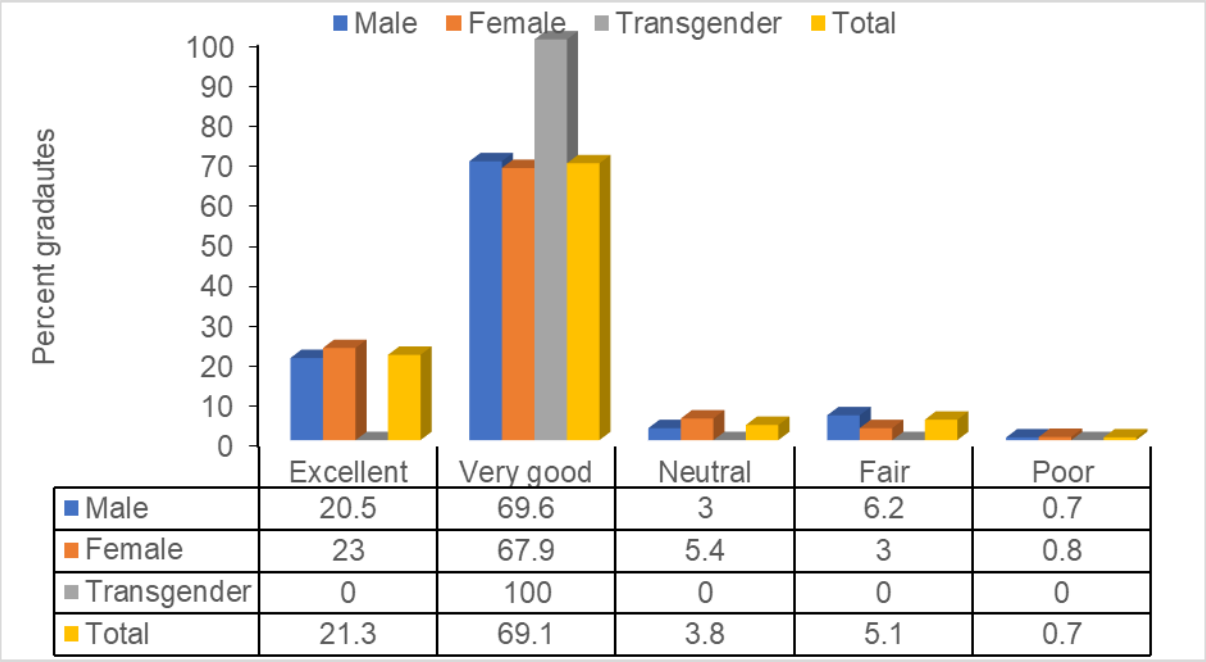


Figure-4.3: Percent distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their opinion on quality of teaching methods/lecture delivery

4.4.3 Adequacy of supply of teaching materials and other resources: Data on the supply of teaching materials and other resources, including consumables and chemicals during the training period, is presented in Table-4.11. Almost all SEIP graduates who participated from IAs & PTIs under Tranche 2 believed that the supply of teaching materials and other resources was either highly adequate or moderately adequate, with about 20% having expressed a 'highly acceptable' opinion.

On the other hand, 5% of graduates said the supply was inadequate. Distribution of the supply shows no substantial variations between males and females with respect to the supply of teaching materials and other resources, including consumables and chemicals, etc.

Table-4.11: Adequacy of teaching materials and other resources during the training course

Extent of Adequacy	Male		Female		Transgender		Total	
	No	%	No	%	No	%	No	%
Highly adequate	761	19.0	461	23.1	0	0.0	1,222	20.4
Moderately adequate	3,036	75.9	1,443	72.2	2	100.0	4,481	74.7
Not adequate	147	3.7	66	3.3	0	0.0	213	3.6
Slightly adequate	35	0.9	20	1.0	0	0.0	55	0.9
Not at all adequate	19	0.5	10	0.5	0	0.0	29	0.5
Total	**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**
%	66.6	-	33.3	-	0.03	-	-	-

4.4.4 Satisfaction on training environment: Data on SEIP graduates' opinions about the training environment at the training institute during the training course is presented in Table-4.12a. As shown, more than 95% of the SEIP graduates under Tranche 2 were satisfied with the training environment at the training institute during the training course conduction, including about 20% having highly satisfied. About 1% of the graduates reported that they were dissatisfied. The satisfaction level of males and females were more or less the same. The average satisfaction score is high, 4.14, on a 5-point Likert scale. The satisfaction score calculated for female graduates is a bit higher at 4.16. Association-wise satisfaction data shows that SEIP graduates under Tranche 2 completing the different training institutes have found high satisfaction with an average score of more than 4.0 on a 5-point Likert scale. As shown in Table 4.12b, the highest satisfaction score was calculated for T&HISC at 4.30, followed by AEOSIB at 4.26, BITAC at 4.26, BACCO at 4.24, and DTE at 4.24. On the other hand, the lowest score was reported at 4.04 for BGMEA and 4.07 for BACI.

Table-4.12a: Satisfaction on the training environment at the training institute during the training course

Extent of satisfaction	Male		Female		Transgender		Total	
	No	%	No	%	No	%	No	%
Highly satisfied	738	18.5	450	22.5	0	0	1,188	19.8
Satisfied	3,106	77.7	1,458	72.9	2	100	4,566	76.1
Neutral	108	2.7	71	3.6	0	0	179	3.0
Dissatisfied	28	0.7	13	0.7	0	0	41	0.7
Highly dissatisfied	18	0.5	8	0.4	0	0	26	0.4
Total	**3,998**	**100**	**2,000**	**100**	**2**	**100**	**6,000**	**100**
%	66.6	-	33.3	-	0.03	-	100.0	-
Satisfaction score	**4.13**	**-**	**4.16**	**-**	**4.00**	**-**	**4.14**	**-**

Table-4.12b: Percentage distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their opinion on training environment by entity

Entity	Level of satisfaction (%)						N	%	Satisfaction Score
	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly dissatisfied	Total			
AEOSIB	30.9	64.8	3.6	0.6	0.0	100	165	2.8	4.26
BACCO	28.5	67.7	3.0	0.7	0.1	100	671	11.2	4.24

BACI	8.7	90.2	1.0	0.1	0.0	100	763	12.7	4.07
BAPA	17.8	80.6	1.4	0.0	0.2	100	505	8.4	4.16
BEIOA	16.3	79.1	2.2	1.7	0.7	100	416	6.9	4.09
BGMEA	16.8	75.4	4.5	1.5	1.8	100	714	11.9	4.04
BITAC	30.9	64.7	4.4	0.0	0.0	100	68	1.1	4.26
BKMEA	11.0	86.8	1.1	1.1	0.0	100	91	1.5	4.08
BMET	20.3	71.2	6.4	1.4	0.8	100	874	14.6	4.09
BTMA	23.1	75.3	1.6	0.0	0.0	100	503	8.4	4.21
DTE	28.1	68.3	3.2	0.4	0.0	100	499	8.3	4.24
LAFMEAB	17.8	79.9	1.9	0.0	0.5	100	214	3.6	4.14
PKSF	17.6	79.2	2.7	0.5	0.0	100	221	3.7	4.14
REHAB	11.7	87.0	1.3	0.0	0.0	100	154	2.6	4.10
T and H ISC	30.3	69.0	0.7	0.0	0.0	100	142	2.4	4.30
Total	**1,188**	**4,566**	**179**	**41**	**26**	**-**	**6,000**	**100**	**4.14**
%	19.8	76.1	3.0	0.7	0.4	-	100.0		-

4.4.5 Satisfaction of SEIP graduates on scope of practice during demonstration: To assess the scope of practice during the demonstration of the job at the training institute level, SEIP graduates who participated in IAs & PTIs under Tranche 2 were asked to express their opinion on the extent of satisfaction. Their responses are presented in Table 4.13a. As shown, more than 95% of the SEIP graduates under Tranche 2 were satisfied, with about 26% being highly satisfied, while slightly over 1% were dissatisfied with the scope of practice during the demonstration. The data reveal no appreciable variations in the scope of practice during the demonstration of the job at the training institute level. The average satisfaction score is calculated at 4.19 for males and 4.22 for females in the total sample. Entity-wise satisfaction data on the scope of practice during a demonstration at the training institute level is shown in Table 4.13b. For each entity, a high satisfaction score was reported.

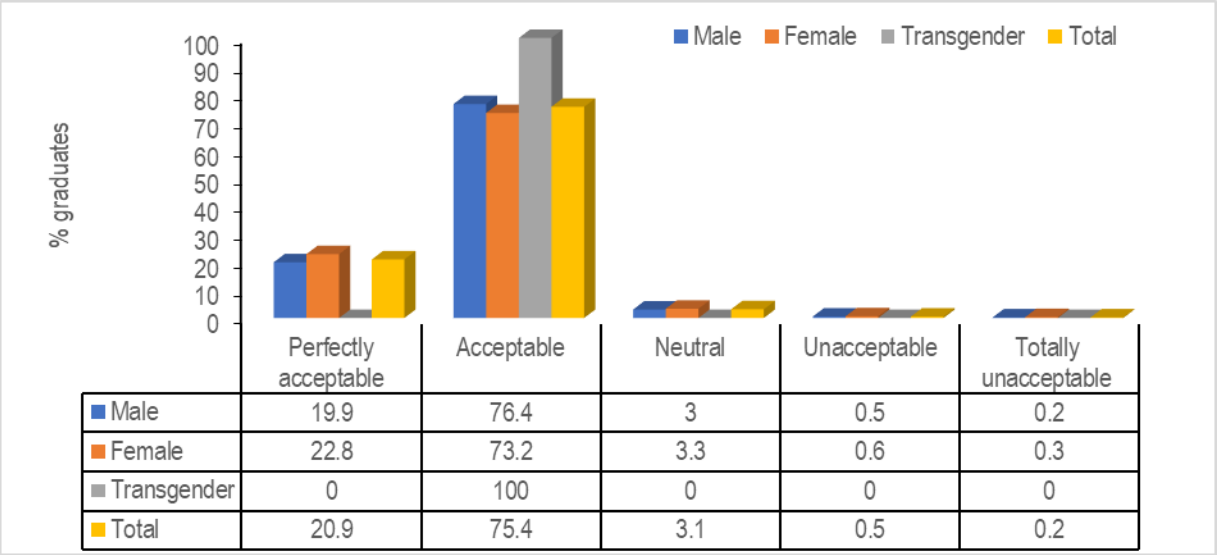
Table-4.13a: Satisfaction on the scope of practice during demonstration of the job

Extent of Satisfaction	**Male**		**Female**		**Transgender**		**Total**	
	No	**%**	**No**	**%**	**No**	**%**	**No**	**%**
Highly satisfied	975	24.4	557	27.9	0	0.0	1,532	25.5
Satisfied	2,855	71.6	1,357	67.9	2	100.0	4,214	70.2
Neutral	122	3.1	61	3.1	0	0.0	183	3.1
Dissatisfied	39	1.0	19	1.0	0	0.0	58	1.0
Highly dissatisfied	7	0.2	6	0.3	0	0.0	13	0.2
Total	**3,998**	**100.3**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**
%	66.6	-	33.3	-	0.03	-	-	-
Satisfaction score	**4.19**	**-**	**4.22**	**-**	**4.0**	**-**	**4.20**	**-**

Table-4.13b: Percentage distribution of SEIP graduates under Tranche 2 by their opinion on the scope of practice during demonstration by entity

Entity	Level of satisfaction												Average satisfaction score
	Highly satisfied		Satisfied		Neutral		Dissatisfied		Highly dissatisfied		Total		
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
AEOSIB	65	4.2	96	2.3	3	1.6	1	1.7	0	0.0	165	2.8	4.4
BACCO	207	13.5	430	10.2	25	13.7	8	13.8	1	7.7	671	11.2	4.2
BACI	108	7.0	643	15.3	8	4.4	4	6.9	0	0.0	763	12.7	4.1
BAPA	98	6.4	398	9.4	8	4.4	0	0.0	1	7.7	505	8.4	4.2
BEIOA	103	6.7	293	7.0	13	7.1	5	8.6	2	15.4	416	6.9	4.2
BGMEA	146	9.5	509	12.1	40	21.9	11	19.0	8	61.5	714	11.9	4.1
BITAC	30	2.0	37	0.9	1	0.5	0	0.0	0	0.0	68	1.1	4.4
BKMEA	14	0.9	71	1.7	6	3.3	0	0.0	0	0.0	91	1.5	4.1
BMET	243	15.9	573	13.6	38	20.8	19	32.8	1	7.7	874	14.6	4.2
BTMA	176	11.5	318	7.5	8	4.4	1	1.7	0	0.0	503	8.4	4.3
DTE	169	11.0	314	7.5	14	7.7	2	3.4	0	0.0	499	8.3	4.3
LAFMEAB	58	3.8	149	3.5	5	2.7	2	3.4	0	0.0	214	3.6	4.2
PKSF	53	3.5	158	3.7	9	4.9	1	1.7	0	0.0	221	3.7	4.2
REHAB	12	0.8	138	3.3	3	1.6	1	1.7	0	0.0	154	2.6	4.0
T and HISC	50	3.3	87	2.1	2	1.1	3	5.2	0	0.0	142	2.4	4.3
Total	**1,532**	**100**	**4,214**	**100**	**183**	**100**	**58**	**100**	**13**	**100**	**6,000**	**100**	**4.2**
%	25.5	-	70.2	-	3.1	-	1.0	-	0.2	-	100.0	-	

4.4.6 Trainer-trainee relationship: According to the opinion of about 22% of the SEIP graduates who participated from IAs & PTIs under Tranche-2, the trainer-trainee relationship during the training was excellent. Hence, it was perfectly acceptable to trainees/graduates. Similarly, slightly more than three-fourths of the graduates believed that the trainer-trainee relationship was fair to them. Thus, the trainer-trainee relationship was acceptable to more than 95% of the graduates (Figure-4.4). Less than 1% of graduates opined that the trainer-trainee relation is unacceptable to them. Distribution of data on the opinion by gender shows no discernible variations in the trainer-trainee relationship during the training between males and females.



	Perfectly acceptable	Acceptable	Neutral	Unacceptable	Totally unacceptable
Male	19.9	76.4	3	0.5	0.2
Female	22.8	73.2	3.3	0.6	0.3
Transgender	0	100	0	0	0
Total	20.9	75.4	3.1	0.5	0.2

Figure-4.4: Opinion of SEIP graduates on the trainer-trainee relationship during training course

4.4.7 Overall Satisfaction: Data on the overall satisfaction of SEIP graduates who participated from IAs & PTIs under Tranche-2 by their opinion on training on the course is presented in Table 4.14a, of which 18.7% of the SEIP graduates under Tranche-2 were highly satisfied, and 76.6% were satisfied. Hence, slightly more than 95% of the graduates in the total sample were satisfied. On the other hand, 1.2% were dissatisfied. Male-female variations in the degree of satisfaction obtained by the graduates are not substantial. Compared to 17.9% of men, 20.4% of women were highly satisfied, while against 77.4% of men, 74.8% of women were satisfied. In total, over 75% of the SEIP graduates were either highly satisfied or satisfied (Table 4.14a). Thus, the high proportion of SEIP graduates who participated from IAs & PTIs under Tranche-2 were satisfied with almost all aspects of training delivery and facility included in the Tracer Study.

Table-4.14a: Overall satisfaction of SEIP graduates on the training course by gender

Degree of satisfaction	Male		Female		Transgender		Total	
	No	%	No	%	No	%	No	%
Highly satisfied	716	17.9	408	20.4	0	0.0	1,124	18.7
Satisfied	3,095	77.4	1,498	74.8	2	100.0	4,595	76.6
Neutral	142	3.6	67	3.6	0	0.0	209	3.5
Dissatisfied	36	0.9	22	1.0	0	0.0	58	1.0
Highly dissatisfied	9	0.2	5	0.2	0	0.0	14	0.2
Total	**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**
%	66.6	-	33.3	-	0.02	-	100.0	-

Entity-wise distribution of data relating to the overall satisfaction of graduates who participated from IAs & PTIs under Tranche-2 is provided in Table 4.14b, as per which the average satisfaction score for each entity was about four or above in a Likert scale indicating high levels of satisfaction. For example, the highest average score was assessed for BITAC at 4.4, followed by T &H ISC at 4.2, and BACCO, BTMA, and DTE at 4.1 each.

Data on the overall satisfaction of SEIP graduates who participated from IAs & PTIs under Tranche-2 by division is shown in Figure 4.5. It reveals that high levels of satisfaction were reported in each division. However, there are some variations between divisions. The highest satisfaction score is assessed in Barishal division at 4.19, followed by Mymensingh division at 4.17. On the other hand, the lowest score was mentioned in Sylhet division at 4.07, followed by Rangpur division at 4.09.

However, in such divisions where SEIP graduates are concentrated, the satisfaction score was 4.13 and 4.12 for Dhaka and Chittagong, respectively (Figure 4.5).

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Figure-4.5: Division-wise overall satisfaction score of SEIP graduates participated from IAs & PTIs under tranche-2

Data on the overall satisfaction of SEIP graduates by employment status shows that the highest satisfaction score was assessed for wage employed at 4.16, while for self-employed, the score is intermediate at 4.11. On the other hand, the average score is lowest at 4.09 for unemployed graduates (Table 4.14c).

Table 4.14b: Percentage distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their opinion on the overall satisfaction on the training course by entity

Entity	Level of satisfaction (%)						Number	Satisfaction Score
	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly dissatisfied	Total		
AEOSIB	24.2	70.9	4.8	0.0	0.0	100.0	165	4.0
BACCO	29.4	65.1	4.6	0.9	0.0	100.0	671	4.1
BACI	7.9	90.2	1.6	0.4	0.0	100.0	763	4.0
BAPA	14.3	82.4	2.8	0.4	0.2	100.0	505	4.0
BEIOA	15.6	79.6	3.1	1.2	0.5	100.0	416	4.0
BGMEA	17.1	76.8	4.1	1.1	1.0	100.0	714	4.0
BITAC	38.2	61.8	0.0	0.0	0.0	100.0	68	4.4
BKMEA	13.2	82.4	4.4	0.0	0.0	100.0	91	4.0
BMET	21.2	71.1	4.7	2.7	0.3	100.0	874	4.0
BTMA	22.3	74.6	3.0	0.2	0.0	100.0	503	4.1
DTE	22.4	73.7	3.2	0.6	0.0	100.0	499	4.1
LAFMEAB	17.3	78.5	3.7	0.5	0.0	100.0	214	4.0
PKSF	11.3	83.3	4.5	0.5	0.5	100.0	221	3.9
REHAB	7.8	89.0	3.2	0.0	0.0	100.0	154	3.9
T &H ISC	33.1	62.0	2.1	2.8	0.0	100.0	142	4.2
N	**1,124**	**4,595**	**209**	**58**	**14**	**-**	**6,000**	**4.0**
%	18.7	76.6	3.5	1.0	0.2	100.0	-	-

Table 4.14c: Percentage distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their opinion on overall satisfaction on training course by employment status

Employment status	Level of satisfaction (%)						N	Satisfaction Score
	Highly satisfied	Satisfied	Neutral	Dissatisfied	Highly dissatisfied	Total		
Wage-employed	21.3	74.5	3.3	0.7	0.2	100	2,971	4.16
Self-employed	18.2	76.6	3.0	1.8	0.4	100	740	4.11
Unemployed	15.6	79.3	3.9	1.1	0.1	100	2,289	4.09
Total	**1,124**	**4,595**	**209**	**58**	**14**		**6,000**	**4.13**
%	18.7	76.6	3.5	1.0	0.2	100	-	

4.4.8 Need for further training: Despite a substantially high level of satisfaction with the current training course, the majority of SEIP graduates (68.3%) interviewed as respondents in the total sample from IAs & PTIs under Tranche-2 mentioned that they need further training to build up a better career. The distribution of data on needs for further training shows that the proportion of female SEIP graduates requiring further training was slightly lower at 65.5%, while for males, the proportion was a bit higher at 69.6% (Table 4.15). Regarding the type of training they further need, two-thirds of them reported that they need practical skills training relevant to their job without mentioning the sector/area, while about one-fourth IT skills training. Other types of training were less frequently mentioned. These were: entrepreneurship training (3.2%), communication skills (1.6%), social skills (0.7%), etc.

Distribution of graduates by their need to participate in further training to build up a better career by entities/association shows that there are five entities, where the proportion of SEIP graduates

desiring to participate in additional training to build up a better job was highest more than 75%: BKMEA (79.1%), BACCO (78.1%), T & HISC (76.8%) and BACCI (74.8%). On the other hand, there were five entities where the proportion of graduates expressing their need for further training was less than 60%: 54.3% for PKSF, 56.5% for LAFMEAB, 57% for AEOSIB, 57.4% for BITAC and 59.4% for BTMA (Figure 4.6). Thus, there should be upskilling training for SEIP graduates from IAs & PTIs under Tranche-2 who want to participate in such training.

Table 4.15: Distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their need to further training to build up a better career by gender

Sl. No.	Statement	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Whether or not require further training									
	Yes	2,784	69.6	1,310	65.5	2	100	4,096	68.3
	No	1,214	30.4	690	34.5	0	0	1,904	31.7
	Total	**3,998**	**100**	**2,000**	**100**	**2**	**100**	**6,000**	**100**
(b) Kind of training further needed									
	Relevant practical skills training	1,867	67.1	870	66.4	2	100.0	2,739	66.9
	IT skills	662	23.8	349	26.6	0	0.0	1,011	24.7
	Communication skills	49	1.8	17	1.3	0	0.0	66	1.6
	Entrepreneurship	93	3.3	40	3.1	0	0.0	133	3.2
	Social skills	21	0.8	6	0.5	0	0.0	27	0.7
	Others	92	3.3	28	2.1	0	0.0	120	2.9
	Total	**2,784**	**100.0**	**1,310**	**100.0**	**2**	**100.0**	**4,096**	**100.0**

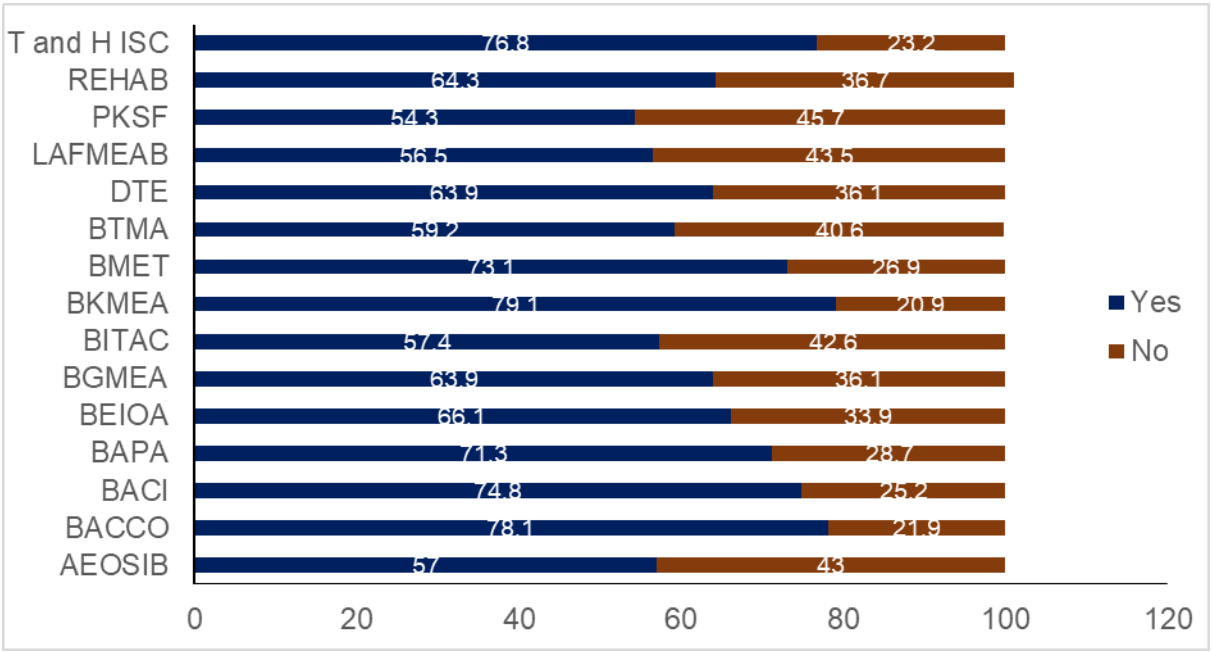
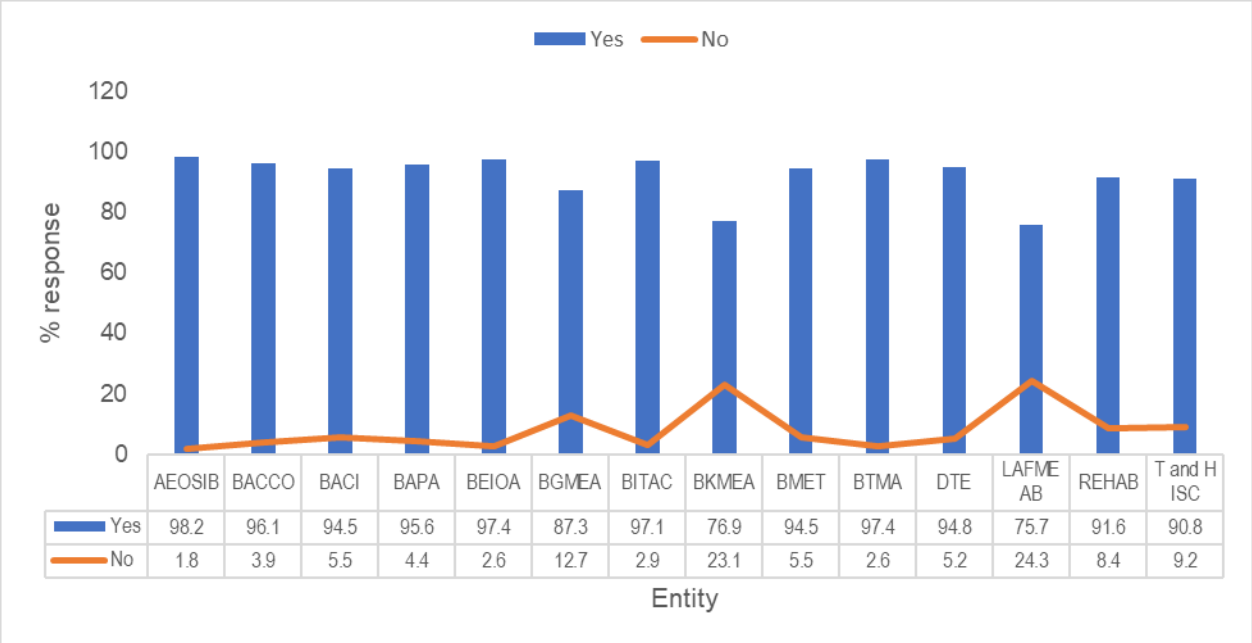


Figure 4.6: Entity-wise distribution of SEIP graduates participated in IAs & PTIs under Tranche 2 to their need for further training to build a better career

4.4.9 Stipend received by graduates: Every graduate is supposed to get stipend. They are given the allowance under certain conditions. The trainee must have at least 80% attendance. The amount is disbursed in 3 phases: 40% after starting the class, the next 40% after the examination, and the remaining 20% at the end of the program after getting the job. To a question, 93.4% of the graduates in the total sample from IAs & PTIs under Tranche-2 mentioned getting a stipend. Distribution of data by entities shows that the proportion of graduates getting allowances from specific entities, as noted by graduates, was highest for AEOSIB at 98.2%, followed by BEIOA (97.4%), BTMA (97.4%), BITAC (97.1%). On the other hand, 6.6% of graduates reported that they did not get any stipend from SEIP. The proportion of graduates reportedly not getting the stipends was high for some entities such as LAFMEAB (24.3%), BKMEA (23.1%), BGMEA (12.7%), T&HISC (9.2%) and REHAB (8.4%). SEIP should investigate the causes of not getting stipends by the SEIP graduates and take the necessary initiative to make the payment to graduates on time (Figure 4.7). It can be mentioned here that PKSF, one of the entities working through its partner organizations, does not give any stipend to its graduates in cash but in kind in the form of accommodation and food.



	AEOSIB	BACCO	BACI	BAPA	BEIOA	BGMEA	BITAC	BKMEA	BMET	BTMA	DTE	LAFMEAB	REHAB	T and HISC
Yes	98.2	96.1	94.5	95.6	97.4	87.3	97.1	76.9	94.5	97.4	94.8	75.7	91.6	90.8
No	1.8	3.9	5.5	4.4	2.6	12.7	2.9	23.1	5.5	2.6	5.2	24.3	8.4	9.2

NB: Total excludes PKSF, which provides scholarship in kind in the form of accommodation and food. PKSF works through Partner Organizations (NGOs).

Figure 4.7: Entity-wise distribution of SEIP graduates participated in IAs & PTIs under Tranche 2 whether or not getting stipend they obtained from SEIP

4.4.10 Weakness of training program: Regarding the weakness of the training program, about 11% mentioned some flaws; while a large 89% of the SEIP graduates believed there was no weakness in the training course (Table 4.16a). In the survey, five weaknesses were frequently mentioned. These are inadequate duration of the training, inadequate facilities for consumables in practical work, inadequate lab facilities, non-cooperation from the job placement office, and low stipend money, etc. (Table 4.16b).

Table 4.16a: Distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by weaknesses they observed in training course by Gender

Gender	Yes		No		Total	
	No	%	No	%	No	%
Male	445	12.5	3,553	88.9	3,998	100.0
Female	227	11.4	1,773	88.6	2,000	100.0
Transgender	0	0.0	2	0.0	2	100.0
Total	**672**	**11.2**	**5,328**	**88.8**	**6,000**	**100.0**

Table 4.15b: Distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by weaknesses they observed by Entity

Weakness	AEOSIB	BACCO	BACI	BAPA	BEIOA	BGMEA	BITAC	BKMEA	BMET	BTMA	DTE	LAFMEAB	PKSF
Duration of training not adequate	3	48	20	8	8	25	0	3	35	9	20	6	8
Inadequate facilities for practice	0	14	4	6	3	1	0	2	13	2	7	1	4
Insufficient facilities for lab	3	11	4	0	1	2	2	0	15	0	22	2	1
Some teachers not skilled	0	8	0	0	0	2	0	1	3	0	1	0	3
Classroom environment not good	0	1	0	0	0	1	0	0	2	0	0	0	0
Non-cooperation from Job Placement	1	10	3	0	4	3	1	2	5	0	9	0	1
Insufficient stipend	0	10	9	39	3	6	0	0	10	3	20	25	2
Irregular disbursement of scholarship	0	2	1	7	3	3	0	0	3	0	2	2	2
Others	0	31	6	7	6	10	1	1	15	3	9	4	6
Total	**7**	**135**	**47**	**67**	**28**	**53**	**4**	**9**	**101**	**17**	**90**	**40**	**27**

Table-4.16c: Percentage distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by weaknesses they observed by employment status

Weakness	Self-Employment		Wage Employment		Unemployed		Total	
	No	%	No	%	No	%	No	%
Duration of training not adequate	89	31.6	25	29.4	92	30.7	206	30.7
Inadequate facilities for practice	15	5.3	8	9.4	38	12.7	61	9.1
Insufficient facilities for lab	19	6.7	7	8.2	37	12.3	63	9.4
Some teachers not skilled	8	2.8	2	2.4	8	2.7	18	2.7
Classroom environment not good	2	0.7	2	2.4	1	0.3	5	0.7
Non-cooperation from Job Placement	17	6.0	4	4.7	24	8.0	45	6.7
Insufficient stipend	65	23.0	14	16.5	52	17.3	131	19.5
Irregular disbursement of scholarship	13	4.6	3	3.5	11	3.7	27	4.0
Others	59	20.9	20	23.5	37	12.3	116	17.3
Total	**287**	**101.8**	**85**	**100.0**	**300**	**100.0**	**672**	**100.0**
	42.7	-	12.6	-	44.6	-	100.0	-

4.5 Assessment and certification

Introduction: Assessment is an integral part of any training program. It shows the extent to which the trainee has grasped the training materials, tools and equipment.

4.5.1 Continuous assessment: As reported by the SEIP graduates who participated in IAs & PTIs under Tranche-2, they were continuously assessed by the trainees during their training. As revealed from the data presented in Table 4.17a, slightly over 94% of the graduates reported continuous assessment during the training. The proportion of graduates mentioning continuous assessment was higher for wage-employed and unemployed graduates at 94% or over, while for self-employed graduates, the proportion was lower at 90%. According to 94% of the graduates, the assessment tools used were largely appropriate for accessible performing during the final assessment. All of them believed that the materials, tools, and equipment used in the evaluation were adequate, with about 93% mentioning 'fully adequate.' According to them, the assessors were supportive and cooperative during the assessment (97%). But, regarding the time of providing the assessment results, it was found that all training institutes did not give results immediately after the assessment. As seen from the Table below, about 55% of the graduates said that their results were given immediately after the assessment, while the remaining 45% sometimes after the assessment. There is almost no variation among the training institutes providing the assessment results.

Table-4.17a: Distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their assessment on various issues by employment status

Sl. No	Statement	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a)	**Whether the course instructors/trainers conducted continuous assessment during the training**								
	Yes	2,826	95.1	665	89.9	2,154	94.1	5,645	94.1
	No	145	4.9	75	10.1	135	5.9	355	5.9

Sl. No	Statement	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
	Total	**2,971**	**100.0**	**740**	**100.0**	**2,289**	**100.0**	**6,000**	**100.0**
(b)	**Whether the assessment tools appropriate for easy performing during final assessment**								
	Yes	2,835	95.1	653	88.2	2,154	94.1	5,642	94.0
	No	136	4.9	87	11.8	135	5.9	358	6.0
	Total	**2,971**	**100.0**	**740**	**100.0**	**2,289**	**100.0**	**6,000**	**100.0**
(c)	**Whether the assessment the materials, tools and equipment during assessment are adequate**								
	Fully adequate	2,817	95.4	663	89.6	2,107	92.0	5,587	93.1
	Adequate	154	4.6	77	10.4	182	8.0	413	6.9
	Somewhat adequate	0	0	0	0	0	0	0	0
	No adequate	0	0	0	0	0	0	0	0
	Not adequate at all	0	0	0	0	0	0	0	0
	Total	**2,971**	**100.0**	**740**	**100.0**	**2,289**	**100.0**	**6,000**	**100.0**
(d)	**Whether the attitude of assessors was cooperative and supportive**								
	Yes	2893	94.8	725	98.0	2175	95.0	5793	96.6
	No	78	5.2	15	2.0	114	5.0	207	3.5
	Total	**2971**	**100.0**	**740**	**100.0**	**2289**	**100.0**	**6000**	**100**
(e)	**When was the assessment results given**								
	Immediately after assessment	1561	97.4	419	56.6	1308	57.1	3288	54.8
	Sometimes after the assessment	1410	2.6	321	43.4	981	42.9	2712	45.2
	Total	**2971**	**100.0**	**740**	**100.0**	**2289**	**100.0**	**6000**	**100**

Data on some important assessment issues by entities is presented in Table 4.16b. The issues included here are (i) conduct of continuous (formative/follow-up) assessment during the training period, (ii) appropriateness of assessment tools (demonstration, oral and written) used by the assessor, and (iii) attitude of assessors during the assessment. As shown, about 90% of higher proportion of SEIP graduates participated from IAs & PTIs under Tranche-2 from each of the entities believed that there was continuous assessment during the training, that the assessment tools used during the assessment were appropriate, and that the attitude of assessors was cooperative and supportive.

Table-4.17b: Percentage distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their assessment on various issues by entity

Association name	Conducted continuous assessment during the training	Appropriateness of the assessment tools	Attitude of assessors was cooperative and supportive	N
AEOSIB	97.0	98.2	92.7	165
BACCO	92.0	91.5	88.7	671
BACI	97.2	96.7	94.8	763
BAPA	97.4	98.0	97.2	505
BEIOA	93.5	95.0	94.0	416
BGMEA	89.6	89.2	89.9	714
BITAC	98.5	98.5	98.5	68
BKMEA	90.1	91.2	87.9	91
BMET	92.2	91.5	91.3	874
BTMA	97.6	96.0	97.6	503
DTE	95.2	93.4	94.8	499
LAFMEAB	94.9	97.2	93.0	214
PKSF	93.2	94.1	93.2	221
REHAB	90.9	98.7	95.5	154

Association name	Conducted continuous assessment during the training	Appropriateness of the assessment tools	Attitude of assessors was cooperative and supportive	N
T and H ISC	95.1	94.4	92.3	142
N	-	-	-	6,000

4.5.2 Benefits from getting certificates: After the assessment, more than 80% of SEIP graduates included in the Tracer study reported that they got certificates, while 19% have still not got the certificate even after one year of their assessment. The proportion of SEIP graduates receiving certificates was higher among wage-employed graduates than self-employed or unemployed graduates.

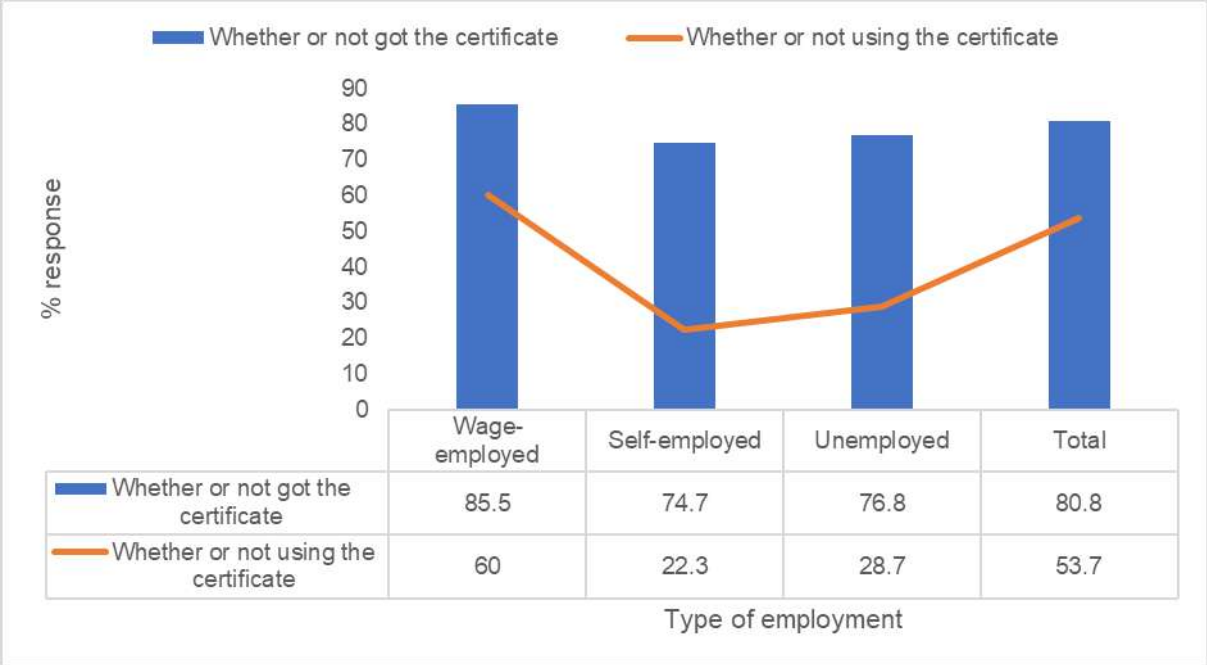


Figure 4.8: Distribution of SEIP graduates participated in IAs & PTIs under Tranche 2 by receipt of certificate and their use

Table 4.18: Percentage distribution of SEIP graduates participated in IAs & PTIs under Tranche 2 by receipt of certificate and their use by entity

Entities	Receipt of certificates		Use of certificates	
	Percent	Total	Percent	Total
AEOSIB	84.2	165	45.3	139
BACCO	90.2	671	45.8	605
BACI	93.4	763	34.8	713
BAPA	84.8	505	75.7	428
BEIOA	84.1	416	64.3	350
BGMEA	72.4	714	62.3	517
BITAC	83.8	68	56.1	57
BKMEA	68.1	91	40.3	62
BMET	72.1	874	42.4	630
BTMA	92.4	503	85.4	465
DTE	55.9	499	36.6	279
LAFMEAB	84.6	214	78.5	181
PKSF	83.7	221	36.8	185
REHAB	76.6	154	37.3	118
T and H ISC	85.9	142	56.6	122
Average	80.8	6,000	53.7	4,851

In the previous section, it is mentioned that 81% of SEIP graduates have received the certificate. Those who received the certificate were asked about the benefits. In response, about 42.4% of them were found to draw higher salaries, 30% to get promotions, 12.3% to easy access to loans, and 13.7% to get benefits for further studies (Figure 4.9).

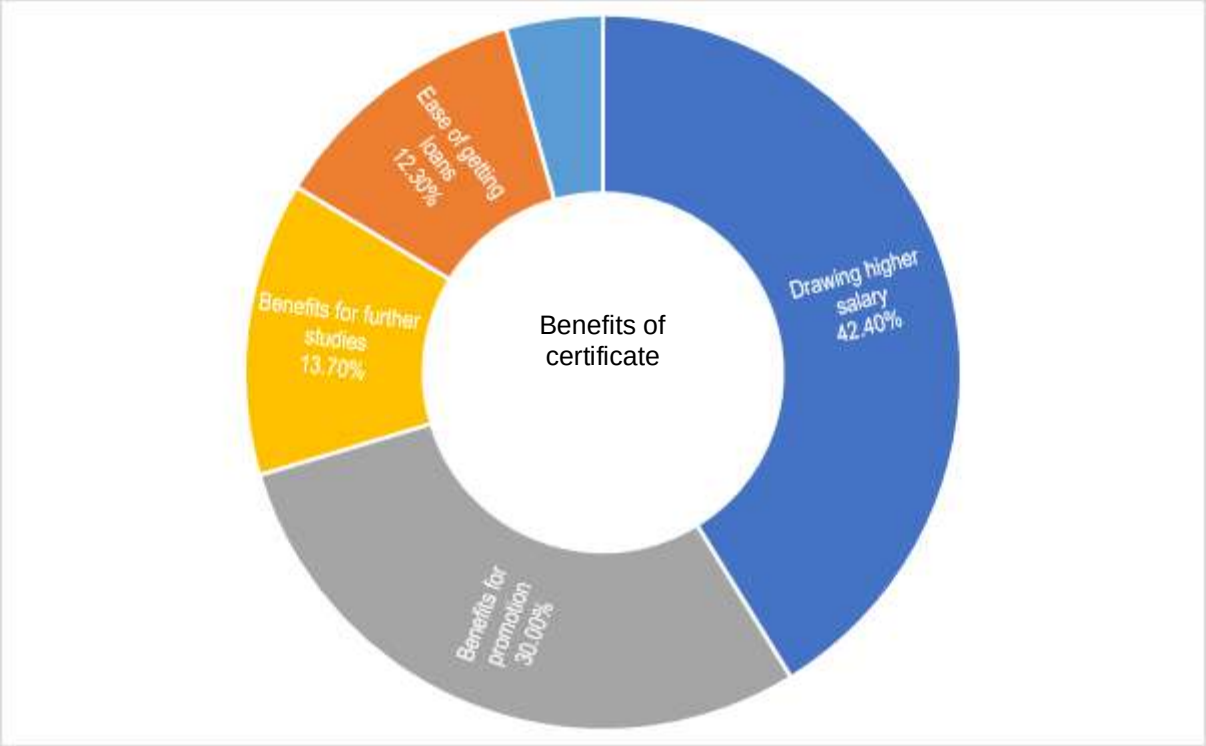


Figure 4.9: Benefits received from certificate

4.5.3 Reasons for not getting the certificate: On the other hand, 19.2% of SEIP graduates have yet to get a certificate after successfully completing the training program. To a question on the reasons for not getting certificates, they mentioned various reasons. For example, 69.1% did not feel the necessity of having the certificate's value, 37.1% did not have time to collect the certificate, 33.2% applied for the certificate, 20% did not get relevant desk officials in their training institute, etc. (Figure 4.10).

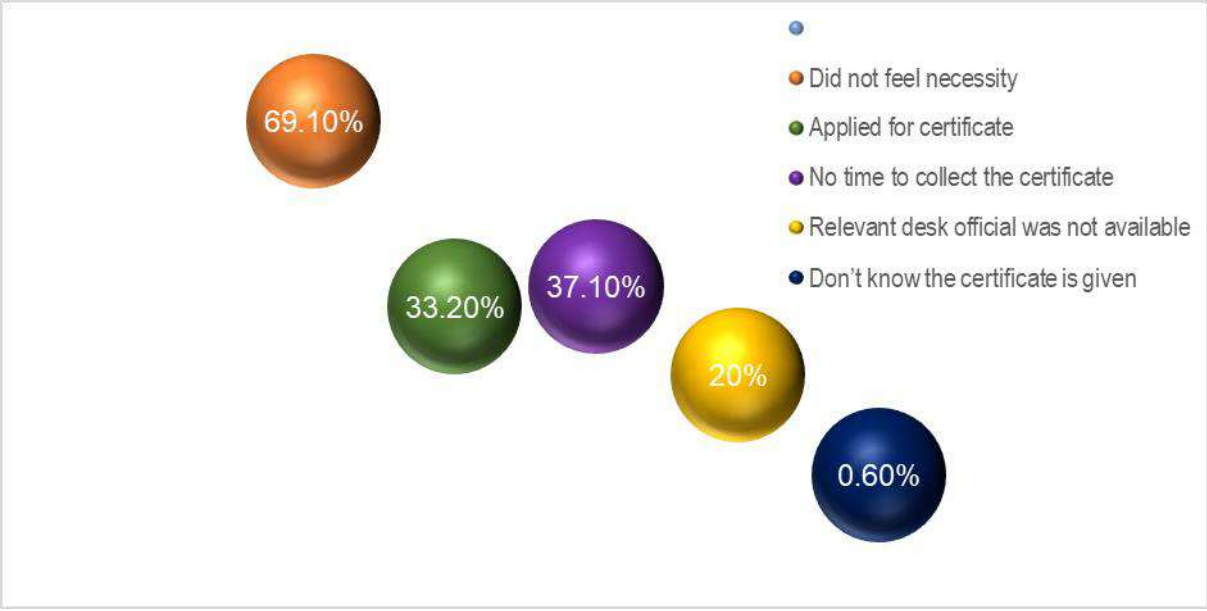


Figure 4.10: Reasons for not getting the certificate

4.5.4 Additional skill certificate: Some of the SEIP graduates who participated in IAs & PTIs under Tranche-2, in addition to SEIP training, were found to have participated in other training

and got the certificate. In the total sample, about 28% of SEIP graduates have skills certificates other than SEIP training. The distribution of SEIP graduates by employment status shows that wage-employed graduates were more likely to have trained other than SEIP training. As shown in Table 4.19, 31% of SEIP graduates have obtained certificates from agencies other than SEIP. The other two categories' proportions were lower, 24.3% for self-employed and 25.1% for unemployed graduates.

Table 4.19: Whether or not got any certificate other than SEIP

Sl. No	Statement	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
01.	Yes	912	30.7	180	24.3	575	25.1	1,667	27.7
02.	No	2,059	69.3	560	75.7	1,714	74.9	4,333	72.2
Total		**2,971**	**100.0**	**740**	**100.0**	**2,289**	**100.0**	**6,000**	**100**

4.6 Job Search and Employment Status

Introduction: This section of the Report deals with various issues of job search and employment status of SEIP graduates interviewed as respondents in the main sample.

4.6.1 Job Search: A total of 2,107 SEIP graduates (or 35.1%) who participated in IAs & PTIs under Tranche-2 were employed before attending the SEIP-supported training course. During the fieldwork, 46.1% were employed, 24.3% were self-employed, and another 24.3% were unemployed after nearly two years of their training courses. The SEIP program authority should investigate the problem (Table 4.20a). The Tracer study found that about 61% of SEIP graduates were looking for jobs after completing the SEIP-supported training, while 2,356 or 39.3% of SEIP graduates under Trance-2 did not look for jobs during the fieldwork. Reasons for not looking for jobs were: continuation with the existing jobs (39%), pursuing higher education (26%), waiting for self-employment (25%), family problems (9%), etc.

Among them, about 69% were wage-employed; despite that, they were looking for jobs probably due to the current organization's low-salary structure, dis-liking of the working environment, the unhappiness of employers on the performance of graduates, distant location of working place from home, etc. Among the graduates looking for jobs, 42.4% were self-employed and 56.2% unemployed.

Ideally, all unemployed graduates should look for jobs. But, in the study, 43.8% of unemployed graduates, or 1,002, were not found to be looking for jobs. Among those looking for jobs, more than half have approached 2-5 employers, while 35% approached only one. About 7% of such graduates approached 6-10 employers, while 5% approached more than 10 employers. The average number of employers approached was 3.31 in the total sample, while 3.14 by wage-employed, 3.05 by self-employed and 3.65 unemployed graduates. It can be mentioned that out of 2,289 unemployed graduates, 1,002 were not found to look for jobs. Rather, they were voluntarily unemployed. They should not be included as unemployed. Thus, the number of involuntary unemployed would be 1,287.

Table 4.20a: Percentage distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their job search by employment status

Sl. No.	Items	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Whether the working in any organization before attending SEIP supported training course									
	Yes	1,371	46.1	180	24.3	556	24.3	2,107	35.1
	No	1,600	53.9	560	75.7	1,733	75.7	3,893	64.9
Total		2,971	100.0	740	100.0	2,289	100.0	6,000	100
(b) Whether the looking for job after completion the training									

Sl. No.	Items	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
	Yes	2,043	68.8	314	42.4	1,287	56.2	3,644	60.7
	No	928	31.2	426	57.6	1,002	43.8	2,356	39.3
Total		2,971	100.0	740	100.0	2,289	100.0	6,000	100
(c) No. of employers approached to get job									
	One	780	38.2	129	41.1	367	28.5	1,276	35.0
	Two -five	1,059	51.8	152	48.4	733	56.9	1,942	53.3
	Six-ten	119	5.8	22	7.0	107	8.3	248	6.8
	10+	86	4.2	11	3.5	81	6.3	178	4.9
Total		2,044	100.0	314	100.0	1,288	100.0	3,644	100.0
Average number		3.14	-	3.05	-	3.65	-	3.31	-
(d) Reasons for not looking for job									
	To continue the existing job	662	43.5	256	31.2	0	0	918	39.1
	To start self-employment	394	25.9	189	23.0	0	0	583	24.9
	To continue the study	193	12.7	114	13.9	0	0	307	13.1
	To pursue higher studies	205	13.5	99	12.1	1	100	305	13.0
	Unwillingness	43	2.8	43	5.2	0	0	86	3.7
	Only for stipend	10	0.7	11	1.3	0	0	21	0.9
	Family problem	71	4.7	146	17.8	0	0	217	9.3
	Not useful to get a job	28	1.8	24	2.9	0	0	52	2.2
	Others	89	5.8	63	7.7	0	0	152	6.5
	N	1,523	-	821	-	1	-	2,345	-

Before attending SEIP-supported training courses, 35.1% 0f SEIP graduates were on the job. The proportion of graduates having jobs was higher in BTMA (68.1%), followed by BEIOA (56.5%), LAFMEAB (47.2%), T and H ISC (46.5%), BAPA (43.8%) and BACCO (40.4%). For other associations/entities, the proportion was lower. On the other hand, the proportion of graduates looking for jobs was 61%. The proportion of graduates looking for jobs was highest in BACCO (82%), followed by T and H ISC at 80.3% and BTMA at 76.5%. (Table 4.20b).

Table 4.20b: Percentage distribution of SEIP graduates participated from IAs & PTIs under Tranche 2 by their job search by divisions

Entity	Worked in any organization before attending the SEIP supported training course (%)	Looking for job after the completion of training (%)	Total (N=6,000)
AEOSIB	37.0	62.4	165
BACCO	40.4	82.0	671
BACI	22.0	45.5	763
BAPA	43.8	60.4	505
BEIOA	56.5	51.0	416
BGMEA	35.2	57.0	714
BITAC	39.7	61.8	68
BKMEA	35.2	67.0	91

Entity	Worked in any organization before attending the SEIP supported training course (%)	Looking for job after the completion of training (%)	Total (N=6,000)
BMET	22.1	57.8	874
BTMA	58.1	76.5	503
DTE	17.2	60.3	499
LAFMEAB	47.2	50.0	214
PKSF	30.3	54.3	221
REHAB	23.4	55.2	154
T and H ISC	46.5	80.3	142
	35.1%	61%	6,000

4.6.2 Methods used to job search: SEIP graduates used various methods to search for formal jobs. Among them, four methods were frequently mentioned. These were: newspaper advertisements, job placement, online job fairs, etc. About 42% of SEIP graduates looking for jobs are found to use newspapers advertisement, 32% job placement, 30% online, 21% job fairs, and 16% friends and relatives (Figure 4.11). On average, they faced 2.83 interviews with a maximum of 60 interviews and a minimum of 1 (one) interview. The average number of times a male graduate has given interviews was 3.02, while a female got 2.43 (Table 4.21).

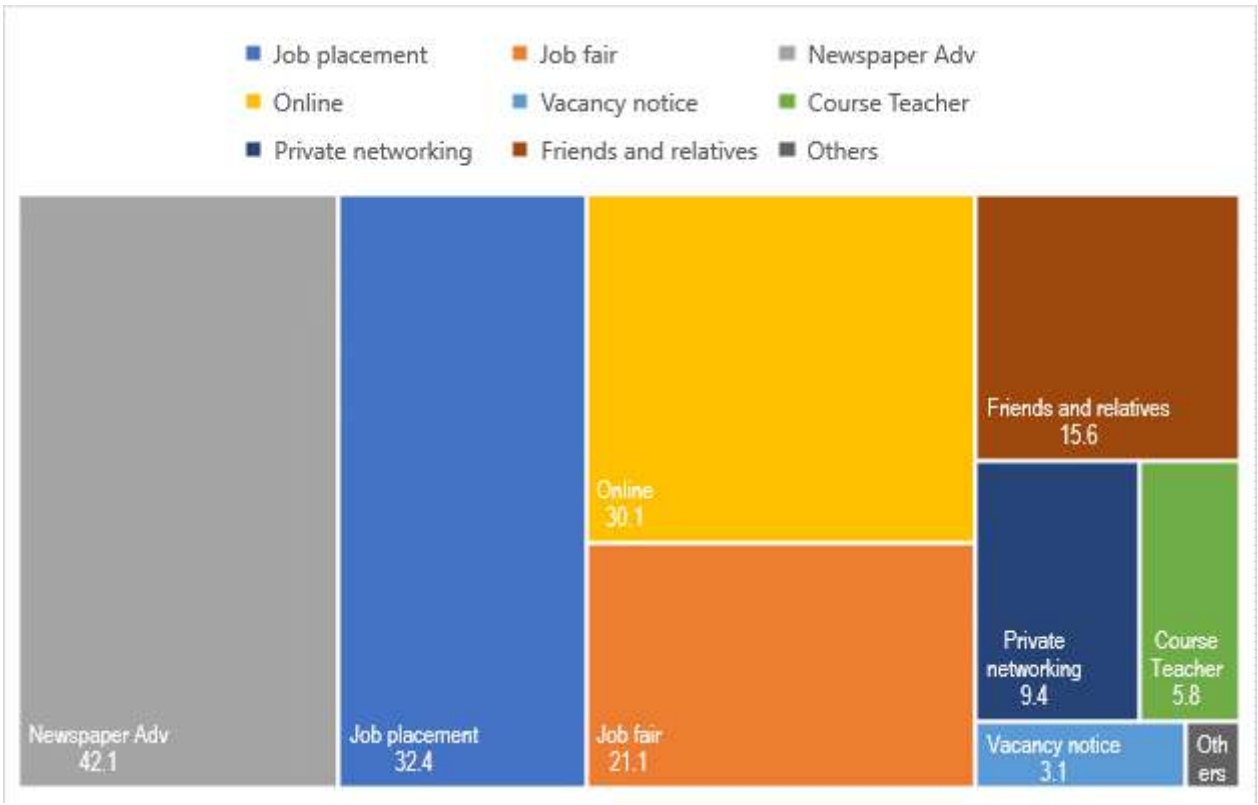


Figure 4.11: Method used to search job (Multiple response)

Table-4.21: Number of interviews faced by the graduate to get job

Sl. No.	Statement	Male	Female	Total
01.	Minimum	1	1	1
02.	Maximum	60	50	60
03.	Average	3.02	2.43	2.83
04.	Standard deviation	3.130144	2.72964	3.02098

4.6.3 Usefulness of knowledge and skills acquired from SEIP training course: Almost all of the SEIP graduates who participated from IAs & PTIs under Tranche-2 believed that the knowledge and skills acquired from the SEIP-supported courses are helpful for them to find a job. Similar opinion was expressed regarding the usefulness of certificate in finding a job. There were

no appreciable variations in opinion on the benefit of the knowledge and skills, and certificates received from training to find employment between entities/associations (Table 4.22).

Table-4.22: Whether or not the knowledge and skills acquired as well as certificate received from training are useful to find the job

Entity	Knowledge and skills acquired from the course are useful to find the job	Usefulness of the certificate to find a job	N
AEOSIB	95.2	95.2	165
BACCO	94.3	83.6	671
BACI	96.1	95.5	763
BAPA	98.4	97.8	505
BEIOA	96.6	98.6	416
BGMEA	93.7	97.2	714
BIAC	94.1	95.6	68
BKMEA	96.7	89.0	91
BMET	97.8	94.9	874
BTMA	93.4	98.0	503
DTE	95.6	96.0	499
LFMEAB	95.8	96.7	214
PKSF	96.4	94.6	221
REHAB	97.4	94.8	154
T and H ISC	97.9	95.1	142
Sub-total	***95.9***	***94.8***	6,000

4.6.4 Challenges faced in searching jobs: Regarding the challenges graduates face in searching for jobs, 36% of SEIP graduates reported difficulties. The proportion of graduates facing the reported challenge was higher among male graduates than female graduates. As shown in Table 4.23, against 30% of female graduates, 38.4% of male graduates were facing challenges.

Table 4.23: Challenges for searching jobs

Sl. No.	Assessments	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Whether facing any challenges to search job									
	Yes	949	38.4	350	29.9	0	0.0	1,299	35.7
	No	1,523	61.6	821	70.1	1	100.0	2,345	64.3
	Total	**2,472**	**100.0**	**1,171**	**100.0**	**1**	**100.0**	**3,644**	**100.0**
(b) Kind of challenges faced to get job									
	Lack of skills as per employers	346	36.5	138	39.4	0	0	484	37.3
	Skills mismatch with job market	270	28.5	112	32.0	0	0	382	29.4
	Lack of job opportunity	768	80.9	270	77.1	0	0	1,038	79.9
	Undervalue of certificate	95	10.0	13	3.7	0	0	108	8.3
	Others	40	4.2	23	6.6	0	0	63	4.8
	N	949		350		0		1,299	
Multiple Response									

4.7 Wage employment-related information

4.7.1 Current job status: Out of the total SEIP graduates who participated from IAs & PTIs under Tranche-2 interviewed as respondents in the Tracer study, about 50% were found wage-employed during fieldwork. Of them, about 63% reported that the current job was their first job. The proportion among males is 58.3%, while among females, the proportion was higher at 76.5%. Regarding the time to get the first job, about 74% of SEIP graduates said they required six months or less, while the remaining 26% more than six months. Female graduates were more

likely to get the job quickly after completing the SEIP training program. But only about 29% of these graduates were found to have obtained support from the job placement office/coordinator. In other words, a large number of graduates (about 70%) did not get help from the SEIP job placement office. Findings from the qualitative component of the Tracer study also confirm this statement. Hence, the SEIP program should pay attention to assessing the local industry needs and activating the Job placement office through its capacity building.

Table 4.24: Distribution of wage employed SEIP graduates participated from IAs & PTIs under Tranche 2 by their current job status by gender

Sl. No.	Statement	Male		Female		Transgender		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
(a) Whether the current job is the first job									
	Yes	1,295	58.3	571	76.5	2	100.0	1,868	62.9
	No	928	41.7	175	23.5	0	0.0	1,103	37.1
Total		**2,223**	**100**	**746**	**100**	**2**	**100.0**	**2,971**	**100**
(b) Time to find the current job									
	1-6 months	961	70.4	419	83.1	0	0.0	1,380	73.9
	More than 6 months	402	29.6	85	16.9	1	100.0	488	26.1
Total		**1,363**	**100.0**	**504**	**100.0**	**1**	**100.0**	**1,868**	**100.0**
(c) Whether getting any support from SEIP Job Placement office/coordinator for job									
	Yes	585	26.3	281	37.7	0	0.0	866	29.1
	No	1,638	73.7	465	62.3	2	100.0	2,105	70.9
Total		**2,223**	**100**	**746**	**100**	**2**	**100.0**	**2,971**	**100**
(d) Nature of the organization									
	Private	2,027	91.2	707	94.8	2	100.0	2,736	92.1
	Public/Government	31	1.4	14	1.9	0	0.0	45	1.5
	NGO	165	7.4	25	3.4	0	0	190	6.4
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
(e) Location of work									
	Home town/ district	1,158	52.1	383	51.3	1	50.0	1,542	51.9
	Migrated to another place	838	37.7	261	35.0	1	50.0	1,100	37.0
	Others	227	10.2	102	13.7	0	0.0	329	11.1
Total		**2,223**	**100**	**746**	**100**	**2**	**100.0**	**2,971**	**100**
(f) Nature of contract agreement									
	Permanent	1050	47.2	371	49.7	1	50.0	1422	47.9
	Temporary	1069	48.1	335	44.9	1	50.0	1405	47.3
	Part-time	58	2.6	14	1.9	0	0.0	72	2.4
	No work-No pay	46	2.1	26	3.5	0	0.0	72	2.4
Total		**2223**	**100**	**746**	**100**	**2**	**100.0**	**2971**	**100**

4.7.2 Sectors of employment: Currently, they are employed in different sectors. RMG and textile is the major sector in which about 33% of the SEIP graduates are currently employed. Food and beverage are the second most frequently mentioned industrial sector, where about 14.5% of them were employed. The third and fourth frequently mentioned sectors are service and workshops accounting for 11.7% and 6.8% of total employment, respectively. Other sectors where graduates were employed are construction (5.2%), sales and marketing (4%), light engineering (3.8%), IT (3.7%), leather and footwear (3.5%), etc.

Table 4.25: Percentage distribution of SEIP wage employed graduates participated from IAs & PTIs under Tranche 2 by their current job sector divisions

Current job	Division								Total	
	Barishal	Chattagram	Dhaka	Khulna	Mymensingh	Rajshahi	Rangpur	Sylhet	**N**	**%**
RMG & Textile	2.7	9.3	62.0	6.1	8.0	4.2	6.2	1.6	981	33.0
IT	0.9	9.0	64.0	5.4	3.6	4.5	1.0	3.6	111	3.7
Construction	2.6	9.0	50.3	7.7	2.6	13.5	1.2	6.5	155	5.2
Light Engg	3.5	12.3	40.4	11.4	3.5	20.2	0.7	2.6	114	3.8
Leather & Footwear	0.0	9.7	60.2	4.9	3.9	8.7	1.1	1.9	103	3.5
Shipbuilding	0.0	50.0	25.0	0.0	0.0	25.0	0.0	0.0	4	0.1
Agrofood Processing	0.0	9.5	71.4	0.0	0.0	4.8	0.3	0.0	21	0.7
Tourism & Hospitality	5.9	5.9	47.1	29.4	0.0	0.0	0.0	11.8	17	17
Transport	0.0	4.3	56.5	21.7	0.0	8.7	0.1	4.3	23	0.8
Sales & Mktg	2.5	8.5	56.8	5.1	4.2	10.2	1.0	4.2	118	4.0
Food & Beverage	1.6	7.0	51.5	2.6	2.1	26.7	1.9	4.2	431	14.5
Workshop	2.0	7.5	30.3	35.3	2.0	3.5	3.4	3.0	201	6.8
Service	5.7	12.1	55.5	7.8	3.4	6.6	2.3	2.3	348	11.7
Others	4.7	14.2	57.3	5.2	3.5	5.5	1.7	4.7	344	11.6
N	**86**	**291**	**1,642**	**239**	**136**	**279**	**207**	**91**	**2,971**	**100.0**
%	2.9	9.8	55.3	4.4	4.6	9.4	7.0	3.1	100	-

Division-wise employment data shows that Dhaka division, as usual, is the major employment location (55.3%), distantly followed by Chattagram (9.8%), Rajshahi (9.4%), Rangpur division (7%) (Figure-4.11).

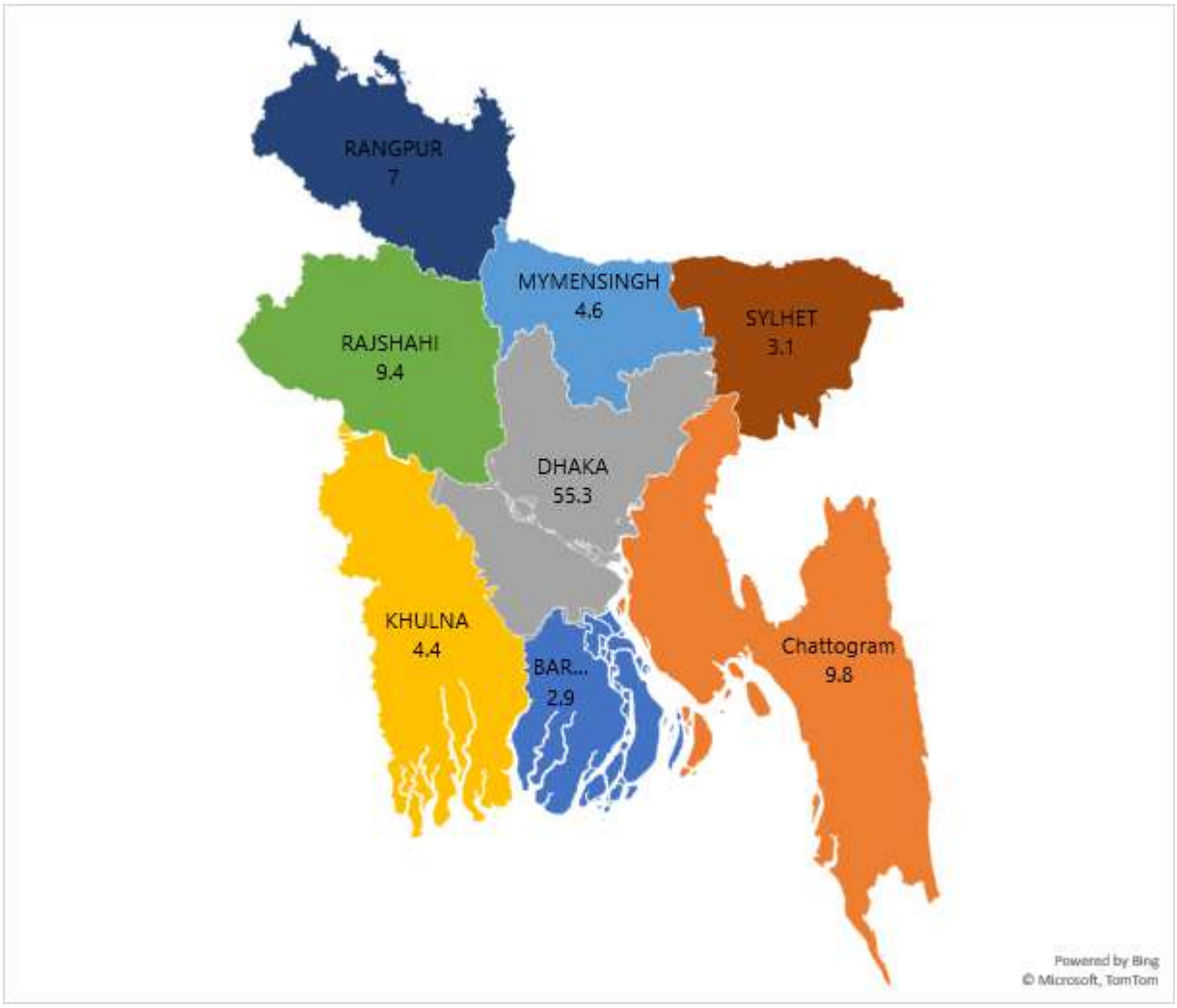


Figure-4.11: Division-wise percent distribution of wage employment SEIP graduates participated from IAs & PTIs under Tranche-2

4.7.3 Positions/designations of SEIP graduates: SEIP graduates have been working in different positions. As shown in Table 4.26a, more than one-third of SEIP graduates were operators or skilled workers and one-seventh were officers or executives. Other important positions in which the graduates are working are supervisors (6.6%), technicians (5%), helpers (4.8%), salesmen (3.7%), etc..

Table 4.26a: Percentage distribution of wage employed SEIP graduates participated from IAs & PTIs under Tranche 2 by their current position/designation in the job by divisions

Current Position	Administrative division									
	Barisal	Chitt	Dhaka	Khulna	Mymen	Rajshahi	Rangpur	Sylhet	Total	%
Executive	1.8	10.7	67.5	7.1	2.4	4.1	3.6	3.0	169	5.7
Officer	0.4	9.8	64.5	5.6	5.1	5.6	5.6	3.4	234	7.9
Supervisor	3.6	5.6	55.1	6.6	3.1	12.2	10.7	3.1	196	6.6
Technical Assistant	0.0	2.2	62.2	6.7	0.0	13.3	11.1	4.4	45	1.5
Technician	2.7	13.4	49.7	7.4	8.1	9.4	7.4	2.0	149	5.0
Office employee	6.8	15.9	54.5	4.5	4.5	2.3	11.4	0.0	44	1.5
Skilled worker	3.3	9.2	45.4	19.2	5.1	7.9	7.2	2.6	390	13.1
Operator	3.2	7.1	57.9	5.6	7.4	9.8	6.3	2.9	665	22.4
Assistant operator	1.9	3.8	69.8	3.8	0.0	11.3	9.4	0.0	53	1.8
Helper	4.9	10.4	50.0	6.3	1.4	18.8	6.9	1.4	144	4.8
Welder	16.7	4.2	50.0	4.2	8.3	4.2	0.0	12.5	24	0.8
Electrician	0.0	5.9	36.8	14.7	1.5	29.4	5.9	5.9	68	2.3

Current Position	Administrative division									
	Barisal	Chitt	Dhaka	Khulna	Mymen	Rajshahi	Rangpur	Sylhet	Total	%
Computer operator	0.0	15.4	42.3	19.2	3.8	3.8	3.8	11.5	26	0.9
Driver	0.0	17.2	37.9	17.2	0.0	20.7	6.9	0.0	29	1.0
Sewing machine operator	0.0	0.0	66.7	0.0	0.0	0.0	33.3	0.0	3	0.1
Plumber	0.0	22.2	44.4	0.0	0.0	0.0	0.0	33.3	9	0.3
Masson	0.0	6.7	20.0	13.3	6.7	26.7	20.0	6.7	15	0.5
Assistant steel/rod binder	0.0	0.0	25.0	25.0	0.0	25.0	0.0	25.0	4	0.1
Graphics designer	0.0	0.0	62.5	0.0	0.0	0.0	37.5	0.0	8	0.3
Data entry operator	0.0	8.3	66.7	8.3	8.3	0.0	0.0	8.3	12	0.4
Apprentice	7.1	21.4	39.3	10.7	0.0	7.1	3.6	10.7	28	0.9
Salesman	0.9	12.7	54.5	8.2	3.6	10.0	8.2	1.8	110	3.7
Others	3.5	13.4	58.4	4.6	3.5	7.1	6.8	2.7	546	18.4
Total	**86**	**291**	**1,642**	**239**	**136**	**279**	**207**	**91**	**2,971**	**100.0**
%	2.9	9.8	55.3	8.0	4.6	9.4	7.0	3.1	100.0	-

Comparison between men and women graduates shows that the proportion of women working in the position of operators was higher than men. For instance, against 16.9% of men, 38.7% of women were operators. A substantial portion of them was in the readymade garments industries. Similarly, skilled workers and helpers were higher among women than men. Against 15.1% of women, only 12.5% of men were skilled workers. Again, about 8.8% of women were helpers, while 3.5% of men were helpers. On the other hand, male members were higher in different positions in proportion than females (Table 4.26b).

Table 4.26b: Distribution of wage employed SEIP graduates participated from IAs & PTIs under Tranche 2 by their current positions/designations in organizations by divisions

Current Position	Male		Female		Transgender		Total	
	No.	%	No.	%	No.	%	No.	%
Executive	130	5.8	38	5.1	1	50.0	169	5.7
Officer	203	9.1	31	4.2	0	0.0	234	7.9
Supervisor	172	7.7	24	3.2	0	0.0	196	6.6
Technical Assistant	37	1.7	8	1.1	0	0.0	45	1.5
Technician	144	6.5	5	0.7	0	0.0	149	5.0
Office employee	31	1.4	13	1.7	0	0.0	44	1.5
Skilled worker	277	12.5	113	15.1	0	0.0	390	13.1
Operator	376	16.9	289	38.7	0	0.0	665	22.4
Assistant operator	37	1.7	16	2.1	0	0.0	53	1.8
Helper	77	3.5	66	8.8	1	50.0	144	4.8
Welder	24	1.1	0	0.0	0	0.0	24	0.8
Electrician	68	3.1	0	0.0	0	0.0	68	2.3
Computer operator	25	1.1	1	0.1	0	0.0	26	0.9
Driver	29	1.3	0	0.0	0	0.0	29	1.0
Sewing machine operator	2	0.1	1	0.1	0	0.0	3	0.1
Plumber	9	0.4	0	0.0	0	0.0	9	0.3
Masson	13	0.6	2	0.3	0	0.0	15	0.5
Assistant steel/rod binder	4	0.2	0	0.0	0	0.0	4	0.1
Graphics designer	7	0.3	1	0.1	0	0.0	8	0.3
Data entry operator	9	0.4	3	0.4	0	0.0	12	0.4
Apprentice	23	1.0	5	0.7	0	0.0	28	0.9
Salesman	101	4.5	9	1.2	0	0.0	110	3.7

Others	425	19.1	121	16.2	0	0.0	546	18.4
Total	**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**

4.7.4 Experience: There are many reasons for choosing the present job by wage employed graduates. Good working condition is the main reason, as mentioned by more than one-fourth of SEIP graduates, followed by job security (19.1%), suitable job location (18.7%), reputed organization (17.3), suggested by job placement office (16.6%), interest in the field (13.6%), handsome salary (11.5%), appropriateness to training (10.9%), because of SEIP certificate (9.4%), etc. As reported, job security (20.6%) and good working condition (20.5%) were the two prime considerations for men to choose this job, while for female, good working conditions (41%), suitable job location (27.9%), the reputation of organization (25.3%), the suggestion of job placement office (24%), etc. Their average experience was 2.69 years in the total sample. The distribution of experience by gender shows that males had higher experience than females. Against 2.43 years for women, men's experience was 2.78 years on average. Data also shows that 84% of graduates had less than four years of experience (Table 4.27).

Table 4.27: Distribution of wage employed SEIP Graduates participated from IAs & PTIs under Tranche 2 by reasons for choosing the current job by gender

Sl. No.	Statement	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Main reasons for choosing the job by the graduates									
	Suggested by job placement office	313	14.1	179	24.0	0	0.0	492	16.6
	Handsome salary	234	10.5	108	14.5	0	0.0	342	11.5
	Suitable job location	346	15.6	208	27.9	1	50.0	555	18.7
	Good working condition	456	20.5	306	41.0	0	0.0	762	25.6
	Reputed organization	325	14.6	189	25.3	0	0.0	514	17.3
	Most suitable to training	223	10.0	101	13.5	0	0.0	324	10.9
	Interest in the field	267	12.0	136	18.2	0	0.0	403	13.6
	Job security	457	20.6	109	14.6	1	50.0	567	19.1
	Good position	34	1.5	21	2.8	0	0.0	55	1.9
	Family influence	76	3.4	57	7.6	0	0.0	133	4.5
	SEIP certificate	176	7.9	103	13.8	0	0.0	279	9.4
	Others	3	0.1	3	0.4	0	0.0	6	0.2
Total		**2,223**	**-**	**746**	**-**	**2**	**-**	**2,971**	**-**
(b) Length of experience (Year) in the job									
	Minimum	0.08		0.08		1		0.083	
	Maximum	16.00		19.75		1		19.0	
	Average	2.78		2.43		1		2.693	
	Std. deviation	3.13		2.26				2.936	
(c) Distribution of graduates in year of experience in the job									
	Less than 1 year	551	24.8	167	22.4	1	50.0	719	24.2
	1-2	587	26.4	190	25.5	1	50.0	778	26.2
	2-3	435	19.6	185	24.8	0	0.0	620	20.9
	3-4	261	11.7	120	16.1	0	0.0	381	12.8
	4-5	185	8.3	53	7.1	0	0.0	238	8.0
	5+	204	9.2	31	4.2	0	0.0	235	7.9
	Total	2,223	100	746	100	2	100	2,971	100
Total (%)		**74.8**	**-**	**25.1**	**-**	**0.07**	**-**	**100.0**	**-**

4.7.5 Wages/salary: To a question on whether or not the wage-employed SEIP graduates participated from IAs & PTIs under Tranche-2 were working weekly 48 hours, in response about

44.4% of SEIP graduates in the total sample reported that they worked more than 48 hours a week, while about 56% less than 48 hours. The proportion of graduates working more than 48 hours a week was higher among women than men. Against 49.1% of women, about 42.8% of men worked more than 48 hours weekly. It is also reported by about 69% of the graduates that they were given remuneration for overtime. Here also, the proportion of women getting overtime was higher at 83.1% than men at 63.3%. Data on monthly salary from current and previous jobs were collected in the Tracer study and is given in Table 4.28. The average monthly wages/salary was Tk 14,655 in the total sample. Male-female variation in average salary is substantial. For example, the average salary for males was Tk 15,690, while for females Tk 11,585 and for transgender Tk 9,175. Thus, males' average salary was higher than females by more than 26% at Tk 4,105.

On the other hand, their average salary in the total sample before SEIP-supported training was Tk 6,154. Here there were also significant variations between males and females. Before SEIP-supported training, the average salary of a male was Tk 6,804, while for females, the rate was Tk 4,224. Thus, the average male wage was higher than females by 38% or at Tk 2,580. Analysis of salaries of male and female graduates between two periods shows that the average salary in current jobs was higher than in previous job by about Tk 8,500. In other words, compared to the pre-training, the post-training average salary was higher by 2.4 times. Thus, employment has increased, and the average salary has increased by more than twice.

The study team also identified the reasons for the low wage rate of female graduates during focus group discussions (FGDs) with the participation of male and female wage-employed graduates. The findings from FGDs illustrated that various aspects might be the reasons for the low wage rate of female wage-employed graduates than that of male graduates, as they reported. Frequently mentioned reasons were: (a) less confidence of employers in the working strengths of the female employees as compared with male employees, (b) gender discrimination for employment, (c) trend of low wage rate paid by all sectors, (d) fewer skills as compared with male, (e) inadequate negotiation skills of females.

Table 4.28: Distribution of wage employed SEIP graduates participated from IAs & PTIs under Tranche 2 by weekly working hours by gender

Sl. No	Statement	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Whether working more than 48 hours a week									
	Yes	951	42.8	366	49.1	1	50.0	1,318	44.4
	No	1,272	57.2	380	50.9	1	50.0	1,653	55.6
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
(b) Whether receiving any remuneration from overtime									
	Yes	602	63.3	304	83.1	1	100.0	907	68.8
	No	349	36.7	62	16.9	0	0.0	411	31.2
Total		**951**	**100.0**	**366**	**100.0**	**1**	**100.0**	**1,318**	**100.0**
(c) Distribution of graduates by monthly wage/salary getting from current job in BDT									
	Below 5,000	91	4.1	57	7.6	0	0.0	148	5.0
	5,000-10,000	561	25.2	360	48.3	2	100.0	923	31.1
	10,001-20,000	1,211	54.5	285	38.2	0	0.0	1,496	50.4
	20,001-40,000	319	14.3	37	5.0	0	0.0	356	12.0
	40,000+	41	1.8	7	0.9	0	0.0	48	1.6
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
Average monthly wage/salary		**15,690**	**-**	**11,585**	**-**	**9,175**	**-**	**14,655**	**-**

(BDT)									
(d) Distribution of graduates by monthly wage/salary got from previous job before SEIP training in BDT									
	Below 5,000	1,173	52.8	475	63.7	1	50.0	1649	55.5
	5,000-10,000	535	24.1	211	28.3	1	50.0	747	25.1
	10,001-20,000	396	17.8	54	7.2	0	0.0	450	15.1
	20,001-40,000	95	4.3	6	0.8	0	0.0	101	3.4
	40,000+	24	1.1	0	0.0	0	0.0	24	0.8
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
%		**74.8**	**-**	**25,1**	**-**	**0.07**	**-**	**100.0**	**-**
Average monthly wage/salary (BDT)		**6,804**	**-**	**4,224**	**-**	**4,000**	**-**	**6,154**	**-**

4.7.6 Job Satisfaction: More than 85% of SEIP graduates intended to continue their current job. Male-female distribution of the intention of continuing the current job shows that the proportion of women intended to continue the current job was higher among women than men. For example, against 83% of male graduates, 92% of female graduates intended to continue the job. Higher job continuity with the same employers is probably the consequence of higher job satisfaction.

According to them, knowledge and skills obtained from SEIP training were largely relevant to their current job. Most SEIP graduates (78%) opined that their knowledge and skills were relevant to their current jobs. Despite that, more than 7 out of 10 graduates thought that they need more skills to perform their job efficiently. About three-fourths of SEIP graduates requiring more skills to perform their jobs efficiently would intend to have hands-on skills. Other responses were: problem-solving skills (43%), communication skills (38%), independent thinking (32%), theoretical knowledge (22%), adaptation towards various working environments (17%), etc.

To a question on the extent to which the employers of SEIP graduates under Tranche-2 were satisfied, almost all graduates mentioned that their employers were happy, with 31% having highly satisfied by their employers. The average satisfaction score on a 5-Point Likert scale is calculated at 4.29. There were no significant variations in the average satisfaction score, as both males and females mentioned. The average satisfaction score, as mentioned by male was 4.28, while for female, the score was 4.35. The score for transgender respondents was found at 4.0.

The SEIP graduates were highly optimistic about the prospect of their present job. Almost all of them were optimistic, with 20% having very good current job opportunities and 58% having good chances, etc. The graduates had high impression of the working condition of their present job, with 21% mentioning excellent conditions in their job (Table 4.29)..

Table: 4.29: Distribution of wage employed SEIP graduates participated from IAs & PTIs under Tranche 2 by relevance of their knowledge and skills to their current jobs by gender

Sl. No.	Current job	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Whether having the intention to continue the current job									
	Yes	1,845	83.0	684	91.7	2	100.0	2,531	85.2
	No	378	17.0	62	8.3	0	0.0	440	14.8
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
(b) Whether the knowledge and skills acquired from SEIP training was relevant with current job									
	Yes	1,687	75.9	626	83.9	1	50.0	2,314	77.9
	No	536	24.1	120	16.1	1	50.0	657	22.1
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**

Sl. No.	Current job	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
(c) Whether more skills are needed to perform the job efficiently									
	Yes	1,630	73.3	521	69.8	2	100.0	2,153	72.5
	No	593	26.7	225	30.2	0	0.0	818	27.5
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
(d) Types of skill needed to perform the job efficiently									
	Hands-on-skills	1,298	79.6	392	75.24	1	50	1,691	73.1
	Communication skills	645	39.6	239	45.87	0	0	884	38.2
	Problem solving skills	744	45.6	245	47.02	0	0	989	42.7
	Independent thinking	543	33.3	203	38.96	0	0	746	32.2
	Theoretical knowledge	420	25.8	90	17.27	1	50	511	22.1
	Working attitude	313	19.2	85	16.31	0	0	398	17.2
	Numeracy and literacy	117	7.2	36	6.91	0	0	153	6.6
	Others	15	0.9	2	0.38	0	0	17	0.7
N		**1,687**	**-**	**521**	**-**	**2**	**-**	**2,153**	**-**
Multiple Response									
(e) Graduates' response on the employers' satisfaction with job performances									
	Highly satisfied	653	29.4	268	35.9	0	0.0	921	31.0
	Satisfied	1,533	69.0	471	63.1	2	100.0	2,006	67.5
	Neutral	35	1.6	7	0.9	0	0.0	42	1.4
	Dissatisfied	1	0.0	0	0.0	0	0.0	1	0.0
	Highly dissatisfied	1	0.0	0	0.0	0	0.0	1	0.0
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
Average satisfaction score		**4.28**	**-**	**4.35**	**-**	**4.0**	**-**	**4.29**	**-**
(f) Graduates' response on the prospect of current job									
	Very good	429	19.3	161	21.6	0	0.0	590	19.9
	Good	1,288	57.9	424	56.8	2	100.0	1,714	57.7
	Fair	453	20.4	139	18.6	0	0.0	592	19.9
	Poor	38	1.7	8	1.1	0	0.0	46	1.5
	Very poor	15	0.7	14	1.9	0	0.0	29	1.0
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**
(g) Graduates' impression about working condition in the current job									
	Very good	451	20.3	166	22.3	0	0.0	617	20.8
	Good	1,345	60.5	444	59.5	2	100.0	1,791	60.3
	Fair	406	18.3	121	16.2	0	0.0	527	17.7
	Poor	15	0.7	6	0.8	0	0.0	21	0.7
	Very poor	6	0.3	9	1.2	0	0.0	15	0.5
Total		**2,223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2,971**	**100.0**

4.8 Self-Employment related information

4.8.1 Sector of self-employment: Of 6,000 SEIP graduates who participated in IAs & PTIs under Tranche -2, 740 (12.3%) were self-employed. They are involved in various types of self-employment. Frequently mentioned sectors are tailoring and garments (23.8%), trading/small business (14.3%), freelancing (13.9%), IT support service and training (10.5%), electrical installation and maintenance (8.5%), welding (6.4%), plumbing (5.4%), sub-contracting (4.6%), etc. The male-female distribution shows that self-employed women are involved in tailoring and garments, followed by trading/small business and freelancing. Of the total women, about 65% were engaged in tailoring and garments, 12% in trading/small business and 6.5% in freelancing. Self-employed men were basically involved in 4 sectors: freelancing (18%), trading/small business (16%), IT support service and training (15%), electrical installation and maintenance (12%), etc. In other words, more than 60% of self-employed graduates were involved in these four sectors.

Regarding getting any support from SEIP, about two-thirds of self-employed graduates reported that they did not get any help from the job placement office/coordinator to start their self-

employment-related activities, while about one-third got some support from the job placement office. Those who got support from the job placement office mentioned their reasons for selecting self-employment-related activities. Three reasons were main in this case. These reasons are: business can be performed independently (70%), self-interest (63%), opportunities to earn more income (34%), etc. (Table 4.30).

Table 4.30: Distribution of self-employed SEIP graduates participated in IAs & PTIs under Tranche 2 by type of self-employment and gender

Sl. No.	Current job	Male		Female		Total	
		No.	%	No.	%	No.	%
(a) Type of self-employment							
	Food processing & marketing	17	3.4	10	4.0	27	3.6
	Tailoring & garments	17	3.4	159	64.4	176	23.8
	Elect installation & maintenance	60	12.2	3	1.2	63	8.5
	Free lancing	87	17.6	16	6.5	103	13.9
	Plumbing	36	7.3	4	1.6	40	5.4
	Welding	42	8.5	5	2.0	47	6.4
	Steel binding & fabrication	4	0.8	2	0.8	6	0.8
	IT support service & training.	75	15.2	3	1.2	78	10.5
	Trading/small business	77	15.6	29	11.7	106	14.3
	Owner of workshop	5	1.0	0	0.0	5	0.7
	Repair & servicing of motors	9	1.8	0	0.0	9	1.2
	Sub-contracting	34	6.9	0	0.0	34	4.6
	Servicing	6	1.2	0	0.0	6	0.8
	Refrigeration	7	1.4	0	0.0	7	0.9
	Others	17	3.4	16	6.5	33	4.5
Total		493	100.0	247	100.0	740	100.0
(b) Whether getting any support from SEIP to start self-employment related activities							
	Yes	163	33.1	104	42.1	267	36.1
	No	330	66.9	143	57.9	473	63.9
Total		493	100.0	247	100.0	740	100.0
(c) Reasons for selecting self-employment related activities							
	Self interest	291	59.0	172	69.6	463	62.6
	Opportunity to earn more income	174	35.3	78	31.6	252	34.1
	Independent business	336	68.2	182	73.7	518	70.0
	Motivation from Job Placement office	21	4.3	29	11.7	50	6.8
	Family business	68	13.8	11	4.5	79	10.7
	Not Find a Relevant job	42	8.5	26	10.5	68	9.2
	Others	7	1.4	5	2.0	12	1.6
	N	493		247		740	100.0
Multiple response							

4.8.2 Formation of Self-employment: Of the self-employed graduates in the Tracer study, 24% were in their previous self-employment job. The remaining 76% started self-employment after completing SEIP supported training program, 39% for six months or less, and 37% for more than six months. No sizable variations had been observed in the duration of doing business between males and females. About 90% were found to do their business basically in their home town/district. But unfortunately, only 29% have trade licenses, 37% have bank accounts, and 16% have TIN certificates. Females were likely to have these legal documents (Table 4.31).

Table 4.31: Distribution of self-employed SEIP graduates participated from IAs & PTIs under Tranche 2 by legal aspect of business by gender

Sl. No.	Reasons	Male		Female		Total	
		No.	%	No.	%	No.	%
(a) Time to start business after completion of SEIP supported training course							
	1-6 months	173	35.1	116	47.0	289	39.1
	More than 6 months	195	39.6	78	31.6	273	36.9
	Rejoining to the previous job	125	25.4	53	21.5	178	24.1
Total		**493**	**100.0**	**247**	**100.0**	**740**	**100.0**
(b) Location of business							
	Home town/district	440	89.2	228	92.3	668	90.3
	Migrated to another place of work	44	8.9	14	5.7	58	7.8
	Other places	9	1.8	5	2.0	14	1.9
Total		**493**	**100.0**	**247**	**100.0**	**740**	**100.0**
(c) Whether having trade licenses							
	Yes	199	40.4	18	7.3	217	29.3
	No	294	59.6	229	92.7	523	70.7
Total		**493**	**100.0**	**247**	**100.0**	**740**	**100.0**
(d) Whether having bank account							
	Yes	239	48.5	33	13.4	272	36.8
	No	254	51.5	214	86.6	468	63.2
Total		**493**	**100.0**	**247**	**100.0**	**740**	**100.0**
(e) Whether having TIN certificate							
	Yes	107	21.7	13	5.3	120	16.2
	No	386	78.3	234	94.7	620	83.8
Total		**493**	**100.0**	**247**	**100.0**	**740**	**100.0**

4.8.3 Relevance of training course to self-employed job: About two-thirds of the self-employed graduates opined that their training courses were relevant to their self-employed job. Analysis of data by gender shows that higher proportion of women had found the courses relevant to their jobs. As seen from Table 4.32, against 57% of male graduates, about 80% of female graduates said that their training courses were relevant to the job they were performing. To a question on the extent of usefulness of SEIP-supported training courses to their jobs, almost everyone has mentioned that their courses were relevant to various degrees, including about 27% having mentioned very much helpful. On the other hand, there was almost none to mention that courses were not beneficial.

Table 4.32: Relevance of Self- employment with SEIP Supported training courses

Sl. No.	Self- employed job	Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a) Relevance of business with SEIP supported training courses							
	Yes	280	56.8	197	79.8	477	64.5
	No	213	43.2	50	20.2	263	35.5
	Total	**493**	**100.0**	**247**	**100.0**	**740**	**100.0**
(b) If yes, extent of SEIP supported program useful							
	Very much useful	59	21.1	69	35.0	128	26.8
	Useful	156	55.7	98	49.7	254	53.2
	Somewhat useful	65	23.2	28	14.2	93	19.5
	Not useful	0	0.0	2	1.0	2	0.4
	Not useful at all	0	0.0	0	0.0	0	0.0
	Total	**280**	**100.0**	**197**	**100.0**	**477**	**100.0**

4.8.4 Work-related information: The self-employed graduates who participated in IAs & PTIs under Tranche-2 are found to be working, on average, 43 hours a week; 47 hours by males and 34 hours by females. Distribution of working hours shows that about 29% of the self-employed SEIP graduates worked more than 48 hours a week, 31% for 25-40 hours and 26% for 40-48

hours. About 14% of self-employed graduates also reported that they worked less than 25 hours (Table 4.33).

As reported by them, the average monthly income was Tk 23,819 in the total sample, while the average was Tk 31,191 for men and Tk 9,105 for women. Thus, male income is more than 3.4 times higher. It is shown by the Table below that the modal income class is Tk 10,000 – 40,000, while the next highest class (37.6%) is less than Tk 10,000. However, about 1% of these graduates had more than Tk 100,000 monthly income (Table 4.33).

Table 4.33: Distribution of the Self-employed graduate participated from IAs & PTIs under Tranche-2 by working hours and outcome of the business by gender

Sl. No.	Reasons	Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a) Duration of weekly working hours							
	Less than 25 hrs.	47	9.5	57	23.1	104	14.1
	25-40	114	23.1	118	47.8	232	31.4
	41-48	134	27.2	57	23.1	191	25.8
	49+	198	40.2	15	6.1	213	28.8
Total		**493**	**100.0**	**247**	**100.0**	**740**	**100.0**
Average weekly working (hrs.)		47.1		34.2		42.8	
(b) Gross monthly income from self- employment							
	Less than 10,000	96	19.5	182	73.7	278	37.6
	10,000-40,000	361	73.2	61	24.7	422	57.0
	40,001-100,000	29	5.9	4	1.6	33	4.5
	100,001-200,000	5	1.0	0	0.0	5	0.7
	200,000+	2	0.4	0	0.0	2	0.3
Total		**493**	**100.0**	**247**	**100.0**	**740**	**100.0**
Average monthly income (Tk)		31,191	-	9,105	-	23,819	-

4.8.5. Satisfaction from current employment: To a question on the extent of satisfaction the self-employed graduates obtained from current employment, the average satisfaction score is calculated at 4.00 on a 5-Point Likert scale, with 17.3% having highly satisfied and less than 3% dissatisfied. Entity-wise satisfaction score shows that the minimum average satisfaction score is 3.38 for BKMEA, followed by DTE at DTE, and 3.86 for LAFMEAB. The maximum satisfaction score for self-employed graduates is 4.52 for T and H ISC and 4.19 for PKSF.

Table 4.34: Distribution of self-employed SEIP graduates participated from IAs & PTIs under Tranche 2 by the extent of satisfaction from current employment.by entity

Entity		Level of satisfaction					Total		Average satisfaction score
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly dissatisfied	Number	%	
AEOSIB	N	3	11	4	0	0	18	2.4	3.94
	%	16.7	61.1	22.2	0.0	0.0	100.0	-	
BACCO	N	22	23	12	1.0	0	58	7.8	4.14
	%	37.9	39.7	20.7	1.7	0.0	100.0	-	
BACI	N	8	138	8	5.0	0	159	21.5	3.94
	%	5.0	86.8	5.0	3.1	0.0	100.0	-	
BAPA	N	2	11	2	0.0	0	15	2.0	4.00
	%	13.3	73.3	13.3	0.0	0.0	100.0	-	
BEIOA	N	10	34	4	2.0	0	50	6.8	4.04

Entity		Level of satisfaction					Total		Average satisfaction score
		Highly Satisfied	Satisfied	Neutral	Dissatisfied	Highly dissatisfied	Number	%	
	%	20.0	68.0	8.0	4.0	0.0	100.0	-	
BGMEA	N	15	97	17	3.0	1	133	18.0	3.92
	%	11.3	72.9	12.8	2.3	0.8	100.0	-	
BITAC	N	2	2	0	0	0	4	0.5	4.50
	%	50.0	50.0	0.0	0.0	0.0	100.0	-	
BKMEA	N	0	5	2	0	1	8	1.1	3.38
	%	0.0	62.5	25.0	0.0	12.5	100.0	-	
BMET	N	27	87	18	4	0	136	18.4	4.01
	%	19.9	64.0	13.2	2.9	0.0	100.0	-	
BTMA	N	3	5	1	0	0	9	1.2	4.22
	%	33.3	55.6	11.1	0.0	0.0	100.0	-	
DTE	N	7	36	14	1	0	58	7,8	3.84
	%	12.1	62.1	24.1	1.7	0.0	100.0	-	
LAFMEAB	N	0	6	1	0	0	7	0.9	3.86
	%	0.0	85.7	14.3	0.0	0.0	100.0	-	
PKSF	N	15	21	5	1	0	42	5.7	4.19
	%	35.7	50.0	11.9	2.4	0.0	100.0	-	
REHAB	N	3	17	3	0	1	24	3.2	3.87
	%	12.5	70.8	12.5	0.0	4.2	100.0	-	
T and H ISC	N	11	7	1	0	0	19	2.6	4.52
	%	57.9	36.8	5.3	0.0	0.0	100.0	-	
Total	**N**	**128**	**500**	**92**	**17**	**3**	**740**	**100.0**	**4.00**
	%	**17.3**	**67.6**	**12.4**	**2.3**	**0.4**	**100.0**	**-**	**-**

4.9 Unemployed Graduates

4.9.1 Duration of unemployment: A total of 2,289 SEIP graduates participated from IAs & PTIs under Tranche-2 were unemployed, of which 1,282 or 56% were men and the remaining 1,007 or 44% were women. Of the total sample of SEIP graduates, about 38% were unemployed. On average, they were unemployed for about two years: male for 23.3 months and female for 25 months. It is seen in Table 4.36, about 45% were unemployed for two years or more, about 30% for 13-24 months and the remaining 25% for less than one year.

Table 4.35: Distribution of unemployed SEIP graduates by duration of unemployment in month

Duration of unemployment	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Less than 6 months	125	9.8	85	8.4	210	9.2
6-12 Month	236	18.4	142	14.1	378	16.5
13-18 Month	198	15.4	154	15.3	352	15.4
9-24 Month	172	13.4	153	15.2	325	14.2
24+	551	43.0	473	47.0	1024	44.7
Total	**1282**	**100**	**1007**	**100**	**2289**	**100**
Average (Month)	23.31	-	24.75	-	23.94	-

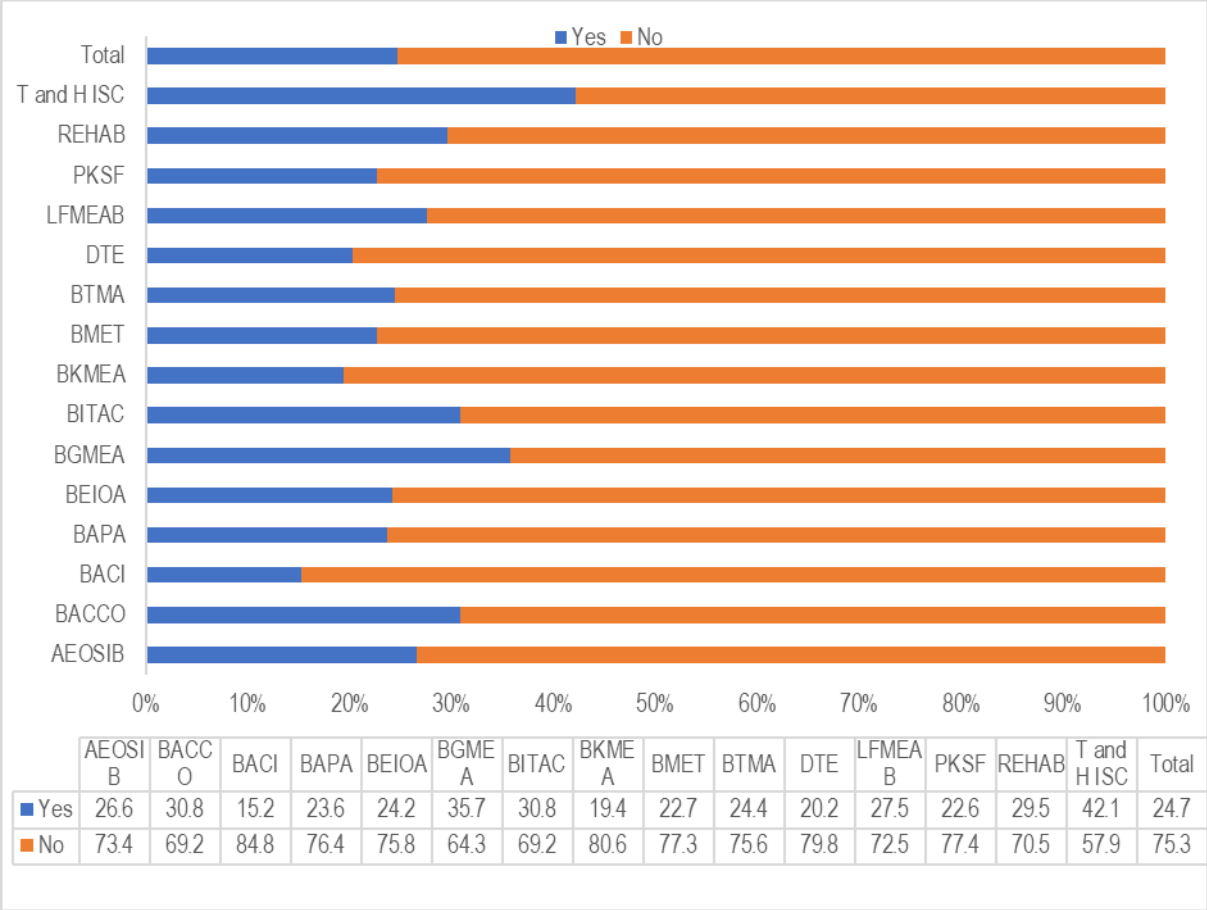
4.9.2 Reasons for unemployment: The reasons for unemployment as mentioned by unemployment graduates, voluntary unemployments are 409 (17.87%) while inadequate help from job placement officer/coordinator 185 (8.08%), did not get desired job 1241 (54.22%), did not get any job offer 487 (21.28%), low salary 326 (14.24%), unsuitable location 137 (5.99%), no relevance to my area of training 58 (2.53%), lack of connections with employers 82 (3.58%), job not regularized 34 (1.49%), Covid-19 Pandemic 187 (8.17%), higher education 445 (19.44%), seeking job outside the country 70 (3.06%), due to loss in self-employment activities 19 (0.83%), terminated 27 (1.18%), others (such as accident, govt. job, availability of job sector, family

problem and physical challenge) 199 (8.69%) (Table 4.36). Those graduates who want to be voluntarily unemployed should not be provided SEIP training because they do not require any job, either wage employment or self-employment. Hence, they should be excluded from the program. Their inclusion in the program is wastages of money and time. In addition, 445 graduates who were in higher education will also not enter the job market immediately after completing the training supported by SEIP. So, the SEIP should reconsider their inclusion in the program.

Table 4.36: Reasons for unemployment

Attribute	Total graduates	
	Number	Percent
Voluntary unemployment	409	17.87
Inadequate help from Job Placement	185	8.08
Didn't get desired job	1241	54.22
Didn't get job offer	487	21.28
Low salary	326	14.24
Unsuitable location	137	5.99
No relevance with the training	58	2.53
Lack of connections with employers	82	3.58
Job not regularized	34	1.49
Covid-19 pandemic	187	8.17
Higher education	445	19.44
Seeking job outside the country	70	3.06
Loss in self-employment activities	19	0.83
Terminated	27	1.18
Others	199	8.69
Multiple Response		

4.9.3 Job offer after training: Regarding a question of unemployed SEIP graduates whether they have received any job offer in the total sample, about 25% of them replied in the affirmative (Figure 4.12). This means they did not join the job despite getting a job offer. Had they entered the job, the employment rate would be higher. Distribution of job offers obtained by entities shows that the proportion of unemployed graduates receiving job offers was lowest for entities: BACI (15.2%), BKMEA (19.4%) and DTE (20.2%), while highest for T and H ISC (42.1%), BGMEA (35.7%), BACCO (30.8%) and BITAC (30.8%).



	AEOSIB	BACCO	BACI	BAPA	BEIOA	BGMEA	BITAC	BKMEA	BMET	BTMA	DTE	LFMEAB	PKSF	REHAB	T and H ISC	Total
Yes	26.6	30.8	15.2	23.6	24.2	35.7	30.8	19.4	22.7	24.4	20.2	27.5	22.6	29.5	42.1	24.7
No	73.4	69.2	84.8	76.4	75.8	64.3	69.2	80.6	77.3	75.6	79.8	72.5	77.4	70.5	57.9	75.3

Figure 4.12: Percent distribution of unemployed SEIP graduates by job offer by entity

4.9.4 Unemployed graduates to switch over to self-employment: In the survey, it was found that about 27% of unemployed SEIP graduates had tried to start self-employment activities. Female unemployed graduates were found somewhat reluctant to initiate self-employment activities. Against 29% of males, 24% of female graduates had tried to start self-employment activities. But due to lack of finance, more than 80% of such graduates did not start self-employment, distantly followed by lack of guidance (22%), lack of support from family (21%), lack of motivation (17%), lack of idea (15%), no advice from job placement office (13%), etc. (Table 4.37).

Table-4.37: Efforts of unemployed graduates to switch over to self-employment

Sl. No.	Response	Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a) Whether or not trying for self-employment							
	Yes	371	28.9	239	23.7	610	26.6
	No	911	71.1	768	76.3	1679	73.4
	Total	1,282	100.0	1,007	100.0	2,289	100.0
(b) Reasons for not starting self-employment							
	Lack of finance	323	87.1	179	74.9	502	82.3
	Lack of guidance	75	20.2	59	24.7	134	22.0
	Did not get advice from SEIP (Job placement officer/Coordinator)	35	9.4	46	19.2	81	13.3
	Lack of motivation	53	14.3	48	20.1	101	16.6
	Lack of idea	47	12.7	43	18.0	90	14.8
	Did not get any support from family	84	22.6	43	18.0	127	20.8
	Others	17	4.6	18	7.5	35	5.7
	Multiple response						

4.10. Impact of SEIP training

SEIP aims to provide skills training to 778,448 persons in about 139 courses, of which, as of September 2022, 610,000 persons were enrolled for training. After the training, certificates were provided. So far, 525,038 graduates have received certificates, of which 372,122 were employed as of 26 September 2022. In other words, 70.1% of SEIP graduates were employed. The analysis for the Tracer study is based on 6,000 SEIP graduates under Tranche-2, which were systematically and randomly selected.

4.10.1 Employment

Out of 6,000 SEIP graduates, 3,711 or 62%, are employed. Of them, 1,868 graduates (or more than 50%) have got the job on completion of the SEIP-supported training program. Of the newly employed graduates, 69.3% are male and 30.6% are female. About 74% got the job within six months of their completion. Moreover, female graduates are more likely to obtain employment relatively quickly upon completing the SEIP training program.

Currently, they are employed in different sectors. RMG and textile is the major sector in which about 33% of the SEIP graduates are currently employed. Food and beverage are the second most frequently mentioned industrial sector, where about 14.5% of them were employed. The third and fourth frequently mentioned sectors are service and workshops accounting for 11.7% and 6.8% of total employment respectively. Other sectors where graduates were employed are construction (5.2%), sales and marketing (4%), light engineering (3.8%), IT (3.7%), leather and footwear (3.5%), etc. Division-wise employment data shows that Dhaka division, as usual, is the major employment location (55.3%), distantly followed by Chattagram (9.8%), Rajshahi (9.4%) and Rangpur division (7%).

4.10.2. Income

As shown by Table 5.21, the average wage/salary of wage-employed SEIP graduates was Tk 14,655 in the total sample during the time of data collection. Before SEIP training, their average salary was Tk 5,483. Thus, with training, their salary has increased by 2.67 times. Distribution of average wage/salary by gender shows that the average wage/salary of a male graduate was calculated at Tk 15,690 during fieldwork. Their average salary before SEIP training was Tk 6,273. Thus, their average salary has increased by 2.5 times.

On the other hand, the average wage/salary for female graduates was Tk 11,585 during fieldwork, their average salary before SEIP training was Tk3,133. Their average salary has increased by 3.7 times. Thus, females' average wage/salary increase was higher due to training. The data also shows sizable variations in wages/salaries between males and females. For example, the average wage for male graduates was Tk15,690, while the average for females was Tk11,585. This indicates that the male's salary is higher by 35.4%. Finally, it was revealed from the wage/salary in the current job and job before SEIP graduation, on average, 167.28 per cent of wage/salary have been increased in the current job over the job before SEIP graduation (Table 4.38).

Table 4.38: Distribution of wage employed SEIP graduates participated from IAs & PTIs under Tranche 2 by Wage/Salary in Tk by gender

Gender	Status of wage/salary in the current job and before SEIP training	Mean wage/salary (BDT)	Std. Deviation
Male	Current Salary Status	15,690	11831.514
	Before SEIP Training	6,273	10234.543
Female	Current Salary Status	11,585	8363.198
	Before SEIP Training	3,133	4790.306
Transgender	Current Salary Status	9,175	1166.726
	Before SEIP Training	4,000	5656.854
Total	**Current Salary Status**	**14,655**	**11201.076**

	Before SEIP Training	**5,483**	**9272.933**
Income increase (%) over before SEIP graduation		**167.28**	

Table 4.39. Distribution of wage employed SEIP graduates participated from IAs & PTIs under Tranche 2 by graduates' response on job performance

Sl. No.	Current job	Male		Female		Transgender		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Graduates' response on the employers' satisfaction with job performances									
	Highly satisfied	653	29.4	268	35.9	0	0.0	921	31.0
	Satisfied	1533	69.0	471	63.1	2	100.0	2006	67.5
	Neutral	35	1.6	7	0.9	0	0.0	42	1.4
	Dissatisfied	1	0.0	0	0.0	0	0.0	1	0.0
	Highly dissatisfied	1	0.0	0	0.0	0	0.0	1	0.0
Total		**2223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2971**	**100.0**
(b) Graduates response on the prospect of current job									
	Very good	429	19.3	161	21.6	0	0.0	590	19.9
	Good	1288	57.9	424	56.8	2	100.0	1714	57.7
	Fair	453	20.4	139	18.6	0	0.0	592	19.9
	Poor	38	1.7	8	1.1	0	0.0	46	1.5
	Very poor	15	0.7	14	1.9	0	0.0	29	1.0
Total		**2223**	**100.0**	**746**	**100.0**	**2**	**100.0**	**2971**	**100.0**

4.10.3. Women Empowerment: Decision on important family matters such as children's education, marriage of sons/daughters, purchase of assets and properties, spending money earned by graduates, etc., was jointly taken with female graduates and other male and female members of the households (Tables 4.40). But in the case of spending money earned by graduates, many graduates, about 25%, are found to decide by themselves.

Table 4.40: Distribution of women graduates participated from IAs & PTIs under Tranche 2 by decision making at household levels on specific family issues by employment status

Sl. No.	Response	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Children's education									
	Solely by women graduate	74	9.9	40	16.2	55	5.5	169	8.5
	Solely by male member	28	3.8	2	0.8	28	2.8	58	2.9
	Jointly by male and female members	252	33.8	51	20.6	301	29.9	604	30.2
	Solely by husband	4	0.5	0	0.0	2	0.2	6	0.3
	Jointly by graduate and her husband	206	27.6	80	32.4	329	32.7	615	30.8
	Not applicable	182	24.4	74	30.0	292	29.0	548	27.4
Total		746	100.0	247	100.0	1007	100.0	2000	100.0
(b) Marriage of daughter/son									
	Solely by women graduate	59	7.9	32	13.0	37	3.7	128	6.4
	Solely by male member	31	4.2	1	0.4	46	4.6	78	3.9
	Jointly by male and female members	241	32.3	47	19.0	284	28.2	572	28.6
	Solely by husband	2	0.3	0	0.0	2	0.2	4	0.2
	Jointly by graduate and her husband	154	20.6	60	24.3	285	28.3	499	25.0
	Not applicable	259	34.7	107	43.3	353	35.1	719	36.0
Total		746	100.0	247	100.0	1,007	100.0	2,000	100.0
(c) Purchase of assets and properties									
	Solely by women graduate	71	9.5	34	13.8	37	3.7	142	7.1
	Solely by male member	39	5.2	3	1.2	69	6.9	111	5.6
	Jointly by male and female	301	40.3	70	28.3	325	32.3	696	34.8

Sl. No.	Response	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
	members								
	Solely by husband	2	0.3	4	1.6	13	1.3	19	1.0
	Jointly by graduate and her husband	175	23.5	70	28.3	315	31.3	560	28.0
	Not applicable	158	21.2	66	26.7	248	24.6	472	23.6
Total		746	100.0	247	100.0	1007	100.0	2000	100.0
(d) Spending money earned by graduates									
	Solely by women graduate	198	26.5	117	47.4	174	17.3	489	24.5
	Solely by male member	18	2.4	0	0.0	44	4.4	62	3.1
	Jointly by male and female members	281	37.7	45	18.2	238	23.6	564	28.2
	Solely by husband	3	0.4	1	0.4	2	0.2	6	0.3
	Jointly by graduate and her husband	219	29.4	68	27.5	247	24.5	534	26.7
	Not applicable	27	3.6	16	6.5	302	30.0	345	17.3
Total		746	100.0	247	100.0	1007	100.0	2000	100.0

4.10.4 Decision making on some important personal matters: Female graduates are found to take some personal decisions mostly by themselves. But in some cases, they consult with family members, including husbands. In a few cases, colleagues and employers exert some influence over them in decision-making. For example, they took decisions on selecting SEIP-supported training courses in more than 80% of cases. In some cases, they are influenced by family members (10.6%), husbands (3.6%), employers (2.9%), etc.

As a result of SEIP-supported training, about 85% of the female graduates have agreed that their social status has increased. Compared to wage-employed and unemployed graduates, more self-employed female graduates think that their position in society has improved. Their membership in community-Based Organizations is limited, only to 17%. Few women are found to be members of trade bodies and trade unions, or employers' associations.

Table 4.41: Distribution of women graduates participated from IAs & PTIs under Tranche 2 by their decision important personal decisions by employment status

Sl. No.	Response	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Selection of SEIP supported training course									
	By own choice	563	75.5	223	90.3	835	82.9	1621	81.1
	Influences by husband	26	3.5	7	2.8	38	3.8	71	3.6
	Influenced by family members	106	14.2	15	6.1	91	9.0	212	10.6
	Influenced by employer	38	5.1	1	0.4	19	1.9	58	2.9
	Influenced by colleagues	10	1.3	1	0.4	20	2.0	31	1.6
	Others	3	0.4	0	0.0	4	0.4	7	0.4
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**
(b) Whether the status in the society has increased after getting SEIP supported training									
	Yes	623	83.5	232	93.9	831	82.5	1686	84.3
	No	123	16.5	15	6.1	176	17.5	314	15.7
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**
(c) Whether any member of Community Based Organization/NGO									
	Yes	121	16.2	73	29.6	141	14.0	335	16.8
	No	625	83.8	174	70.4	866	86.0	1665	83.3
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**
(d) Whether any member of Trade Body in your area									
	Yes	0	0.0	3	1.2	0	0.0	3	0.2
	No	746	100.0	244	98.8	1007	100.0	1997	99.9

Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**
(e) Whether any member of any Trade Union/Employers' Association									
	Yes	50	6.7	3	1.2	0	0.0	53	2.7
	No	696	93.3	244	98.8	1007	100.0	1947	97.4
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**

4.10.5 Mobility: Women graduates do not face difficulties in going outside alone. As shown in Table 4.42, only 8% of female graduates in the total sample mentioned difficulties. Self-employed female graduates are found to face less difficulty compared to wage-employed and unemployed graduates. However, the proportion of women facing difficulty going outside for job/employment is substantially less, only 2%.

Table 4.42: Distribution of women graduates participated from IAs & PTIs under Tranche 2 by their mobility by employment status

Sl. No.	Response Level	Wage-employed		Self-employed		Unemployed		Total	
		No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
(a) Whether facing any difficulty to go outside alone									
	Yes	58	7.8	11	4.5	88	8.7	157	7.9
	No	688	92.2	236	95.5	919	91.3	1843	92.2
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**
(b) Whether facing any difficulty to go outside for job/employment									
	Yes	31	4.2	4	1.6	0	0.0	35	1.8
	No	663	88.9	221	89.5	1007	100.0	1891	94.6
	Not Applicable	52	7.0	22	8.9	0	0.0	74	3.7
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**
(c) Whether getting a formal appointment from their employer									
	Yes	432	57.9	19	7.7	0	0.0	451	22.6
	No	292	39.1	80	32.4	1007	100.0	1379	69.0
	Not Applicable	22	2.9	148	59.9	0	0.0	170	8.5
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**
(d) Whether getting the same salary as compared with their male counterpart									
	Same	499	66.9	3	1.2	0	0.0	502	25.1
	Higher	22	2.9	0	0.0	0	0.0	22	1.1
	Lower	154	20.6	244	98.8	1007	100.0	1405	70.3
	Not Applicable	71	9.5	0	0.0	0	0.0	71	3.6
Total		**746**	**100.0**	**247**	**100.0**	**1007**	**100.0**	**2000**	**100.0**

4.11. Impact of COVID-19 Pandemic on employment

COVID-19 has adversely impacted the job/employment of SEIP graduates who participated in IAs & PTIs under Tranche-2. In the survey, 25.4% were affected by COVID-19, while 53.5% were unaffected. There were, however, 21.1% of SEIP graduates who were reluctant to answer this question. The affirmative response was highest for self-employed graduates. To a question on the impact of COVID-19, 54% were of the opinion that as a result of COVID-19, there was burden of loans (56%), reduction in working hours (53%), reduction of wages/salaries (54%), loss of job (41%), lay-off (41%), stoppage of promotion (38%), under-employment (31%), stoppage of increment (reduction of other benefits from employment (26%), facing difficulties in loan repayment (25%), etc.

Coping mechanisms as adopted by the affected graduates were: family was shifted to village (37%), hard-hit but no help from others (32%), dis-savings (27%), taking loans from others (26%), government relief (25%), financial support from friends and relatives (23%), sale of household assets (20%), sale of labor at reduced rate (19%), differed payment of utility bills (18%).

It was reported that 8.2% of SEIP (or 490) graduates or their family members had suffered from COVID-19. Male-female variations were not significant. From each family, 1.22 persons had suffered.

Table 4.43: Impact of Covid-19 Pandemic in job/employment by employment status

Sl. No.	Response	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a) Whether the Convid-19 Pandemic affected the job/employment									
	Yes	741	24.9	360	48.6	423	18.5	1,524	25.4
	No	1,907	64.2	255	34.5	1,050	45.9	3,212	53.5
	Non response	323	10.9	125	16.9	816	35.6	1,264	21.1
	Total	**2,971**	**100.0**	**740**	**100.0**	**2,289**	**100.0**	**6,000**	**100.0**
(b) Impact of Covid-19 Pandemic on job/employment									
	Reduced wage/salary	394	53.2	215	59.7	216	51.1	825	54.1
	Reduced other benefits from employer/ employment	124	16.7	160	44.4	119	28.1	403	26.4
	Job loss	372	50.2	129	35.8	118	27.9	619	40.6
	Stop promotion	315	42.5	142	39.4	126	29.8	583	38.3
	Laid off employees	354	47.8	144	40.0	137	32.4	635	41.7
	Reduced working hours	370	49.9	207	57.5	231	54.6	808	53.0
	Burden of loans	427	57.6	296	82.2	129	30.5	852	55.9
	facing difficulties for loan repayment	117	15.8	164	45.6	101	23.9	382	25.1
	Under employment	217	29.3	130	36.1	125	29.6	472	31.0
	Demotion	23	3.1	14	3.9	34	8.0	71	4.7
	Stop increment	221	29.8	127	35.3	106	25.1	454	29.8
	Others	205	27.7	12	3.3	4	0.9	221	14.5
	N	**741**		**360**		**423**		**1,524**	
	Multiple response								

Table 4.44: Ways to tackle the adverse effect of Covid-19 on job/employment

Response	Wage-employed		Self-employed		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%
Family was shifted to village	317	42.8	125	34.7	116	27.4	558	36.6
Sale of household asset(s)	101	13.6	109	30.3	95	22.5	305	20.0
Dissaving	256	34.5	67	18.6	94	22.2	417	27.4
Loan	123	16.6	171	47.5	101	23.9	395	25.9
Financial support from friends and relatives	183	24.7	165	45.8	8	1.9	356	23.4
Govt. relief	196	26.5	66	18.3	122	28.8	384	25.2
Hard-hit, no help from others	234	31.6	145	40.3	102	24.1	481	31.6
Sale of labor at reduced rate	74	10.0	137	38.1	77	18.2	288	18.9
Unpaid utility defered	132	17.8	56	15.6	87	20.6	275	18.0
Inability to pay house rent	13	1.8	11	3.1	27	6.4	51	3.3
Others	23	3.1	3	0.8	3	0.7	2	0.1
	741		**360**		**423**		**1,524**	
Multiple response								

Table 4.45: Sufferings of family members from Covid-19 disease

Sl. No.	Response	Male		Female		Transgender		Total	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
(a) Whether any of family members suffered from Covid-19 disease									
	Yes	320	8.0	169	8.5	1	50.0	490	8.2
	No	3,678	92.0	1,831	91.6	1	50.0	5,510	91.8
	Total	**3,998**	**100.0**	**2,000**	**100.0**	**2**	**100.0**	**6,000**	**100.0**
(b) Number of household members suffered from Covid-19 disease									
	Minimum	1		1		1		1	
	Maximum	5		5		1		5	
	Average	1.7		1.77		1		1.22	
	Standard Deviation	1.07872		1.139		-		1.009	

4.12. Multiple Regression Analysis

Multiple Regression Model on monthly Income of wage employed Graduate in Tranche 2

Durbin-Watson (DW) Test: One of the main assumptions in linear regression is that there is no correlation between consecutive residuals. In other words, it's assumed that the residuals are independent. When this assumption is violated, the standard errors of the coefficients in a regression model are likely to be underestimated, which means predictor variables are more likely to be deemed statistically significant when they're not.

The Durbin-Watson Test measures autocorrelation (also called serial correlation) in residuals from regression analysis. Autocorrelation is the similarity of a time series over successive time intervals. It can lead to underestimating the standard error and cause you to think predictors are significant when they are not. The Durbin-Watson test looks for a specific type of serial correlation, the AR (1) process.

Hypotheses for the Durbin Watson test are:

Ho = no first order autocorrelation.
H1 = first order correlation exists.

Assumptions are:

- That the errors are normally distributed with a mean of 0.
- The errors are stationary.

The Table shown below provides the R, R^2, adjusted R^2, and the standard error of the estimate, which can be used to determine how well a regression model fits the data.

Table 4.46: Summary of Multiple Regression Model

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson (DW)
1	0.765[a]	0.616	0.609	2135.031	1.922
a. Predictors: (Constant)					

The "R" column represents the value of R, the multiple correlation coefficient. R can be considered one measure of the quality of the prediction of the dependent variable, in this case, monthly income. A value of 0.765 indicates a good level of prediction.

The "R square" column represents the R squared value (also called the coefficient of determination), which is the proportion of variance in the dependent variable that can explain. It is observed from the value of 0.616 that our independent variables explain 61% of the variability in our dependent variable, monthly income.

The DW statistic d lies between 0 and 4.
d = 2 means no autocorrelation.
0 < d < 2 means positive autocorrelation
d > 2 means negative autocorrelation

DW test statistic values in the 1.5 to 2.5 are relatively acceptable. Values outside of this range could be a cause for worry. Values under one or more than three are a definite cause for concern. Hence, Durbin-Watson test statistic is significantly significant in this model fitting.

Statistical significance of the model:

Table-4.47: Analysis of Variance (ANOVA)

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	26,345,746,985.7	16	1,646,609,186.6	32.34	.000[b]
	Residual	95,657,399,007.7	1,879	50,908,674.3		
	Total	122,003,145,993.4	1,895			
a. Dependent Variable: Monthly Income						

The F-ratio in the ANOVA in the above test whether the overall regression model is a good fit for the data. The table shows that the independent variables statistically significantly predict the dependent variable, F (16,1879) = 32.344, p (.000) < .05 (i.e., the regression model is a good fit of the data.

Statistical significance of the independent variables: Statistical significance of each of the independent variables tests whether the unstandardized (or standardized) coefficients are equal to 0 (zero) in the population (i.e. for each of the coefficients, H0: $\beta = 0$ versus Ha: $\beta \neq 0$ is conducted). If $p < .05$, the coefficients are statistically significantly different to 0 (zero). The usefulness of these tests of significance are to investigate if each explanatory variable needs to be in the model, given that the others are already there.

Table-4.48: Estimated Coefficients

Estimated	**Unstandardized Coefficients**		**Standardized Coefficients**	**t**	**Sig.**	**95% Confidence Interval for B**	
	B	**Std. Error**	**Beta**			**Lower Bound**	**Upper Bound**
Constant	607.819	1691.433		0.359	0.719	-2709.466	3925.104
Age of Graduate	238.168	35.972	0.149	6.621	0.000***	167.618	308.718
Gender	-1394.358	384.984	-0.077	-3.622	0.000***	-2149.399	-639.316
Level of Education	818.973	57.786	0.334	14.173	0.000***	705.642	932.305
Duration of training Course	402.549	174.190	0.052	2.311	0.021	60.922	744.175
Relevancy SEIP supported course with job Market	-114.697	689.215	-0.004	-0.166	0.868	-1466.404	1237.010
Certificate awarded	1559.790	531.768	0.061	2.933	0.003	516.872	2602.708
Skills certificate	29.366	373.222	0.002	0.079	0.937	-702.606	761.338

Estimated	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
other than SEIP training							
Number of interviews appeared	46.994	50.860	0.020	0.924	0.356	-52.753	146.742
Job experience before SEIP training	958.572	375.266	0.058	2.554	0.011	222.589	1694.554
Knowledge and Skill from SEIP Training	484.432	1044.733	0.013	0.464	0.643	-1564.526	2533.390
Usefulness of Certificate	-776.931	876.996	-0.025	-0.886	0.376	-2496.920	943.057
Support from Job Placement officer / Coordinator	-2086.309	375.981	-0.122	-5.549	0.000***	-2823.693	-1348.925
Place of working station	-1911.305	346.589	-0.119	-5.515	0.000***	-2591.046	-1231.565
Nature of Job	-188.842	34.191	-0.126	-5.523	0.000***	-255.899	-121.785
Total Experience in job	7.903	8.203	0.022	0.963	0.335	-8.185	23.990
Covid-19 Pandemic affect	-529.467	414.729	-0.027	-1.277	0.202	-1342.846	283.912
Dependent Variable: Monthly Income							

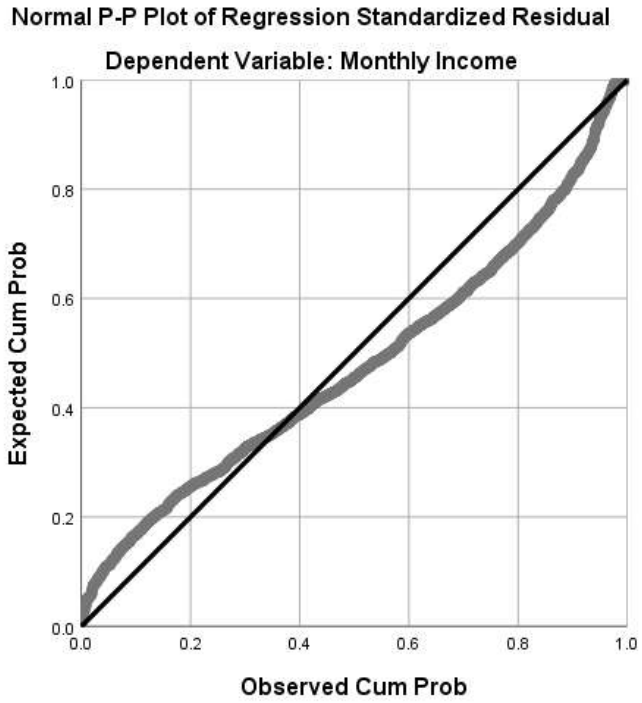
The value should be below the tolerable level of significance for the study, i.e, below 0.05 for 95% confidence interval in these results. Based on the significant value, the null hypothesis is rejected or not rejected.

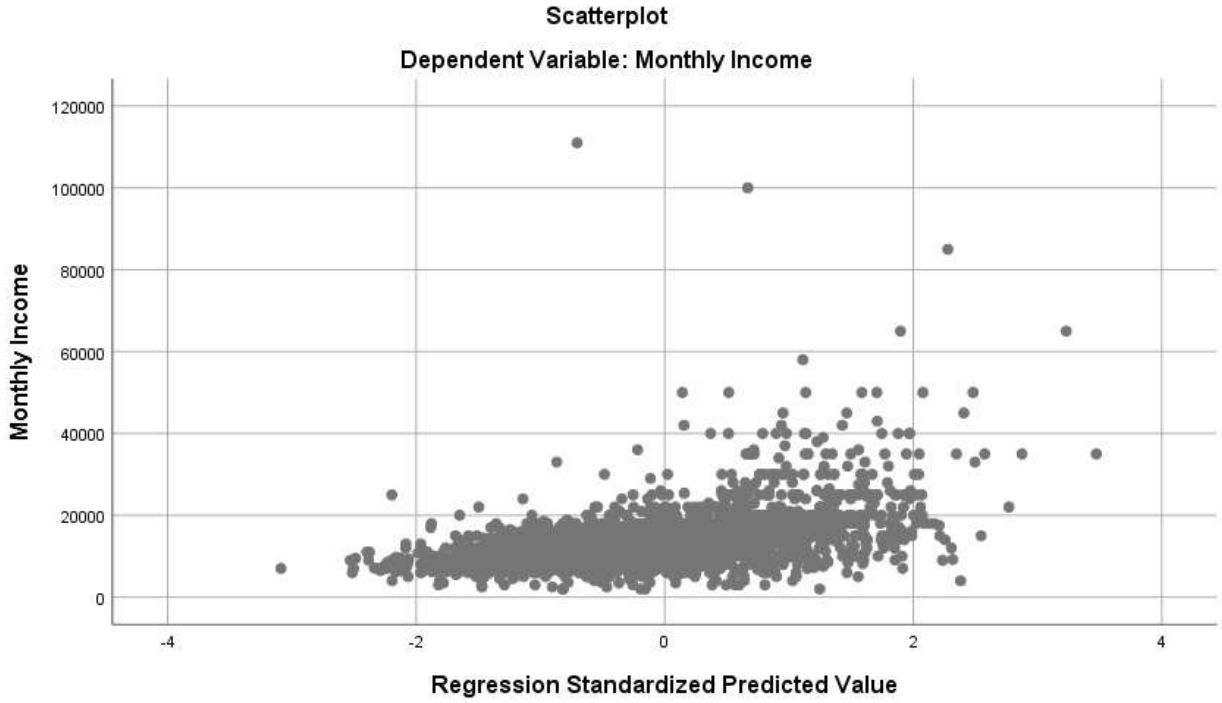
If Sig. is < 0.05, the null hypothesis is rejected. If Sig. is > 0.05, then the null hypothesis is not rejected. If a null hypothesis is declined, it means there is an impact. Thus, in Table 4.48, it is seen that a number of factors like support from job placement officer/coordinator, place of work, nature of job, job experience before SEIP training, submission of certificate, duration of training course, level of education, gender and age of graduates are found statistically significant in determining the graduates' salary income. It is important to mention that education qualification is highly significant in this model, which indicates that it positively affects the graduate's monthly income. It is found that Support from Job Placement officer / Coordinator is important factor in the graduate's monthly income increases. It is found highly significant 5% level of significance. It also resulted that the factor's negative value is significant, indicating that support from job placement officers affects graduates' employment. Otherwise, It has negative on graduate employment.

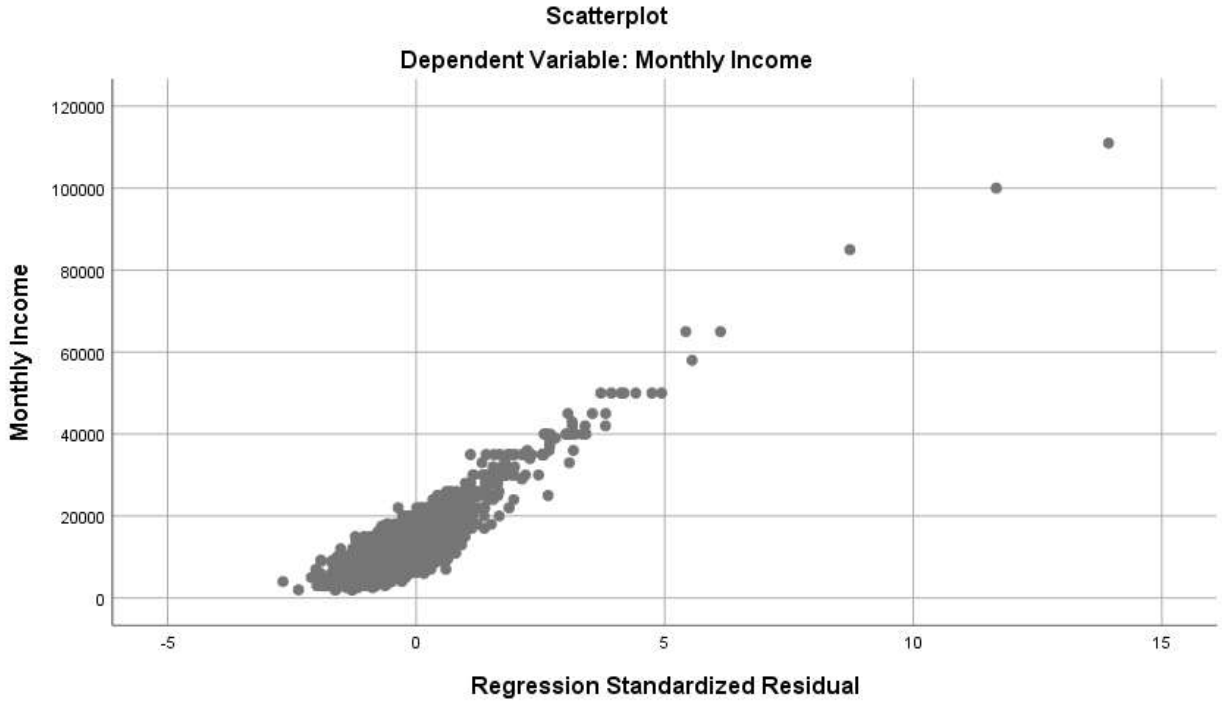
Table-4.49: Residual Statistics

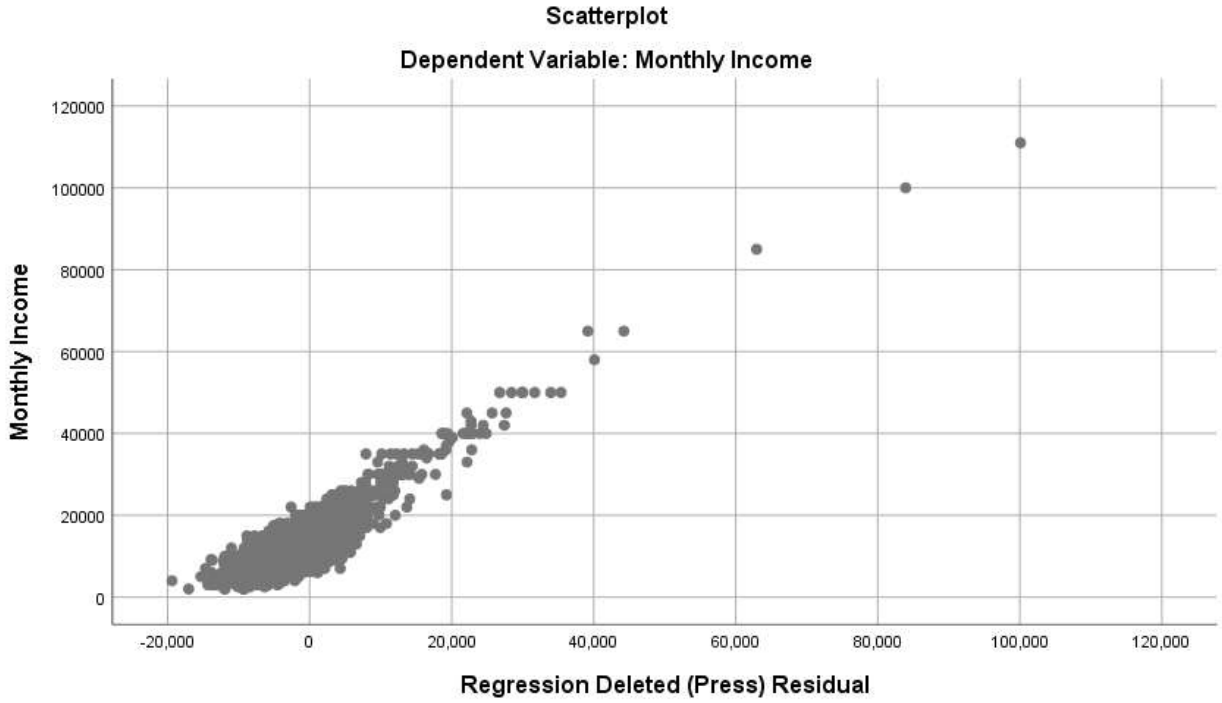
Residuals Statistics				
Particulars	Minimum	Maximum	Mean	Std. Deviation
Predicted Value	2,738.82	27,204.21	14,254.40	3,728.642
Std. Predicted Value	-3.088	3.473	0.000	1.000
Standard Error of Predicted Value	354.107	2944.216	641.562	211.854
Adjusted Predicted Value	2706.93	27071.33	14254.50	3729.447
Residual	-19130.322	99376.023	0.000	7104.846
Std. Residual	-2.681	13.928	0.000	0.996
Stud. Residual	-2.700	13.978	0.000	1.001
Deleted Residual	-19392.881	100098.234	-0.102	7179.393
Stud. Deleted Residual	-2.704	14.763	0.001	1.012
Mahal. Distance	3.668	321.669	15.992	16.169
Cook's Distance	0.000	0.084	0.001	0.003
Centered Leverage Value	0.002	0.170	0.008	0.009
a. Dependent Variable: Monthly Income				

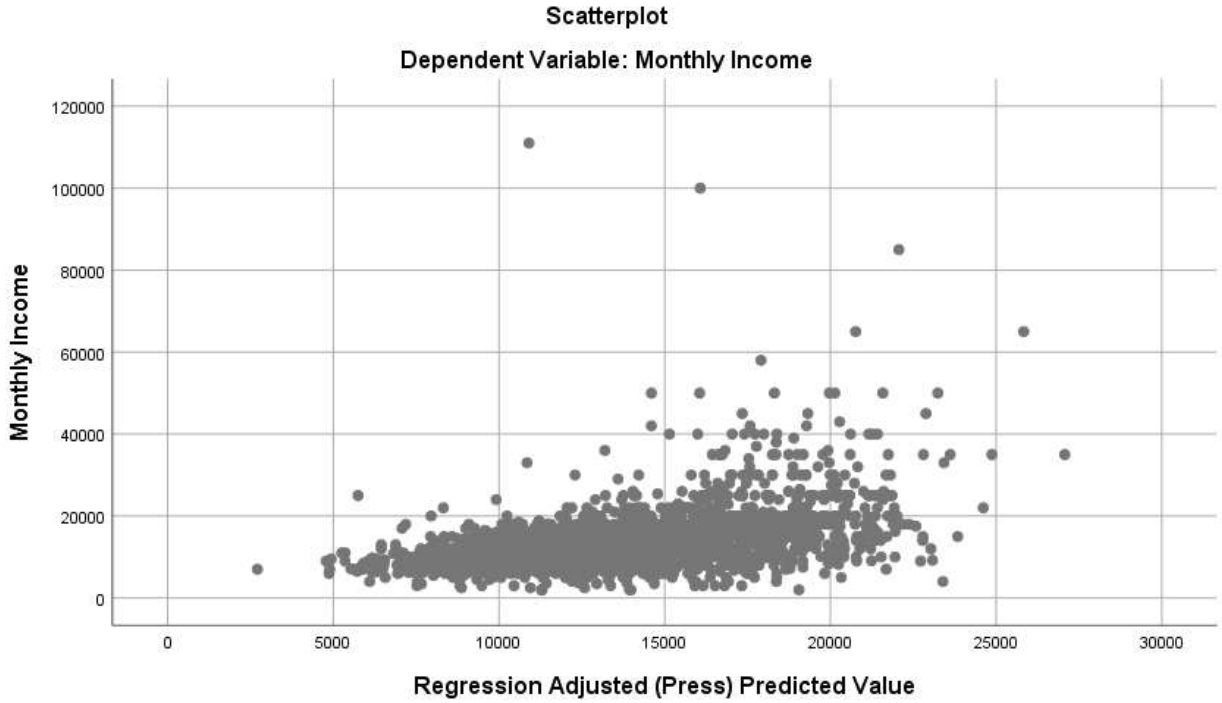
This Table summarizes the predictions and residuals that come out of the regression, and it is perhaps easier to look at these via plots. We can use this variable to create residual plots to assess the model's fit. We will first plot some chart of the residuals to check their normality which can be done as follows:

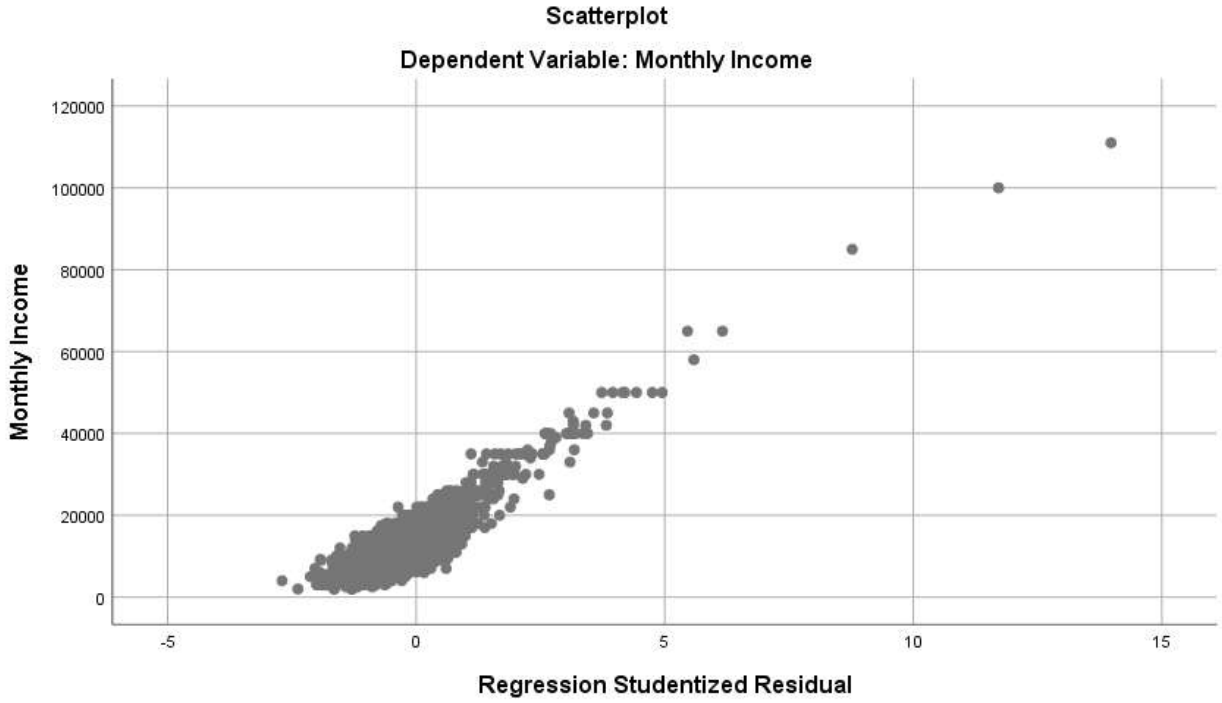



Scatterplot
Dependent Variable: Monthly Income
Monthly Income
120000
100000
80000
60000
40000
20000
0
-4
-2
0
2
4
Regression Standardized Predicted Value


Scatterplot
Dependent Variable: Monthly Income
Monthly Income
120000
100000
80000
60000
40000
20000
0
-5
0
5
10
15
Regression Standardized Residual


Scatterplot
Dependent Variable: Monthly Income
Monthly Income
120000
100000
80000
60000
40000
20000
0
-20,000
0
20,000
40,000
60,000
80,000
100,000
120,000
Regression Deleted (Press) Residual


Scatterplot
Dependent Variable: Monthly Income
Monthly Income
120000
100000
80000
60000
40000
20000
0
0
5000
10000
15000
20000
25000
30000
Regression Adjusted (Press) Predicted Value


Scatterplot
Dependent Variable: Monthly Income
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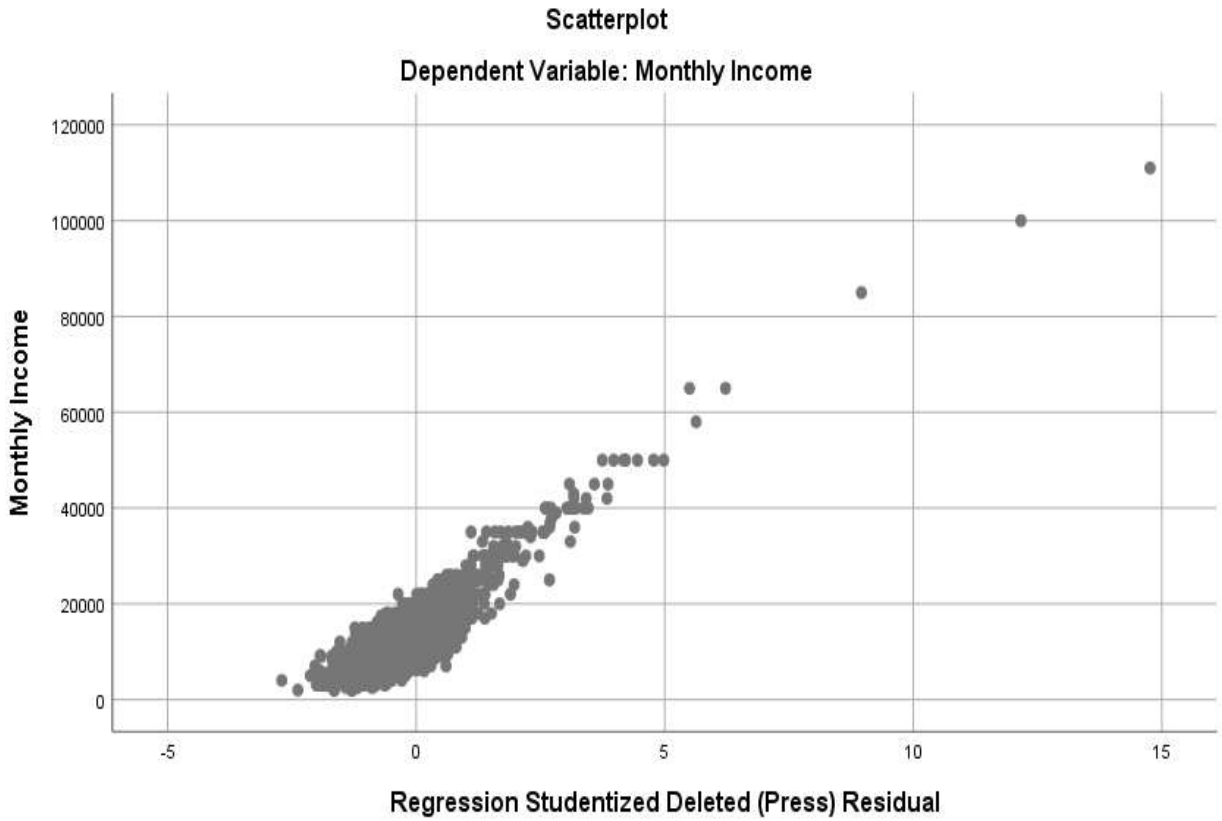
Regression Studentized Residual


Scatterplot
Dependent Variable: Monthly Income
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CHAPTER- V

FINDINGS ON EDC-UNIVERSITY GRADUATES' SURVEY

Summary of Findings

The tracer study of EDC-University graduates who completed SEIP-supported training courses was conducted using electronic version of pre-designed structured questionnaire. The respondents were selected over phone call survey using the TMS database provided by SDCMU-SEIP. A total of 302 EDC-University graduates were interviewed at their workplaces throughout the country. Of them, 102 graduates from EDC-BRAC University, 100 from EDC-BUTEX and 100 from East West University. A group of well-trained enumerators collected the data from the graduates using electronic version questionnaire uploaded to Tablet device through KoboToolBox software. The summary of findings is presented below:

- Among EDC-University graduates who participated in the tracer study, 85 percent were male and 15 percent female. Regarding the trainee selection criteria status, 76.6 percent of graduates enrolled as upskilling and 23.5 percent as new entrants/fresh. Among the upskilling, about ninth-tenths were male and one-tenths female. Conversely, about three-fifths of new entrant/fresh graduates were male and two-fifths female.
- About 53 percent graduates bachelor degree holders and 47 percent completed post-graduation degree.
- Only one female graduate was found belonging to the ethnic community, a Chakma woman, during the survey. Besides, only one male graduate was found to belong to the physically challenged group. He was disabled on his leg due to suffering from Polio disease. Therefore, he had to walk with a stick. He is an assistant professor at Bangladesh University.
- About 28.5 percent EDC-University graduates stated that the SEIP advertisement was the main source of enrollment information about SEIP-supported skills training. 24.2 percent mentioned employers, followed by friends and colleagues (19.9 percent) and job fairs (17.5 percent). Other sources were social media (7.0 percent), posters/festoons/banners/flyers (1.7 percent), trainers (0.7 percent) and relatives (0.7 percent).
- The EDC-University graduates completed three Executive Level Courses, 33.8 percent of graduates completed Post Graduate Diploma in Knitwear Industry Management course under EDC-BRACU, while 33.1 percent graduates completed Post Graduate Diploma in Textiles course under EDC-BUTEX and the rest 33.1 percent of graduates completed Graduate Diploma in Leather and Footwear Management Course under EDC-EWU.
- A total of 12 months was the course duration for Post Graduate Diploma in Knitwear Industry Management under EDC-BRACU, including nine months of coursework and three months of industrial attachment. While total duration was nine months for both Post Graduate Diploma in Textile course under EDC-BUTEX and Graduate Diploma in Leather and Footwear Management Program course under EDC-East-West University, including six months of course work and three months of industrial attachment.
- Regarding the relevancy of the course, about 97 percent EDC-University graduates thought that the training course was relevant to jobs of different degrees, including 44.0 percent mentioning relevant, 28 percent highly relevant and 24 percent moderately relevant.
- On the quality of teaching/lecture delivery, about 82 percent EDC-University graduates informed that the quality of teaching/lecture delivery was very good to excellent, including 64 percent very good and 18 percent excellent.

- Regarding the adequacy of training materials and other resources supplied during the training course, 99 percent of graduates thought the training materials were adequate at different levels, including 60 percent mentioned moderately adequate, 9 percent highly adequate and 28 percent slightly adequate.
- Regarding the satisfaction with the training environment prevailing during the course at the training institute, 95 percent of graduates thought that the training environment was satisfactory, including 70 percent satisfied and 25 percent upholding the view of being highly satisfied.
- Regarding satisfaction on the scope of practice during the job demonstration, 37.1 percent of graduates stated that they were satisfied at various levels, including 34.1 percent satisfied and 15.2 percent highly satisfied. Conversely, 47 percent graduates upheld the view with neutral and 13.2 percent were dissatisfied.
- On the trainer-trainee relationship during training course, about 97 percent EDC-University graduates thought that the relationship was acceptable in different levels, including 37 percent perfectly acceptable and 61 percent acceptable.
- Regarding overall satisfaction with SEIP-supported training courses, about 81 percent EDC-University graduates asserted that they were satisfied with different degrees, including 47 percent satisfaction and 34 percent high satisfaction.
- Regarding the problems faced during training course, 32 percent of graduates faced problems on different issues, of which 71 percent claimed that the instructors were not efficient enough for explaining the issues during lecture delivery; 66 percent mentioned that their educational background did not match with the topics of the course. Other problems: the course was irrelevant to the job (57 percent), and course topics were tough/complex (47 percent).
- Since the graduates were largely satisfied with training delivery and facilities under BIGM, about 92 percent were eager to participate in further training to build a better career. Types of training they needed, about 63 percent of graduates mentioned hands-on skills, 15.4 percent said IT Skills. Other proposed training on communication skills (9 percent) and leadership skills (6.8 percent).
- On the weakness of the training course, about 80 graduates mentioned different weaknesses. They were-- the classroom environment was not good enough (43 percent), inadequate scope of practice for job demonstration (41 percent), skill of some instructors was not good enough (38 percent), insufficient lab facilities (34 percent) and non-cooperation from coordinators about job placement (30 percent).
- About 96 percent of EDC-University graduates informed that the 'course instructors' conducted continuous assessments during training, while 96 percent stated that the attitude of assessors was cooperative and supportive. Regarding satisfaction with assessment materials and tools during training, 90 percent of graduates informed that assessment tools were appropriate for easily performing the final assessment, and 74 percent mentioned that the assessment materials, tools and equipment were adequate. On the other hand, 75 % of graduates informed that the assessment results were given a few days after training, and 25% mentioned the results were given immediately after training.
- About 55 percent of graduates received the certificate after training, of which 27 percent of graduates used the certificate and got varieties of benefits: of them, 93 percent of graduates got benefitted for further studies, 91 percent got promotions, while 51 percent drew higher salary as compared to non-certified employees. In addition to SEIP, 31 percent of graduates possessed skill certificates other than SEIP-supported training program.
- Regarding the reasons for not getting the certificate, about 41 percent of graduates applied for certificates but did not get them yet, 33 percent had no time to collect the certificate, and 16 percent mentioned that the relevant desk official was unavailable.

- Regarding the job search immediately after completion of SEIP-supported training, about 67.6 percent of new entrant EDC graduates under tranche-2 searched for jobs immediately after completing SEIP-supported training. According to the proportion of graduates searching for the job, male was higher (80 percent) than female (48 percent). In the case of methods, 58.3 percent used private networking to get the job, while 50 percent used online media, 14.6 percent searched through the Job Placement Office of the training institute, 4.2 percent considered job fair, 6.3 percent searched through newspaper job advertisements, 8.3 percent used vacancy notice and course instructors separately.
- Among the new entrant SEIP graduates under EDC who searched for jobs after SEIP graduation, 66.7 percent faced different challenges. Among them, 62.5 percent mentioned lack of job opportunities, 50.0 percent lack of skills as per employer's requirement, 53.1 percent mentioned skill mismatch with the job market and 28.1 percent said undervalue of the certificate they achieved through SEIP-supported training.
- Regarding the reasons behind not searching for jobs, 69 percent of new entrant EDC graduates under tranche-2 didn't search for employment after completion of the training. They mentioned their aims to start self-employment while 11 percent want to continue their existing job, 37.5 percent mentioned lack of job opportunity in the market, 37.5 percent mentioned other reasons where 25 percent cited that their skills don't mismatch with the job market.
- Among new-entrant SEIP graduates under EDC, 77.46 percent were found employed, with 63.38 percent wage-employed and 14.08 percent self-employed. On the other hand, 22.53 percent of graduates were found unemployed, including 37.5 percent male and 62.5 percent female. Considering the gender-wise distribution, 62 percent of graduates were identified as male, including 70.45 percent wage-employed, 15.91 percent self-employed and 13.64 percent unemployed, while 27 percent of graduates were identified as female, including 51.85 percent wage-employed, 11.11 percent self-employed and 37.04 percent unemployed.
- **Wage-employment:** Among wage-employed new-entrant SEIP graduates under EDC, 53.3 percent of graduates mentioned that the time required to find the current job after SEIP graduation was 1-6 months, and 46.7 percent mentioned that they got the job after six months of the SEIP graduation. Regarding the nature of the contract agreement between graduates and employers, about 86.7 percent mentioned their job was permanent, while 13.3 percent mentioned temporal.
- Of the five job sectors, maximum 48.5 percent of graduates were employed in service sector, 26.5 percent in RMG and Textile Sector, 10.3 percent in leather and footwear, 8.1 percent in sales and marketing, 2.2 percent in light engineering and rest 4.4 percent were working in other sectors.
- Ten categories of job posts/designations were identified. Maximum 26.7 percent of graduates hold the post of business development; sales and marketing, 17.8 percent were account and audit; 13.3 percent were production manager, 8.9 percent were human resources, admin and compliance; and merchandiser, followed by procurement officer (6.7 percent), Industrial Engineering and Planning (2.2 percent), research and development (2.2 percent) and Supply chain management officer (2.2 percent).
- **Income of new entrant wage-employed EDC graduates:** The average monthly wage/salary in the current job of new entrant wage-employed SEIP graduates under Tranche-2, considering during second tracer study period, was BDT 39851.
- **Promotion of wage-employed new-entrant SEIP graduates:** About 28.9 percent of new entrant wage-employed graduates under tranche-2 got promotion after SEIP graduation, while 71.1 percent graduates didn't get promotion. The main reasons for not getting promotion were: not satisfied with the graduate performance (40.0 percent), undervalue

of certificate (28.7 percent), qualification didn't match with the job (17.8 percent), and skills are not up to the mark (15.6 percent).

- **Job history of wage-employed new entrant EDC graduates:** Among the new entrant wage-employed graduates, about 53 percent graduates changed their first job after SEIP graduation. The average frequency of changing job was 1.67. Frequently mentioned reasons for changing the job were: too low salary (66.7 percent), aiming to get better job (25.0 percent), followed by "no work, no pay" (25.0 percent). Other reasons were the Covid-19 pandemic (16.7 percent), irregular payment (8.3 percent), no job security (4.2 percent), and health problems (4.2 percent).
- **Skill matching with job:** About 82.2 percent of wage-employed new entrant EDC graduates mentioned that knowledge and skills acquired from SEIP training were relevant to the current job. The frequently mentioned the name of skills that required were: IT skills as reported by 51.4 percent of graduates, followed by hands-on-skills (40.5 percent), communication skills (37.8 percent), critical thinking (29.7 percent), entrepreneurship skills (29.7 percent), analytical skills (27.0 percent), independent thinking (13.5 percent), leadership skills (13.5 percent), subject matter skills (13.5 percent) and problem-solving skills (10.8 percent).
- **Self-employed new entrant EDC graduates:** Out of 71 new entrant EDC graduates under Tranche-2, 14.08 percent were found in self-employment. They were involved in various types of self-employment activities. Frequently mentioned sectors were garments (70.00 percent), shoe manufacturing (20 percent), and others (10 percent). About 70 percent of EDC graduates under Tranche-2 reported that the current self-employment activity was relevant to the SEIP-supported training course they taught, and about 90 percent of self-employed new entrant graduates under EDC were satisfied with the current self-employment activities in different degrees. But all the new entrant self-employed EDC graduates desired more skills training to operate the self-business more effectively. Frequently mentioned types of desired skills training were: Up-skilling training mentioned by 70.0 percent, followed by product sales and marketing (60 percent), entrepreneurship training (50 percent), and business plan/proposal (40.0 percent).

UNEMPLOYMENT OF NEW ENTRANT GRADUATES

- In the total sample of new entrant EDC graduates, about 22.5 percent were unemployed, of which 37.5 percent were unemployed for one year or below, 25 percent for 1-2 years and the rest 25 percent for 3-6 years. The reasons for their unemployment were: didn't get desired job (63 percent), voluntary unemployment (19 percent), didn't get any job offer (12.5 percent), unsuitable location (6 percent), Covid-19 pandemic (6 percent). Those graduates who want to be voluntarily unemployed should not be included as unemployed. 25.0 percent of new entrant unemployed SEIP graduates under EDC got formal job offers after SEIP graduation. Conversely, about 75 percent of unemployed new entrant SEIP graduates under EDC mentioned that they did not get any formal job offer after SEIP graduation.

Wage-employment of up-skilling graduates:

- Of the 231 wage-employed up-skilling SEIP graduates under ECD, about 11 percent reported that the current job was their first job. The proportion was 9.9 percent among males and 21.1 percent among females. Regarding the nature of the contract agreement between graduates and employers, about 97.4 percent mentioned their permanent job, while 2.6 percent mentioned their jobs as temporary. There were five job sectors, of which maximum 74.9 percent of graduates were employed in RMG and Textile Sector, leather and footwear Sector (12.1 percent), service Sector (7.4 percent), Sales and Marketing Sector (1.3 percent), and 4.3 percent mentioned other sectors. There were 13 categories of job posts/designations. Of them, 29.4 percent graduates were merchandiser, 15.2 percent industrial engineer, 12.6 percent were production manager,

- 8.2 percent were in business development, 6.5 percent in sales and marketing, account and audit, 6.5 percent in human resources, admin and compliance, 5.2 percent as quality assurance officer, 1.3 percent as production development and customer service officer, 0.9 percent as supply chain management officer lab and technician a(0.9 percent) and general banking (0.4 percent).

Social Development and Women Empowerment

- In decision-making on various family issues, women graduates who completed SEIP-supported courses provided diversified responses. Particularly in children's education, only 87 percent of women graduates took decisions either solely or jointly with their husbands and male members, with 13 percent solely, 24 percent jointly and 50 percent together by male and female members.
- On the marriage of daughter/son, about only 39 percent of women graduates took decision either solely or jointly with the husband or male members, including two percent jointly with husband and 37 percent jointly by male and female members. On the other hand, 26 percent of decisions were taken solely by male members and 35 percent solely by the husband.
- On purchasing assets and properties, about 83 percent of women graduates took decisions either solely or jointly with their husbands or male and female members, including 22 percent solely, 39 percent jointly with their husbands and 22 percent together with male and female members.
- On spending money earned by women graduates, about 96 percent of women took decisions either solely or jointly with husbands or male members, with 63 percent solely, 20 percent jointly by her husband and 13 percent jointly by male and female members. Conversely, 4 percent of decisions were taken solely by husbands.
- Regarding the employer's formal appointment letter for the job, 61 percent of graduates received such formal appointment letter. Similarly, about 65 percent of graduates were getting the same salary as compared with their male counterparts.
- On social status, 91 percent women graduates that their social status was increased after getting SEIP supported training. On the other hand, only 2.0 percent graduates were the members of officers' association. Regarding the women's mobility, about 94 didn't face any difficulty to go outside alone, while 74 percent didn't face any difficulty to go outside for job/employment.
- Regarding the formal appointment letter for the job from employer, 61 percent graduates received such formal appointment letter. Similarly, about 65 percent graduates were getting same salary as compared with male counterpart.
- Regarding the impact of the Covid-19 Pandemic on job or employment, about 58 percent faced problems over their job or employment. 75 percent mentioned their duty roster was rescheduled, 62 percent mentioned reduced working hours, 61 percent mentioned stop promotion, 56 percent claimed of reduced salary/wage, 43 percent mentioned job loss/termination, 42 percent credit burden, 40 percent mentioned underemployment and 20 mentioned stops increment in the job.
- Regarding the suffering of family members from Covid-19 disease, 58 percent of EDC-University graduates claimed that their family members suffered, of whom, on average, 2.76 members per household ranged from 1 to 3 members.

Detail Findings on EDC-University Graduates' Survey

5.1. Introduction

The survey at field level on tracer study of SEIP graduates participated from Executive Development Center (EDC)-three Universities under Tranche-2 was started on 18 May 2022 to conduct face-to-face interview of sample SEIP graduates at their workplaces distributed throughout the country. It was planned to conduct face-to-face interviews of 300 SEIP graduates from EDC three universities who were initially traced out through phone call survey of graduates listed in SEIP provided TMS database. In practical, 302 SEIP graduates from EDC three Universities were interviewed aiming to assess the impact of SEIP on sustainable development of the labor forces and their families. Three EDC-Universities were BRAC University, Bangladesh University of Textile Engineering (BUTEX) and East-West University (EWU). Among 302 sample SEIP graduates, 102 were selected from BRAC university, 100 from BUTEX and 100 from EWU. The analysis of EDC-University survey results has been presented in the following sub-headings:

5.2. GRADUATE PROFILE

As profile of SEIP graduates, three variables are considered viz. gender, education of the graduates and marital status. Relevant data are shown in Figure-5.1, Tables-5.1, 5.2, 5.3 and 5.4.

5.2.1. Gender of graduates: The tracer study was conducted with 302 SEIP graduates selected from three EDC-Universities, of which 84.8 percent were male and 15.2 percent female. No SEIP graduate was found from transgender (Figure-5.1).

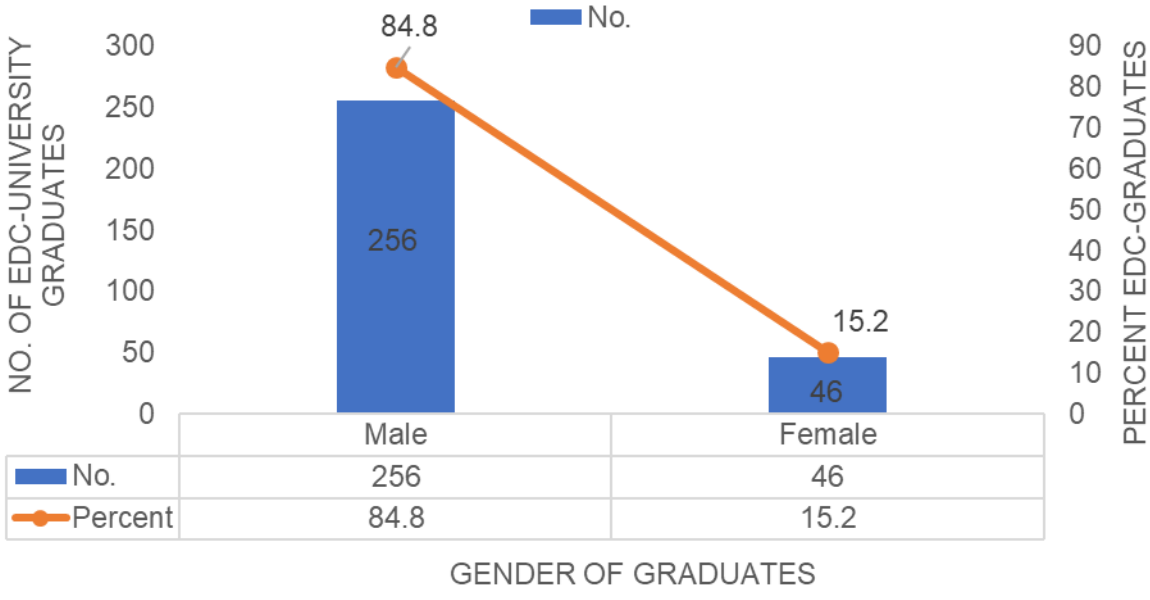

Figure-5.1: Gender-wise distribution of EDC-University graduates participated in the second tracer study under Tranche-2

The distribution of SEIP graduates selected for this tracer study by trainee selection criteria and universities is shown in Tables-5.1 and 5.2. As seen from Table-5.1, out of the total graduates under EDC-Universities, 76.6 percent were enrolled as up-skilling and the remaining 23.5 percent were from the new entrant/fresh category. Among up-skilling graduates, about ninth-tenths were male and one-tenths female. But distribution was observed for the new entrant/fresh graduates, where about three-fifths were male and two-fifths female. Thus, the proportion of up-skilling among male graduates was higher, while among female graduates, new entrants/fresh was higher.

Table-5.1: Distribution of SEIP graduates under EDC-Universities by gender and employment status

Gender	New entrant/fresh		Up skilling		Total	
	Number	Percent	Number	Percent	Number	Percent
Male	44	62.0	212	91.8	256	84.8
Female	27	38.0	19	8.2	46	15.2
Total	**71**	**100.0**	**231**	**100.0**	**302**	**100.0**

Under the SEIP-supported Executive Development Center (EDC) program, 302 graduates for tracer study were selected from three EDC-Universities. Of them, 33.8 percent (102) were from EDC-BRAC University, 33.1 percent (100) from BUTEX and 33.1 percent (100) from EWU from both male and female graduates. Out of 33.8 percent of EDC-BRACU graduates, about 29.5 percent were male and 4.3 percent were female graduates. More or less similar proportions of both male and female graduates were found for EDC-BUTEX and EDC-EWU (Table-5.2).

Table-5.2: Gender-wise distribution of SEIP graduates by EDC-Universities

University	Values	New entrant [N=71]		Up skilling [N=231]		Total [N=302]		
		Male	Female	Male	Female	Male	Female	Total
EDC-BRACU	Number	11	8	78	5	89	13	102
	Percent	3.6	2.6	25.8	1.7	29.5	4.3	33.8
EDC-BUTEX	Number	3	2	87	8	90	10	100
	Percent	1.0	0.7	28.8	2.6	29.8	3.3	33.1
EDC-EWU	Number	30	17	47	6	77	23	100
	Percent	9.9	5.6	15.6	2.0	25.5	7.6	33.1
Overall	Number	44	27	212	19	256	46	302
	Percent	14.6	8.9	70.2	6.3	84.8	15.2	100.0

5.2.2. Education: About 53.0 percent of the EDC-University graduates interviewed as respondents completed bachelor's degrees and 47.0 percent completed master's degrees. The fact behind higher level of formal education among the EDC-University graduates is probably because graduates participated in the executive level courses, such as Post Graduate Diploma in Knitwear Industry Management course for EDC-BRACU, Post Graduate Diploma in Textiles for EDC-BUTEX and Graduate Diploma in Leather and Footwear Management Program for EDC-EWU (Table-5.3).

Table-5.3: Highest class completed at the time of enrollment in EDC-University

Education level	Male [N=256]		Female [N=46]		Total [N=302]	
	Number	Percent	Number	Percent	Number	Percent
Graduation	138	53.9	22	47.8	160	53.0
Post-graduation	118	46.1	24	52.2	142	47.0
Total	256	100	46	100	302	100

5.2.3. Marital status: About 83.8 percent of the EDC-University graduates interviewed as respondents were married, distantly followed by unmarried (15.9 percent) and only one graduate was found to be a divorcee (0.3 percent) (Figure-5.2).

Table 5.4: Distribution of EDC-University graduates by marital status

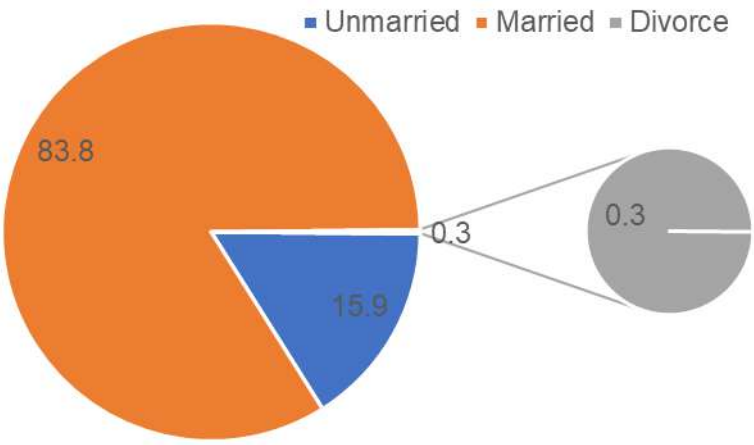

Figure-5.2: Percent of EDC-Univerisity graduates participated as respondents in terms of their marital status

5.2.4 Ethnicity: Only one (0.33 percent) of the EDC-University graduates interviewed as respondents was ethnic community during the survey. She was female from Chakma ethnic tribe (Table-5.4).

Table-5.4: Gender-wise distribution of EDC-University graduates under Tranche 2 by ethnicity

Sl. No.	Option & response	Gender-wise response [N=302] on ethnicity					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**EDC-University graduates belong to any ethnic community?**						
	Yes	0	0.0	1	2.2	1	0.33
	No	256	100.0	45	97.8	301	99.97
	Total	256	100.0	46	100.0	302	100.0
(b)	**Type of ethnicity under EDC-University graduates**						
	Chakma	0	0.0	1	100.0	1	100.0
	Total	0	0.0	1	100.0	1	100.0

5.2.5. Disability: Only one (0.33 percent) of the EDC-University graduates interviewed as respondents was a physically challenged group during the survey. He was a visually impaired man (Table-5.5).

Table-5.5: Gender-wise distribution of EDC-University graduates under Tranche 2 by disability

Sl. No.	Option & response	Gender-wise response [N=302] on disability					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	EDC-University graduates belong to any disability group?						
	Yes	1	2.2	0	0.0	1	0.33
	No	45	97.8	256	100.0	301	99.97
	Total	46	100.0	256	100.0	302	100.0
(b)	**If yes, type of disability under EDC-University graduates**						
	Visual disability	1	100.0	0	0.0	1	100.0
	Total	1	100.0	0	0.0	1	100.0

5.3. ENROLLMENT UNDER SEIP TRAINING

5.3.1. Sources of information for enrollment: There were various sources of enrollment information. SEIP advertisement was the main source of enrollment information about SEIP-supported skills training, as mentioned by 28.5 percent EDC-University graduates. About 24.2 percent graduates interviewed in the tracer study mentioned that they knew the information about SEIP-supported skills training from employers, followed by friends and colleagues (19.9 percent) and job fairs (17.5 percent). Another 7.0 percent of graduates heard the information from social media, followed by posters/festoon/banners/flyers (1.7 percent), trainers (0.7 percent) and relatives (0.7 percent) (Table-5.6).

About 48.4 percent EDC-University graduates mentioned SEIP-supported events as their source of enrollment information.

Table-5.6: Gender-wise distribution of EDC-University graduates by sources of getting information about SEIP training

Source of information	Male [N=256]		Female [N=46]		Total [N=302]	
	Number	Percent	Number	Percent	Number	Percent
SEIP advertisement	71	27.7	15	32.6	86	28.5
Social media	19	7.4	2	4.3	21	7.0
Job Fair	47	18.4	6	13.0	53	17.5
Trainers	2	0.8	0	0.0	2	0.7
Employer	56	21.9	17	37.0	73	24.2
Friends/colleagues	54	21.1	6	13.0	60	19.9
Relatives	2	0.8	0	0.0	2	0.7
Poster/Festoon/ Banner/ Flyers	5	2.0	0	0.0	5	1.7
Total	**256**	**100.0**	**46**	**100.0**	**302**	**100.0**

5.3.2. Courses undertaken: The EDC-University graduates completed three Executive Level Courses. Among 302 graduates who completed their courses under EDC-Universities, 33.8 percent of graduates completed Post Graduate Diploma in Knitwear Industry Management course as offered by EDC-BRACU, of whom 29.5 percent were male and 4.3 percent female. 33.1 percent of graduates completed Post Graduate Diploma in Textiles course as provided by EDC-BUTEX, of whom 29.8 percent were male and 3.3 percent female. A similar proportion (33.1 percent) of graduates participated in the survey as respondents completed Graduate Diploma in Leather and Footwear Management Course as offered by EDC-EWU, of whom 25.5 percent were male and 7.6 percent female (Table-5.7).

Table-5.7: Name of the courses completed by the EDC-University graduates

Trade Course	Distribution of respondents [N=302]					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Post Graduate Diploma in Knitwear Industry Management under BRACU	89	29.5	13	4.3	102	33.8
Post Graduate Diploma in Textile under BUTEX	90	29.8	10	3.3	100	33.1
Graduate Diploma in Leather and Footwear Management Program under EWU	77	25.5	23	7.6	100	33.1
Total	256	84.8	46	15.2	302	100.0

SEIP offered various durations for three courses under three EDC-Universities. A total of 12 months was a course for the Post Graduate Diploma in Knitwear Industry Management under EDC-BRAC University, with nine months for course work and three months for industrial

attachment. At the same time, the total duration was nine months for both Post Graduate Diploma in Textile course under EDC-BUTEX and the Graduate Diploma in Leather and Footwear Management Program course under EDC-East-West University, with six months for course work and three months for industrial attachment under both universities (Table-5.8).

Table-5.8: Average duration of courses completed by EDC-University graduates

EDC-University	Course name	Course duration (month)	Industrial attachment (month)	Total duration (month)
EDC-BRACU	Post Graduate Diploma in Knitwear Industry Management	09	03	12
EDC-BUTEX	Post Graduate Diploma in Textile	06	03	09
EDC-EWU	Graduate Diploma in Leather and Footwear Management Program	09	03	12

5.4. TRAINING DELIVERY AND FACILITIES

5.4.1. Relevancy of training courses: According to the opinion of EDC-University graduates interviewed as respondents for the tracer study survey, training courses were relevant. As seen in Table-5.10, about 97 percent opined the courses were relevant to different degrees, with 44.0 percent mentioning only relevant, 28.8 percent highly relevant and 24.2 percent moderately relevant. Only 3.0 percent thought that the courses were not relevant (Table-5.9).

Table-5.9: Distribution of EDC-University graduates by their opinion on relevancy of training course to the job market

Level of relevancy	EDC-University graduates as respondents	
	Number	Percent
Highly relevant	87	28.8
Relevant	133	44.0
Moderately relevant	73	24.2
Not relevant	9	3.0
Total	302	100.0

The university-wise distribution of respondents in terms of the relevancy level of training courses to the job market is shown in Figure-5.9, where the highest responses mentioned that the training courses were relevant to the job market, with 50 percent from EDC-BUTEX, EDC-BRACU (41.2 percent) and EDC-EWU (41.0 percent). These were followed by highly relevant, with 39 percent observed from EDC-BUTEX, EDC-BRACU (32.4 percent) and EDC-EWU (15 percent).

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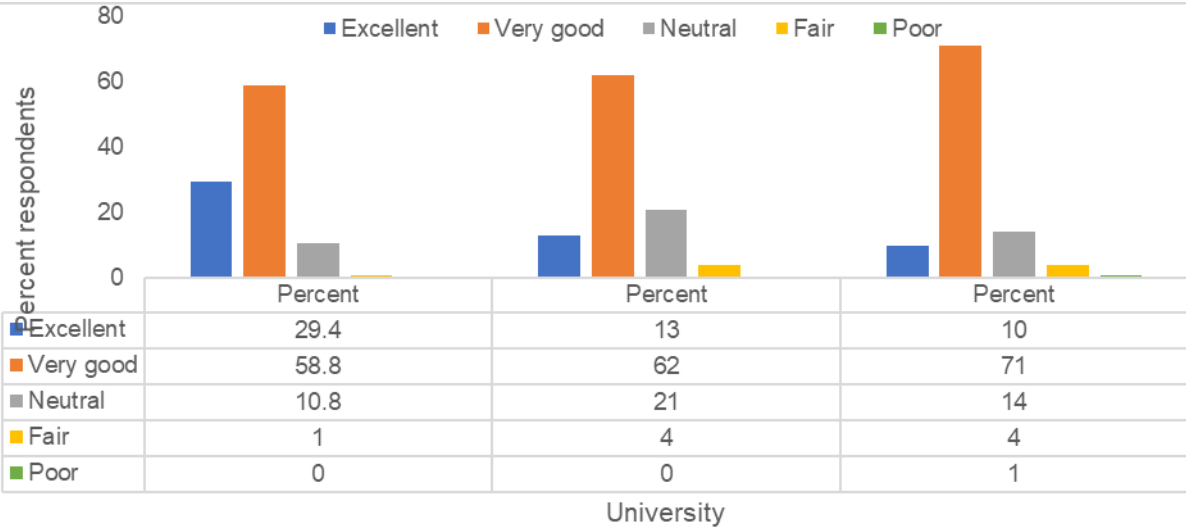

	Percent	Percent	Percent
Excellent	29.4	13	10
Very good	58.8	62	71
Neutral	10.8	21	14
Fair	1	4	4
Poor	0	0	1

Figure-5.3: Percent distribution of response by EDC-Universities in terms of relevancy of training with job market

5.4.2. Quality of teaching methods/lecture delivery: To a question about the quality of teaching methods or lecture delivery followed by the instructors during the training, about 81.4 percent EDC-University graduates informed that the quality of teaching or lecture delivery was very good to excellent. 15.2 percent of graduates provided neutral responses, and only one graduate out of 302 mentioned poor quality. The university-wise distribution of respondents in terms of the quality of teaching methods or lecture delivery followed by the instructors during the training is shown in Table-5.10.

Table-5.10: Quality of teaching methods/lecture delivery followed by the instructors during training course

Quality level	EDC-University graduates as respondents							
	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Excellent	30	29.4	13	13.0	10	10.0	53	17.5
Very good	60	58.8	62	62.0	71	71.0	193	63.9
Neutral	11	10.8	21	21.0	14	14.0	46	15.2
Fair	1	1.0	4	4.0	4	4.0	9	3.0
Poor	0	0.0	0	0.0	1	1.0	1	0.3
Total	**102**	**100.0**	**100**	**100.0**	**100**	**100.0**	**302**	**100.0**

5.4.3. Adequacy of training materials and other resources supplied during training:

98.7 percent of the EDC-University graduates participated in the tracer study as respondents thought that the training materials were adequate, with 60.3 percent mentioning "moderately adequate, "27.8 percent "slightly adequate," 8.9 percent "highly adequate," and 1.7 percent Not adequate". The proportion of EDC-University graduates viewing "Not at all adequate" was only 1.3 percent (Table-5.11).

Table-5.11: Adequacy of teaching materials and other resources during the training course

Adequacy level	EDC-University graduates as respondents							
	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Highly adequate	16	15.7	6	6.0	5	5.0	27	8.9
Moderately adequate	64	62.7	58	58.0	60	60.0	182	60.3
Slightly adequate	21	20.6	33	33.0	30	30.0	84	27.8
Not adequate	1	1.0	2	2.0	2	2.0	5	1.7
Not at all adequate	0	0.0	1	1.0	3	3.0	4	1.3
Total	**102**	**100.0**	**100**	**100.0**	**100**	**100.0**	**302**	**100.0**

5.4.4. Satisfaction on the training environment and scope of practice during demonstration:

Regarding satisfaction with the training environment, 95 percent of the EDC-University graduates participated in the tracer study as respondents thought that the training environment was satisfactory, of which 70.2 percent were satisfied, 24.8 percent were highly satisfied, and 4.6 percent were neutral while viewing. The proportion of EDC-University graduates mentioning the highly dissatisfaction view was 0.3 percent (Table-5.12).

Table-5.12: Satisfaction on the training environment at the training institute during training course as responded by EDC-University graduates

Satisfaction	EDC-University graduates as respondents

level	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	36	35.3	18	18.0	21	21.0	75	24.8
Satisfied	65	63.7	71	71.0	76	76.0	212	70.2
Neutral	1	1.0	10	10.0	3	3.0	14	4.6
Dissatisfied	0	0.0	0	0.0	0	0.0	0	0.0
Highly dissatisfied	0	0.0	1	1.0	0	0.0	1	0.3
Total	**102**	**100.0**	**100**	**100.0**	**100**	**100.0**	**302**	**100.0**

EDC-University graduates found less satisfaction with the scope of practice during demonstration of the job at the training institute level. Only 37.1 percent of graduates were found "satisfied" at various levels, including about 34.1 percent having "satisfied" and 15.2 percent having "highly satisfied." About 47 percent of graduates were "neutral," while 13.2 percent were found as "dissatisfied," and 2.6 percent were found as "highly dissatisfied" (Table-5.13). The FGD participants also claimed that during demonstration of the job at the training institute level, they didn't get enough scope of practice due to an insufficient supply of materials during the training course. The KPI participants from the head of training institutes and Chief Coordinators also acknowledged these claims as reported by SEIP graduates. They reported that they faced difficulties in purchasing the goods and materials to provide the trainees for demonstration of the job during the training session at the institute level. The difficulties were due to the public procurement rules and acts (PPR 2008 and PPA 2006) and the delayed supply of materials.

Table-5.13: Satisfaction with the scope of practice during demonstration of the job

Satisfaction level	EDC-University graduates as respondents							
	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	6	5.9	2	2.0	1	1.0	9	3.0
Satisfied	38	37.3	28	28.0	37	37.0	103	34.1
Neutral	50	49.0	48	48.0	44	44.0	142	47.0
Dissatisfied	6	5.9	18	18.0	16	16.0	40	13.2
Highly dissatisfied	2	2.0	4	4.0	2	2.0	8	2.6
Total	**102**	**100.0**	**100**	**100.0**	**100**	**100.0**	**302**	**100.0**

On the trainer-trainee relationship during their training course, about 97.4 percent of EDC-University graduates thought the relationship was acceptable, including 27.5 percent mentioning perfectly acceptable and 69.9 percent mentioning acceptable. 2.3 percent reported neutral attitude, while only 0.3 percent said the relationship was unacceptable (Table-5.14).

Table-5.14: Attitude of EDC-University graduates about the trainer-trainee relationship during training course

Attitude	EDC-University graduates as respondents							
	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Perfectly acceptable	42	41.2	22	22.0	19	19.0	83	27.5
Acceptable	58	56.9	73	73.0	80	80.0	211	69.9
Neutral	2	2.0	4	4.0	1	1.0	7	2.3
Unacceptable	0	0.0	1	1.0	0	0.0	1	0.3
Total	**102**	**100.0**	**100**	**100.0**	**100**	**100.0**	**302**	**100.0**

Data on the overall satisfaction of the training course provided in Table-5.15 shows that about 47.0 percent EDC-University graduates selected for the tracer study said they were satisfied, while about 34.1 percent were highly satisfied and about 13.2 percent neutral, which means they were not interested in providing their response. Only 3.0 percent were dissatisfied and 2.6 percent were highly dissatisfied.

Table-5.15: Overall satisfaction on the SEIP supported training course

Satisfaction level	EDC-University graduates as respondents							
	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	38	37.3	28	28.0	37	37.0	103	34.1
Satisfied	50	49.0	48	48.0	44	44.0	142	47.0
Neutral	6	5.9	18	18.0	16	16.0	40	13.2
Dissatisfied	6	5.9	2	2.0	1	1.0	9	3.0
Highly dissatisfied	2	2.0	4	4.0	2	2.0	8	2.6
Total	**102**	**100.0**	**100**	**100.0**	**100**	**100.0**	**302**	**100.0**

5.4.5. Received stipend

Data on receiving stipends from the SEIP-supported training program in Table-5.16 shows that all EDC-University graduates selected for tracer study had received stipends from the SEIP program (Table-5.16).

Table-5.16: Distribution of EDC-University graduates in terms of received any stipend from SEIP supported training program

Type of response	EDC-University graduates as respondents							
	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	102	100.0	100	100.0	100	100.0	302	100.0
No	0	0.0	0	0.0	0	0.0	0	0.0
Total	**102**	**100.0**	**100**	**100.0**	**100**	**100.0**	**302**	**100.0**

5.4.6. Problem faced to understand the training course

As reported, the problems faced by EDC-University graduates during the training course are presented in tables 5.18, 5.19 and 5.20. The results demonstrated in Table-5.18 appears that about 31.5 percent EDC-University graduates who participated in the tracer study faced problems understanding the topics as delivered in the EDC-University-offered training sessions under SEIP supported program. Among the graduates who faced issues, 58 percent reported new entrants while 23.6 percent reported up-skilling (Table-5.17).

Table-5.17: Problem faced by EDC-University graduates to understand the training topics during training session

Type of response	EDC-University graduates as respondents					
	New entrant		Up skilling		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	40	58.0	55	23.6	95	31.5
No	29	42.0	178	76.4	207	68.5
Total	69	100.0	233	100.0	302	100.0

Regarding university-wise variations, among new entrants who faced problems, 59.6 percent reported from EDC-East West University, closely followed by EDC-BRAC University (58.8 percent) and EDC-BUTEX (40 percent). Whereas among the up-skilling graduates who faced problems, 35.8 percent faced problems from EDC-East West University, followed by EDC-BRAC University (21.2 percent) and EDC-BUTEX (18.9 percent), as depicted in Table-5.18.

Table-5.18: University-wise distribution of graduates in terms of problem faced to understand the training topics during training session

Type of response	EDC-University graduates as respondents											
	EDC-BRACU				EDC-BUTEX				EDC-EWU			
	New entrant		Up skilling		New entrant		Up skilling		New entrant		Up skilling	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%

Yes	10	58.8	18	21.2	2	40.0	18	18.9	28	59.6	19	35.8
No	7	41.2	67	78.8	3	60.0	77	81.1	19	40.4	34	64.2
Total	17	100	85	100	5	100	95	100	47	100	53	100

The EDC-University graduates—who faced problems understanding the training topics during the training session—also mentioned their problems. About 71 percent mentioned that the teachers/instructors were inefficient enough to explain the issues during lecture delivery. 66.3 percent of graduates reported that their educational background did not match the course. 56.8 percent said the course was irrelevant to graduates' job, while 47.4 percent mentioned that course topics were tough and complex. Only 7.4 percent of graduates mentioned other problems (Table-5.19).

Table-5.19: Types of problem faced by EDC-University graduates during training session

Types of problem faced	**EDC-University graduates [N=95]**	
	Number	**Percent**
Topics of the course were tough/complex	45	47.4
Graduates' educational background was not matched with the course	63	66.3
Teachers/instructors were not efficient enough for explaining the issues during lecture delivery	67	70.5
Course was irrelevant with graduates' job	54	56.8
Others	7	7.4
Multiple response		

5.4.7. Eagerness of participation in further training to build better career: Since the graduates were largely satisfied with training delivery and facilities provided by training providing EDC-Universities, about nine-tenths of the graduates were eager to participate in further training to build up better careers, while about one-tenth of them were reluctant to participate in such training (Table-5.20). The study team analyzed their eagerness by EDC-University from Table-5.20 that EDC-BRAC University graduates were more likely to participate in further training. Against 92.4 percent EDC-University graduates, 96.1 of the EDC-BRAC University graduates expressed their desire to participate in such training, followed by EDC-BUTEX graduates (94 percent), while EDC-East West University graduates less (87 percent) likely to participate in further training (Table-5.20).

Table-5.20: Distribution of EDC-University graduates about their eagerness to participate in further training to build up better career

Response	EDC-BRACU		EDC-BUTEX		EDC-EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	98	96.1	94	94.0	87	87.0	279	92.4
No	4	3.9	6	6.0	13	13.0	23	7.6
	102	100.0	100	100.0	100	100.0	302	100.0

Regarding the type of training they needed, about 63 percent of graduates mentioned hands-on skills while 15.4 percent of graduates were for IT Skills. Other responses were for communication skills (9 percent), leadership skills (6.8 percent), problem-solving skills (2.2 percent), analytical skills (1.4 percent), independent skills (1.1 percent), etc. University-wise variations about types of training they are eager to participate in are also represented in Table-5.21.

Table-5.21: Types of training eager to participate in further to build up better career

Types of training	EDC-BRACU		EDC-BUTEX		EDC-EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Hands-on-skills	70	59.3	60	74.07	46	57.5	176	63.1
IT Skills	20	16.9	6	7.41	17	21.3	43	15.4
Communication skills	12	10.2	3	3.70	10	12.5	25	9.0
Problem solving skills	2	1.7	2	2.47	2	2.5	6	2.2
Interpersonal skills	0	0.0	1	1.23	0	0.0	1	0.4
Independent thinking	1	0.8	0	0.00	2	2.5	3	1.1
Leadership skills	8	6.8	8	9.88	3	3.8	19	6.8
Critical thinking	2	1.7	0	0.00	0	0.0	2	0.7
Analytical skills	3	2.5	1	1.23	0	0.0	4	1.4
Multiple response								

5.4.5: Weakness of Training

Weaknesses of the training, as observed by the EDC-University graduates, are shown in Table-5.22 and 5.23. About 79.5 percent of graduates observed the weakness, of whom 90 percent were reported from EDC-EWU, followed by 80 percent from EDC-BUTEX and 68.9 percent from EDC-BRAC University (Table-5.22).

Table-5.22: Distribution of EDC-University graduates in terms of weakness of the SEIP supported training program

Type of response	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	70	68.6	80	80.0	90	90.0	240	79.5
No	32	31.4	20	20.0	10	10.0	62	20.5
Total	102	100.0	100	100.0	100	100.0	302	100.0

The EDC-University graduates observed weaknesses in the training. They were classroom environment not good enough (42.5 percent), training duration not adequate (41.7 per cent), the inadequate scope of practice for demonstration of the job (41.3 percent), performance/skills of some instructors not good (38.3 percent), insufficient lab facilities (33.8 percent) and non-cooperation of coordinators about to place in the job (29.6 percent). The striking feature was that 29.6 percent of graduates, who claimed non-cooperation from coordinators, were all EDC-University graduates and enrolled on the new entrant category (Table-5.23). That means all new entrant graduates enrolled in the EDC-University faced problems with job placement after completing their training.

Table-5.23: Types of weakness observed

Type of weakness	**EDC BRACU [N=70]**		**EDC BUTEX [N=80]**		**EDC EWU [N=90]**		**Total [N=240]**	
	No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
Training duration was not adequate	21	30.0	16	20.0	15	16.7	100	41.7
Inadequate facilities for practice	16	22.9	18	22.5	21	23.3	99	41.3
Insufficient lab facilities	16	22.9	11	13.8	19	21.1	81	33.8
Performance/skills of some instructors was not good	16	22.9	17	21.3	16	17.8	92	38.3
Classroom environment was not good	23	32.9	16	20.0	13	14.4	102	42.5
Non-cooperation from Coordinator	19	27.1	5	6.3	47	52.2	71	29.6
Multiple Response								

5.5. ASSESSMENT OF TRAINING AND CERTIFICATION

5.5.1. Assessment of graduates during training

There was continuous assessment of learners by the instructors during the training period. To a question, on an average 95.5 percent of learners informed that the course instructors conducted continuous assessments during the training period. The proportion of graduates mentioning continuous assessment was higher (98 percent) among the EDC-EWU than that of EDC-BRAC University (97.1 percent) and EDC-BUTEX (89.7 percent). About 89.7 percent EDC-University graduates informed that assessment tools were appropriate for accessible performing during the final assessment. Regarding the adequacy of assessment materials, tools and equipment during the assessment, 75 percent mentioned adequate while 25 percent mentioned inadequate (Table-5.24).

Regarding the attitude of the assessors during the final assessment, about 95.7 percent of graduates opined that the attitude of assessors was cooperative and supportive. The proportion of graduates mentioning the attitude of assessors was higher (98 percent) among the EDC-BRACU than that of EDC-EWU (96 percent) and EDC-BUTEX (93 percent) [Table-5.24(d)]. Regarding the time of assessment results given by the assessors/training institutes, 85.8 percent EDC-University graduates informed that the assessment results were given a few days after the assessment, while only 14.2 percent of graduates reported that it was given immediately after the assessment (Table-5.24).

Table-5.24: Distribution of EDC-University graduates in terms of assessment on various issues during training

Sl. No.	Options and opinion	EDC-University graduates						Total [N=302]	
		BRACU		BUTEX		EWU			
		No.	%	No.	%	No.	%	No.	%
(a)	**Whether the course instructors conducted continuous assessment**								
	Yes	99	97.1	91	91.0	98	98.0	288	95.4
	No	3	2.9	9	9.0	2	2.0	14	4.6
	Total	102	100.0	100	100.0	100	100.0	302	100.0
(b)	**Whether the final assessment tools were appropriate for easy performing**								
	Yes	91	89.2	90	90.0	90	90.0	271	89.7
	No	11	10.8	10	10.0	10	10.0	31	10.3
	Total	102	100.0	100	100.0	100	100.0	302	100.0
(c)	**Whether the assessment materials, tools and equipment were adequate**								
	Yes	81	79.4	72	72.0	73	73.0	226	74.8
	No	21	20.6	28	28.0	27	27.0	76	25.2
	Total	102	100.0	100	100.0	100	100.0	302	100.0
(d)	**Whether the attitude of assessors was cooperative and supportive**								
	Yes	100	98.0	93	93.0	96	96.0	289	95.7
	No	2	2.0	7	7.0	4	4.0	13	4.3
	Total	102	100.0	100	100.0	100	100.0	302	100.0
(e)	**When the assessment results were given**								
	Immediately after assessment	22	21.6	12	12.0	9	9.0	43	14.2
	Few days after the assessment	80	78.4	88	88.0	91	91.0	259	85.8
	Total	102	100.0	100	100.0	100	100.0	302	100.0

5.5.2. Certificate and Its Benefits: After graduation certificates are provided, about 55.3 of the EDC-University graduates in the tracer study reported that they received the certificate while 44.7 percent didn't receive the certificate from the SEIP-supported training program. The proportion of graduates who received certificates was higher (65 percent) in EDC-EWU than that of EDC-BRACU (61.8 percent), and it was lowest (39 percent) in EDC-BUTEX (Table-5.25).

Table-5.25: Distribution of EDC-University graduates by receiving certificate from SEIP

Sl. No.	Options and opinion	EDC-University graduates						Total [N=302]	
		BRACU		BUTEX		EWU			
		No.	%	No.	%	No.	%	No.	%
(a)	**Whether the graduates received certificate**								
	Yes	63	61.8	39	61.8	65	61.8	167	55.3
	No	39	38.2	61	38.2	35	38.2	135	44.7
	Total	102	100.0	100	100.0	100	100.0	302	100.0

Receipt of certificates by graduates was also used. Among the 55.3 percent of graduates who received certificates, 26.8 percent used the certificate and got various benefits. Regarding the benefits they got for their certificates, 92.6 percent mentioned that they got benefit of further studies, and 91.4 percent got promotions. For certificates, 50.6 percent drew higher salaries than non-certified employees (Table-5.26).

Table-5.26: Distribution of EDC-University graduates in terms of use and benefits of certificate

Sl. No.	Options and opinion	EDC-University graduates						Total [N=302]	
		BRACU		BUTEX		EWU			
		No.	%	No.	%	No.	%	No.	%
(a)	**Whether the graduates used the certificate [N=63 for BRACU, N=39 for BUTEX, N=65 for EWU and N=167 for Total]**								
	Yes	34	33.3	21	33.3	26	33.3	81	26.8
	No	29	28.4	18	28.4	39	28.4	86	28.5
	Total	63	61.8	39	61.8	65	61.8	167	55.3
(b)	**Benefits received from by using the certificate [N=34 for BRACU, N=21 for BUTEX, N=26 for EWU and N=81 for Total]**								
	Drawing higher salary as compared to non-certified employee	19	55.9	12	57.1	10	38.5	41	50.6
	Benefit for promotion	31	91.2	21	100.0	22	84.6	74	91.4
	Benefit of further studies	13	38.2	20	95.2	25	96.2	75	92.6
	Others	4	11.8	6	28.6	5	19.2	15	18.5
	Multiple response								

The graduates who didn't get certificates also mentioned the reasons for not getting the certificate. A maximum of 40.7 percent of graduates said they applied for certificates but didn't get them yet. Of them, 32.6 percent reported that they had no time to collect the certificate, 15.6 percent mentioned that the relevant desk official was unavailable at the training institute, and 3.7 percent didn't feel the necessity of certificates. (Table-5.27).

Table-5.27: Distribution of EDC-University graduates in terms of reasons for not getting the certificate

Options and opinion	EDC-University graduates as respondents							
	BRACU [N=39]		BUTEX [N=61]		EWU [N=35]		Total [N=135]	
	No.	%	No.	%	No.	%	No.	%
Didn't feel necessity	2	5.1	2	3.3	1	2.9	5	3.7
Applied for certificate	18	46.2	21	34.4	16	45.7	55	40.7
No time to collect the certificate	10	25.6	21	34.4	13	37.1	44	32.6
Relevant desk official was not available	5	12.8	12	19.7	4	11.4	21	15.6
Didn't know whether the certificate was given	4	10.3	5	8.2	1	2.9	10	7.4
Total	39	100.0	61	100.0	35	100.0	135	100.0

5.5.4. Additional Skills Certificate: In addition to SEIP, some graduates received training certificates from other agencies. In response to a question, about 31.1 percent EDC-University graduates were found to have possessed additional skills certificate other than SEIP-supported training programs. The proportion of graduates was higher (42.2 percent) in EDC-BRACU than that of EDC-EWU (27 percent) and the lowest (24 percent) in EDC-BUTEX (Table-5.28).

Table-5.28: Distribution of EDC-University graduates in terms of receiving any certificate other than SEIP

Opinion	EDC-University graduates as respondents							
	EDC BRACU		EDC BUTEX		EDC EWU		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	43	42.2	24	24.0	27	27.0	94	31.1
No	59	57.8	76	76.0	73	73.0	208	68.9
Total	102	100.0	100	100.0	100	100.0	302	100

5.6. JOB SEARCH BY NEW ENTRANT GRADUATES

5.6.1. Job search after training: Regarding looking for any job after SEIP graduation, 67.6 percent of graduates mentioned they searched for the job, while 32.4 percent didn't search for it immediately after completing SEIP-supported training. In the proportion of graduates searching for jobs, male was higher (80 percent) than females (48 percent) (Table-5.29). Regarding how many employers had to search to get the job, 50 percent searched for 2-5 employers, while 29.2 percent searched for one employer, 16.7 percent searched for 6-10 employers, and 4.2 percent of graduates searched more than 10 employers (Table-5.29).

Table-5.29: Gender-wise distribution of EDC-University graduates under Tranche-2 by job search

Sl. No.	Options & opinions	New Entrant SEIP graduates under EDC-University					
		Male [N=44]		Female [N=27]		Total [N=71]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether looking for job after completion of the SEIP supported training**						
	Yes	35	79.5	13	48.1	48	67.6
	No	9	20.5	14	51.9	23	32.4
	Total	44	100.0	27	100.0	71	100.0
(b)	**No. of employers approached to get the job** [N=35 for male, N=13 for female and N=48 for total]						
	One employer	11	31.4	3	23.1	14	29.2
	2-5 employers	18	51.4	6	46.2	24	50.0
	6-10 employers	5	14.3	3	23.1	8	16.7
	10+ employers	1	2.9	1	7.7	2	4.2
	Total	35	100.0	13	100.0	48	100.0

The graduates who searched for jobs immediately after training mentioned the methods used to search for the job. 58.3 percent of graduates used private networking method to get jobs while 50 percent used online media, 20.8 percent through friends and relatives, 14.6 percent through the job placement office of the training institute, 4.2 percent through job fair, 6.3 percent through newspaper advertisements and 8.3 percent followed vacancy notices and course instructors (Table-5.30). To a question of how many interviews they faced to get the job, on average, the graduates faced four interviews ranging from 1 to 8. The number of facing interviews was higher for males (4.2) than for females (3.4).

Table 5.30: Distribution of EDC-University graduates under Tranche-2 by job search

Sl. No.	Options & opinions	New Entrant SEIP graduates under EDC-University					
		Male [N=35]		Female [N=13]		Total [N=48]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Methods of job search used by the graduates**						
	Job placement office	6	17.1	1	7.7	7	14.6
	Through job fair	2	5.7	0	0.0	2	4.2
	Newspaper Advertisement	1	2.9	2	15.4	3	6.3
	Using online portal	20	57.1	4	30.8	24	50.0
	Vacancy notice	4	11.4	0	0.0	4	8.3
	Private networking	17	48.6	11	84.6	28	58.3
	Friends and relatives	4	11.4	6	46.2	10	20.8
	Others	1	2.9	1	7.7	2	4.2
	Multiple response						
(b)	**No. of interview faced to get the job**						
	1 time	13	37.1	3	23.1	16	33.3
	2 times	8	22.9	2	15.4	10	20.8
	3 times	7	20.0	2	15.4	9	18.8
	4 times	3	8.6	2	15.4	5	10.4
	5 times	4	11.4	3	23.1	7	14.6
	8 times	0	0.0	1	7.7	1	2.1
	Total	35	100.0	13	100.0	48	100.0

Table 5.31: Distribution of new-entrant graduates under EDC-University by usefulness of knowledge and skills acquired from training course to find the job

Type of response	New-entrant SEIP graduates under EDC-University					
	Male [N=35]		Female [N=13]		Total [N=48]	
	Number	Percent	Number	Percent	Number	Percent
Yes	21	60.0	8	61.5	29	60.4
No	14	40.0	5	38.5	19	39.6
Total	35	100.0	13	100.0	48	100.0

5.6.2. Challenges faced to search the job: New entrant SEIP graduates (48 out of 71) under EDC, who searched for jobs after SEIP graduation, also stated whether they faced any challenge during their job search. Regarding a question about facing challenges during job search, 66.7 percent mentioned they faced challenges, while 33.3 percent faced no challenges. Regarding what kind of challenges they faced, 62.5 percent mentioned lack of job opportunities, 50.0 percent said a lack of skills per employer's requirement, and 53.1 percent mentioned skill mismatching with the job market. 28.1 percent mentioned undervalued the certificate they achieved through SEIP-supported training (Table 5.32).

Table 5.32: Gender-wise distribution of new-entrant graduates under EDC-University in terms of challenges faced during job search

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University					
		Male [N=35]		Female [N=13]		Total [N=48]	
		Number	Percent	Number	Percent	Number	Percent
(a)	Whether any challenges faced during search the job?						
	Yes	22	62.9	10	76.9	32	66.7
	No	13	37.1	3	23.1	16	33.3
	Total	35	100.0	13	100.0	48	100.0
(b)	Kinds of challenges faced during search the job [N=22 for male, N=10 for female and N=32 for total]						
	Lack of skills as per	14	63.6	2	20.0	16	50.0

	employers						
	Skill mismatch with job market	15	68.2	2	20.0	17	53.1
	Lack of job opportunity	14	63.6	6	60.0	20	62.5
	Undervalue of certificate	8	36.4	1	10.0	9	28.1
	Others	1	4.5	0	0.0	1	3.1
	Multiple response						

5.6.3. Reasons for not looking for job after SEIP graduation: New entrant SEIP graduates (16 out of 48) under EDC, who didn't search for jobs even after SEIP graduation, also stated their reasons behind not looking for jobs. About 69 percent mentioned that they didn't search for job in order to continue their current job while 37.5 percent reported for lack of job opportunities, 37.5 percent for other reasons and 25 percent for skills mismatch in the job market (Table 5.33).

Table 5.33: Gender-wise distribution of new-entrant graduates under EDC-University in terms of reasons for not looking for jobs after SEIP training

Reasons	New-entrant graduates under EDC-University					
	Male [N=13]		Female [N=3]		Total [N=16]	
	Number	Percent	Number	Percent	Number	Percent
To continue existing job	9	69.2	2	66.7	11	68.8
Mismatch the skills with job market	3	23.1	1	33.3	4	25.0
Lack of job opportunity in the market	5	38.5	1	33.3	6	37.5
Undervalue of certificate	1	7.7	0	0.0	1	6.3
Others	6	46.2	0	0.0	6	37.5
Multiple response						

5.6.5. Employment status of new-entrant SEIP graduates: Among new-entrant SEIP graduates (71 out of 300) under EDC considered respondents in the second tracer study, 77.46 percent were currently employed, with 63.38 percent wage-employed and 14.08 percent self-employed. Among 63.38 percent wage-employed, 68.9 percent of graduates were male and 31.1 percent female. Among 14.08 percent self-employed, 70 percent of graduates were males and 30 percent were females. On the other hand, 22.53 percent of graduates were found unemployed, including 37.5 percent male and 62.5 percent female. Considering the gender-wise distribution, 62 percent of graduates were identified as male, including 70.45 percent wage-employed, 15.91 percent self-employed and 13.64 percent unemployed. Twenty-seven percent of graduates were identified as female, including 51.85 percent wage-employed, 11.11 percent self-employed and 37.04 percent unemployed. (Table 5.34)

Table 5.34: Distribution of new-entrant graduates under EDC-University by employment status

Gender	New-entrant graduates under EDC-University							
	Wage-employed [N=45]		Self-employed [N=10]		Unemployed [N=16]		Total [N=71]	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	31	68.9	7	70.0	6	37.5	44	62.0
Female	14	31.1	3	30.0	10	62.5	27	38.0
Total	**45**	**100.0**	**10**	**100.0**	**16**	**100.0**	**71**	**100.0**

5.7. WAGE-EMPLOYMENT OF NEW ENTRANT GRADUATES

5.7.1. Current wage-employment status:

Among wage-employed new-entrant SEIP graduates (45 out of 300) under EDC in the second tracer study, 53.3 percent mentioned that the time required to find the current job after SEIP

graduation was 1-6 months, and 46.7 percent got jobs after six months of the SEIP graduation (Table 5.35).

Among the wage-employed new entrant graduates, 88.9 percent were employed in private organizations and 11.1 percent in public/government organizations. Regarding the work location of the wage-employed new entrant graduates under EDC, 68.9 percent were working in their hometown/district, and 15.6 percent migrated to another place to do the job (Table-5.35). Regarding the nature of the contract agreement between EDC new entrant graduate and employer, about 86.7 percent mentioned permanent and 13.3 percent for temporary.

According to the study findings and Industry Policy 2016, 44.4 percent of wage-employed new-entrant SEIP graduates were working in large industries, followed by 31 percent of graduates working in small industries, about 18 percent of graduates in micro-industries and only about 7 percent of graduates in medium-sized industries. The number of working employees designates the size of any industry.

Table-5.35. Distribution of wage employed new entrant SEIP graduates under EDC-University by their current job status

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=45]	
		Number	Percent
(a)	**Time to find the current job**?		
	1-6 months	24	53.3
	More than 6 months	21	46.7
	Total	**45**	**100.0**
(b)	**Type of employer's organization where SEIP graduate works**		
	Private organization	40	88.9
	Public/Government	5	11.1
	NGO	0	0.0
	Total	45	100.0
(c)	**No. of employees (approx.) working in the employer's organization***		
	15 or <15 employees (micro)	8	17.8
	16-50 employees (small)	14	31.1
	51-120 employees (medium)	3	6.7
	>120 employees (large)	20	44.4
	Total	45	100.0
(d)	**Location of the workplaces**		
	Home town/ district	31	68.9
	Migrated to another place	7	15.6
	Others	7	15.6
	Total	45	100.0
(e)	**Type of contract agreement between SEIP graduates and employers**		
	Permanent	39	86.7
	Temporary	6	13.3
	Total	45	100.0

* *According to Industry Policy 2016, the number of employees working designates the size of any industry. An industry with up to 15 employees is designated as a micro-industry, whereas an industry with 16 to 50 employees is a small industry, 51 to 120 employees is a medium industry, and more than 120 employees are a large industry.*

5.7.2. Current job sector and position hold of new entrant wage-employed graduates: The wage-employed new entrant SEIP graduates under EDC were working in various job sectors as presented in Table 5.36. There were five job sectors identified, of which 48.5 percent were employed in the service sector, followed by 26.5 percent in RMG and Textile Sector, 10.3 percent in leather and footwear, 8.1 percent in sales and marketing, 2.2 percent in light

engineering and rest 4.4 percent working in other sectors. Other job sectors were Food and Beverage (1.9 percent), Light Engineering (1.3 percent), Transport (1.3 percent), Leather and Footwear (1.0 percent), Tourism and Hospitality (1.0 percent) and only a negligible proportion (0.3 percent) in the shipbuilding sector. In addition, a large proportion (31.5 percent) of SEIP graduates interviewed in the second tracer study mentioned that they were salary employed in other job sectors but could not specify the job sectors.

The wage-employed new entrant SEIP graduates under EDC were working in various job sectors holding different posts/designations as presented in Table 5.36. There were 10 job posts/designations identified. 26.7 percent were in business development, and sales and marketing while 17.8 percent were account and audit officers, 13.3 percent were production managers, 8.9 percent were merchandisers, 6.7 percent were procurement officers, and 2.2 percent were supply chain management officers. Besides, 8.9 percent were in human resources, admin and compliance, and 2.2 percent in separately three sectors --industrial engineering and planning, supply chain management office and research and development.

Table-5.36. Distribution of wage-employed new entrant SEIP graduates under EDC-University by their current job sector and position hold in the job

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=45]	
		Number	Percent
(a)	**Current job sector of the new-entrant graduates**		
	RMG and Textile	13	26.5
	Leather and Footwear	7	10.3
	Light Engineering	1	2.2
	Sales and Marketing	3	8.1
	Services	19	48.5
	Others	2	4.4
	Total	**45**	**100**
(b)	**Current position holds by the new-entrant graduates in the job**		
	Account and Audit	8	17.8
	Business Development, Sales and Marketing	12	26.7
	Human Resources, Admin and Compliance	4	8.9
	Industrial Engineering and Planning	1	2.2
	Production Manager	6	13.3
	Merchandiser	4	8.9
	Procurement Officer	3	6.7
	Research and Development	1	2.2
	Supply Chain Management Office	1	2.2
	Others	5	11.1
	Total	45	100.0

5.7.3. Reasons for choosing the current job: About the question of choosing the current job, about 48.9 percent of new entrant SEIP graduates under EDC mentioned that they choose their current job due to a reputed organization. 42.2 percent chose due to good working conditions while 40.0 percent for an interest of chosen field, 26.7 percent for handsome salary, 24.4 percent for a suitable job location, 22.2 percent for good position, 20.0 percent for the current job as influenced by the family. Besides, 2.2 percent reported choosing the present job due to having SEIP Certificate (Figure 5.4).

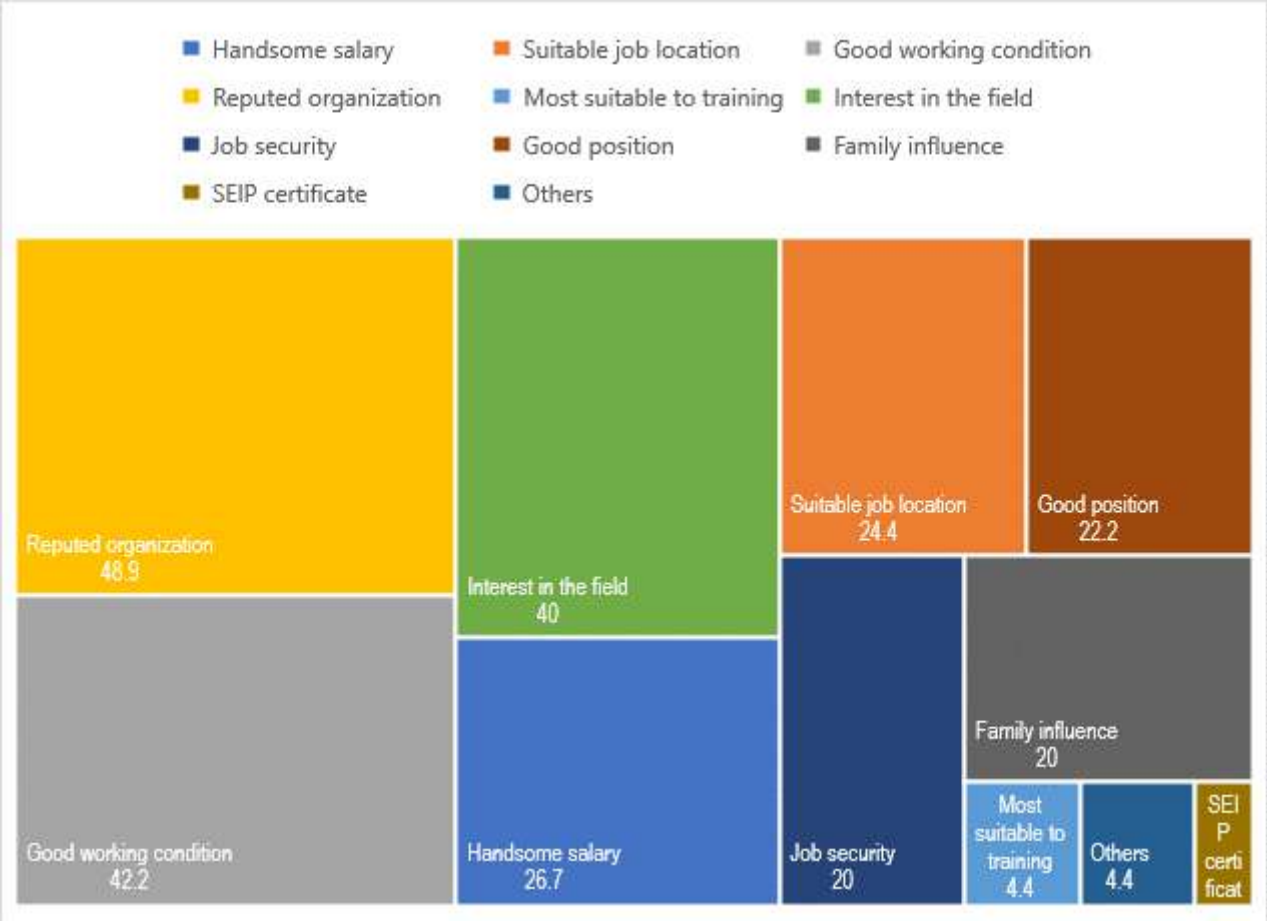

Figure 5.4: Distribution of wage-employed new entrant SEIP graduates by reasons for choosing the current job

5.7.4. Working hours and income from the job: To a question of whether the new entrant wage employed SEIP graduate under EDC was working more than 48 hours a week, 24.6 percent of respondents were working more than 48 hours a week, while 75.4 percent of graduates were not working more than 48 hours a week. To another question of whether they received any remuneration from employers for overtime, 100 percent of graduates mentioned that they received such remuneration. According to the 2006 Labor Act of Bangladesh, all employees are allowed to work for 8 hours in a single day. Thus, the average working hours for an adult worker in Bangladesh is 48 hours a week. Workers who work overtime on ordinary days should be paid 1.5 times the hourly pay for the first hour of overtime and two times the hourly pay for each additional hour worked. The tracer study revealed that the proportion of new entrant wage-employed SEIP graduates under EDC who were working more than 48 hours a week also got remuneration from their employers for overtime. That indicates that overtime activities of new entrant wage-employed SEIP graduates under EDC and overtime remuneration are aligned with the Labor Act. 2006 of Bangladesh.

Wages/salary: Data on monthly salary from current jobs were collected in the Tracer study and is given in Table 5.37. The average monthly wages/salary was Tk 39851 in the total sample.

Table-5.37. Distribution of wage-employed new-entrant SEIP graduates by working hours and income

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=45]	
		Number	Percent
(a)	**Whether working more than 48 hours a week?**		
	Yes	10	24.6
	No	35	75.4
	Total	45	100
(b)	**Whether receiving any remuneration for overtime**		
	Yes	10	100.0
	No	0	0.0
	Total	**10**	**100.0**
(c)	**Monthly wage/salary in the current job**		
-	Average monthly wage/salary (BDT)	39851	

5.7.5. Promotion of wage-employed new-entrant SEIP graduates:

Regarding whether the graduates got promotion in the job after SEIP graduation, 28.9 percent mentioned that they got promotion, while the rest 71.1 percent said they didn't get any promotion. The graduates who didn't get any promotion also mentioned their reasons for not getting one. About 40.0 percent of graduates mentioned that employers were not satisfied with the graduate performance, followed by 26.7 percent undervalue of the certificate, 17.8 percent mentioned qualifications didn't match with the job, 15.6 percent mentioned skills not up to the mark, while 8.9 percent mentioned that there was no opportunity of promotion (Table-5.38).

Table-5.38. Distribution of wage-employed new-entrant SEIP graduates by promotion in the job

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=45]	
		Number	Percent
(a)	Whether got any promotion after SEIP graduation?		
	Yes	13	28.9
	No	32	71.1
	Total	**45**	**100.0**
(b)	Whether necessitated to show the SEIP certificate for getting promotion?		
	Yes	13	28.9
	No	32	71.1
	Total	**45**	**100.0**
(c)	Reasons for not getting promotion [N=32]		
	No opportunity	4	8.9
	Employers not satisfied	18	40.0
	Qualification didn't match with the job	8	17.8
	Undervalue of certificate	12	26.7
	Skills not up to the mark	7	15.6
	Others	3	6.7
	Multiple response		

5.7.6. Job history: A total of 45 new entrant SEIP graduates (15.0 percent) under EDC of Tranche-2 out of 300 were traced as wage-employed. Among the wage-employed new entrant graduates, about 53.3 percent reported that they switched/changed the job since their first job after SEIP graduation, while the remaining 46.7 percent didn't change, e.g., they were continuing their first job, which was found after the completion of SEIP training. The average frequency of changing the job was 1.67 times, ranging from 1 to 3 times. The graduates who

switched/changed their first job also mentioned the reasons for the change. The frequently mentioned reasons for changing/switching the job were: too low salary, as reported by 66.7 percent of graduates, while 25.0 percent mentioned aiming to get a better job, followed by no work, no pay (25.0 percent). Other reasons were the Covid-19 pandemic (16.7 percent), irregular payment (8.3 percent), no job security (4.2 percent), and health problem (4.2 percent) (Table-5.39).

Regarding whether the new entrant EDC graduates intended to continue their current job, about 57.8 percent of wage-employed new entrant EDC graduates under Tranche-2 mentioned that they intended to continue the current job, while the remaining 42.8 percent of graduates were not interested in continuing (Table-5.39).

Table-5.39. Distribution of wage-employed new-entrant SEIP graduates by switching/ changing the job

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=45]	
		Number	Percent
(a)	**Whether changed/switched the first job after SEIP graduation?**		
	Yes	24	53.3
	No	21	46.7
	Total	**45**	**100.0**
(b)	**Frequency of switch/change the job [N=24]**		
	1 time	12	50.0
	2 times	8	33.3
	3 times	4	16.7
	Total	**24**	**100.0**
(c)	**Reasons for switching/changing the job [N=24]**		
	Salary too low	16	66.7
	Irregular payment	2	8.3
	Looking for better job	6	25.0
	No work no pay	6	25.0
	No job security	1	4.2
	Covid 19 pandemic	4	16.7
	Health condition	1	4.2
	Others	11	45.8
	Multiple response		
(d)	**Intention to continue the current job?**		
	Yes	26	57.8
	No	19	42.2
	Total	45	100.0

5.7.7. Skill matching with job: About 82.2 percent of wage-employed new entrant EDC graduates mentioned that knowledge and skills acquired from SEIP training were relevant to the current job. The frequently mentioned the name of skills required were: IT skills, as reported by 51.4 percent of graduates, followed by hands-on-skills (40.5 percent), communication skills (37.8 percent), critical thinking (29.7 percent), entrepreneurship skills (29.7 percent), analytical skills (27.0 percent), independent thinking (13.5 percent), leadership skills (13.5 percent), subject matter skills (13.5 percent) and problem-solving skills (10.8 percent) (Table-5.40).

Regarding the present job prospects, about 44.4 percent mentioned good, while 22.2 percent were very good and 33.3 percent mentioned fairly good (Table-5.40).

Table-5.40. Distribution of wage-employed new-entrant SEIP graduates by skill matching with the job

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=45]	
		Number	Percent
(a)	**Whether the knowledge and skills acquired from SEIP training relevant with the current job?**		
	Yes	37	82.2
	No	8	17.8
	Total	**45**	**100.0**
(b)	**Types of skills needed [N=37]**		
	Hands-on-skills	15	40.5
	IT Skills	19	51.4
	Communication skills	14	37.8
	Problem solving skills	4	10.8
	Interpersonal skills	1	2.7
	Independent thinking	5	13.5
	Leadership skills	5	13.5
	Critical thinking	11	29.7
	Analytical skills	10	27.0
	Entrepreneurship skills	11	29.7
	Subject Matter Skills	5	13.5
	Others	4	10.8
	Multiple response		
(c)	**Prospects of present job [N=45]**		
	Very good	10	22.2
	Good	20	44.4
	Fair	15	33.3
	Total	**45**	**100.0**

5.8. SELF-EMPLOYMENT OF NEW-ENTRANT GRADUATES

5.8.1. Self-employment status: Of 71 new entrant EDC graduates under Tranche-2, 14.08 percent (10) were found in self-employment. They were involved in various types of self-employment activities. Frequently mentioned sectors were garments (70.00 percent), shoe manufacturing (20 percent), and others (10 percent).

Those who were self-employed mentioned six main reasons for selecting self-employment-related activities. These reasons are Self-interest (70.0 percent), independent business (80.0 percent), opportunity to earn more income (10 percent), motivation from job placement office (10.0 percent), not getting any job related to training (10.0 percent) and family business (10.0 percent), etc. (Table-5.41).

Table-5.41. Distribution of new-entrant SEIP graduates under EDC-University by self-employment status

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
(a)	**Types of self-employments**		
	Shoe manufacturing	2	20.0
	Garments	7	70.0
	Others	1	10.0
	Total	**10**	100.0
(b)	**Reasons for selecting self-employment related activities**		
	Self interest	7	70.0
	Opportunity to earn more	1	10.0

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
	income		
	Independent business	8	80.0
	Motivation from Job Placement office	1	10.0
	Family business	1	10.0
	Not get any job related to training	1	10.0
	Others	2	20.0
	Multiple response		

Regarding the work location of the self-employment activities, 50.0 percent of graduates worked in their hometown/district, and 50.0 percent migrated to another place to do the self-employment activities (Table-5.42).

Regarding the time required to start self-employment activities after SEIP graduation, 80.0 percent of graduates mentioned continuing their previous self-employment activities, while 10.0 percent of graduates required 1-6 months and 10.0 percent required more than six months after SEIP graduation (Table-5.42).

Table-5.42. Distribution of self-employed new-entrant SEIP graduates by workplaces and self-employment experience

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
(a)	**Location of self-employment activity**		
	Home town/district	5	50.0
	Other places rather than home town/district	5	50.0
	Total	**10**	**100.0**
(b)	**Duration of starting self-employment after SEIP graduation**		
	Less than 6 months	1	10.0
	6 months to 1 year	1	10.0
	Continue the previous job	8	80.0
	Total	10	100.0
(c)	**Experience of self-employment activity**		
	1-2 years	2	20.0
	3-5 years	5	50.0
	5+ years	3	30.0
	Total	**10**	**100.0**

5.8.2. Support from SEIP to start self-employment: About the question of getting any support from SEIP, about 90 percent of self-employed graduates reported not getting any support from SEIP to start their self-employment-related activities, while about 10 percent got some support from SEIP.

Table-5.43. Distribution of self-employed new-entrant SEIP graduates by getting support from SEIP to start self-employment related activities

Types of response	Self-employed new-entrant SEIP graduates [N=10]	
	Number	Percent
Yes	1	10.0
No	9	90.0
Total	**10**	**100.0**

5.8.3. Legal issues of self-employment activity: Regarding having a trade license in favor of Self-employment activity, about 70 percent of new entrant self-employed EDC graduates under Tranche-2 said they had the trade license. Simultaneously, all of them reported that they had bank accounts and TIN certificates in favor of their self-employment-related activities or business (Table-5.44).

Table-5.44. Distribution of self-employed new-entrant SEIP graduates by legal issues in favor of self-employment activity

Sl. No.	Options & opinions	New-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
(a)	**Whether having trade license?**		
	Yes	7	70.0
	No	3	30.0
	Total	**10**	**100.0**
(b)	**Whether having bank account?**		
	Yes	7	70.0
	No	3	30.0
	Total	10	100.0
(c)	**Whether having TIN certificate?**		
	Yes	7	70.0
	No	3	30.0
	Total	**10**	**100.0**

5.8.4. Relevancy of SEIP training with self-employment: Regarding the relevancy of SEIP-supported training with self-employment, about 70 percent of EDC graduates under Tranche-2 answered that the current self-employment activity was relevant to the SEIP-supported training course they learned. Regarding the extent of usefulness of SEIP training, all (100 percent) of them reported that SEIP training was useful for operating self-employment activity in different degrees, with 28.6 percent very much useful, 14.3 percent useful and 57.1 percent somewhat useful (Table-5.45).

The proportion (30 percent) of graduates who mentioned their self-employment activity was not relevant to the SEIP training. They also mentioned the reasons for starting irrelevant self-employment activities. The frequently mentioned reasons were: Independent business (33.3 percent), opportunities to earn more income (33.3 percent), and motivated by job placement office (66.7 percent) (Table-3.38).

Table-5.45. Distribution of self-employed new-entrant SEIP graduates by relevancy of self-employment with SEIP supported training

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
(a)	**Whether the self-employment activity relevant with SEIP training course?**		
	Yes	7	70.0
	No	3	30.0
	Total	**10**	**100.0**
(b)	**Extent of SEIP training useful for currently operating self-employment [N=7]**		
	Very much useful	2	28.6
	Useful	1	14.3
	Somewhat useful	4	57.1
	Total	**7**	**100.0**
(c)	**If not relevant, reasons for starting irrelevant business? [N=3]**		
	Opportunity to earn more income	1	33.3
	Independent business	1	33.3

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
	Motivation from job placement	2	66.7
	Multiple response		

5.8.5. Working hours and income from self-employment

(a) Working hours: The self-employed new-entrant EDC-University graduates under Tranche-2 are found to be working, on average, 60 hours a week.

(b) Income earned from self-employment: It was revealed from the second tracer study with the participation of wage-employed new-entrant ECD-University graduates under Tranche-2 that the average monthly wage/salary in the current job during the study period was 66500 BDT (Table-5.46).

Table-5.46. Distribution of self-employed new-entrant SEIP graduates under Tranche-2 by working hours and income from self-employment

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]
(a)	**Duration of weekly working hours spent in self-business**	
-	Average working duration (hours)	60.00
(b)	**Gross monthly income from self- employment**	
-	Average monthly income (BDT)	66500.00
(c)	**Gross monthly turnover from self-employment**	
-	Average monthly turnover (BDT)	1184200.00

5.8.6. Satisfaction on self-employment: Regarding the extent of satisfaction with the current self-employment activities, about 90 percent of self-employed new entrant graduates under EDC were satisfied with the current self-employment activities in different degrees, with 40 percent mentioned highly satisfied, 40 percent satisfied and 10 percent moderately satisfied. Conversely, 10 percent of graduates were not satisfied. Regarding whether the self-employed graduates intended to continue their current self-employment activities, about 90 percent of self-employed graduates mentioned that they intended to continue their current self-employment, while the remaining 10 percent were not interested in continuing their current self-employment activities (Table-5.47).

Table-5.47. Distribution of self-employed new-entrant SEIP graduates by satisfaction on currently operated self-employment

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
(a)	**Extent of satisfaction on current self-employment activity**		
	Highly satisfied	4	40.0
	Satisfied	4	40.0
	Neutral	1	10.0
	Dissatisfied	1	10.0
	Total	**10**	**100.0**
(b)	**Problem faced to operate the current self-employment activity [N=10]**		
	Electricity interruption	5	50.0
	Shortage of finance	4	40.0
	Lack of legal documents	3	30.0
	Extortion	3	30.0
	Competition with others	2	20.0
	Multiple response		
(c)	**Intention to continue self-employment activities**		

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
	Yes	9	90.0
	No	1	10.0
	Total	10	100.0

5.8.7. Employment generation and capacity building: The self-employed new entrant EDC graduates under Tranche-2 mentioned the number of active workers engaged in their self-business, including paid workers and family members. The findings are presented in Figure 5.5. To the question of 'how many paid workers' engaged in self-employment activity, out of 10, about 50 percent of graduates reported that they had 1-5 workers, and the remaining 50 percent of graduates informed that there were 15-25 paid workers in the self-business.

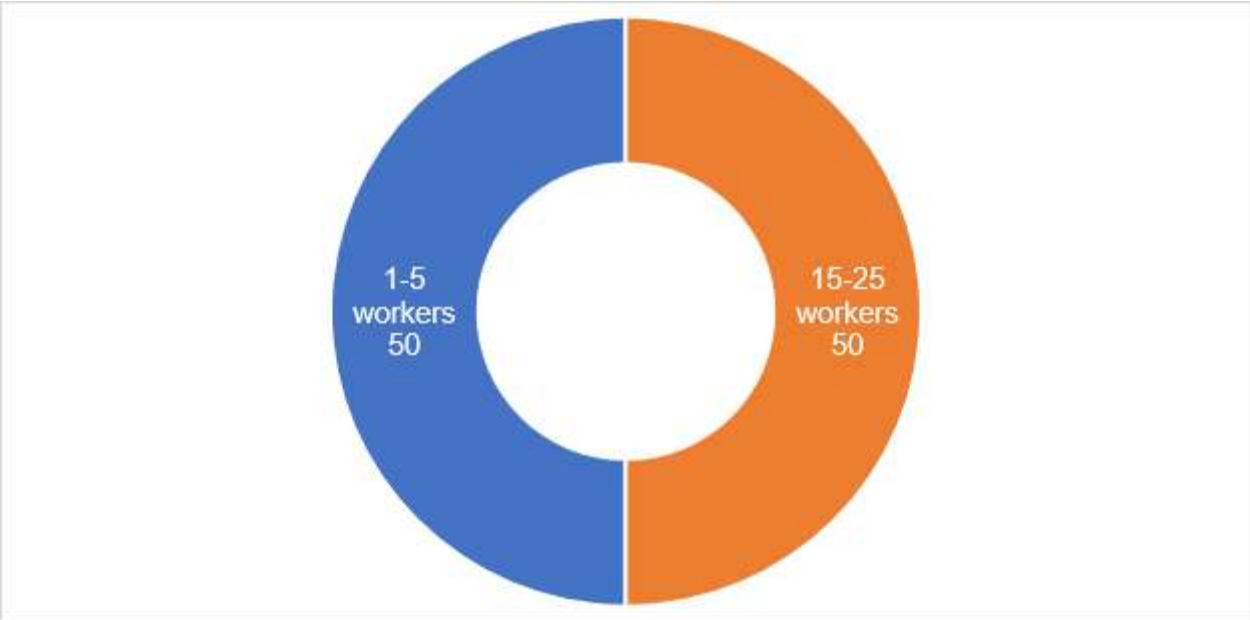

Figure 5.5. Distribution of self-employed new-entrant SEIP graduates by employment generation and capacity building of self-business

To the question of 'whether they required more skills training, out of 10, all new entrant self-employed EDC graduates desired more skills training to operate the self-business more effectively. Frequently mentioned types of desired skills training were: Up-skilling training as mentioned by 70.0 percent of graduates, followed by product sales and marketing (60 percent), entrepreneurship training (50 percent), and Business plan/proposal (40.0 percent) (Table-5.48).

Table-5.48. Distribution of self-employed new-entrant SEIP graduates by required more skills training to run the self-business effectively

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
(a)	**Whether requiring more skills training to run the self-business effectively**		
	Yes	10	100.0
	No	0	0.0
	Total	10	100.0
(b)	**Type of skills training desired**		
	Entrepreneurship training	5	50.0
	Business plan /proposal	4	40.0
	Product sales & Marketing	6	60.0
	Up-skilling training	7	70.0
	Multiple response		

5.8.7. Formally employed before self-employment: Regarding the question of 'whether the new entrant self-employed EDC graduates were formally employed (wage/salary) before current self-employment, out of 10, about 70 percent of graduates reported that they were formally wage/salary employed. They also mentioned the reasons for leaving the formal job. Frequently cited reasons were: the job was not relevant with training (100 percent), while 85.7 percent of graduates mentioned unsuitable location, followed by earning more money (71.4 percent), becoming an employer (57.1 percent), family objection (57.1 percent), termination (57.1 percent) and working environment was not good (14.3 percent) (Table-5.49).

Table-5.49. Distribution of self-employed new-entrant SEIP graduates by formally employed (wage/salary) before self-employment

Sl. No.	Options & opinions	Self-employed new-entrant SEIP graduates under EDC-University [N=10]	
		Number	Percent
(a)	**Whether formally employed before current self- employment?**		
	Yes	7	70.0
	No	3	30.0
	Total	**10**	**100.0**
(b)	**Reasons for leaving the formal job [N=7]**		
	Earning more money	5	71.4
	Becoming an employer	4	57.1
	Unsuitable location	6	85.7
	Job was not relevant with training	7	100.0
	Working environment was not good	1	14.3
	Family objection	4	57.1
	Termination	4	57.1
	Multiple response		

5.9. UNEMPLOYMENT OF NEW-ENTRANT GRADUATES

Among 71 new entrants, EDC graduates under Tranche-2 interviewed through the second tracer study, 22.5 percent (16) were unemployed. They were asked about different aspects: duration of unemployment, reasons for unemployment, formal job offer, reasons for not involving in self-employment and plan. The findings in these regards are presented below:

5.9.1. Duration of unemployment: About 37.5 percent of new entrant unemployed EDC graduates under Tranche-2 mentioned that they were unemployed for one year or below while about 25 percent for 1-2 years and 37.5 percent of graduates were unemployed for 3-6 years (Table-5.50).

Table-5.50. Distribution of unemployed new-entrant SEIP graduates by duration of unemployment

Types of response	Self-employed new-entrant SEIP graduates [N=16]	
	Number	Percent
Less than one year	6	37.5
1- 2 years	4	25
3-6 years	6	37.5
Total	**16**	**100.0**

5.9.2 Reasons for unemployment: To the question of 'what were the reasons for unemployment', as their answers, out of 16, about 63 percent of unemployed new entrant EDC graduates mentioned they didn't get their desired job, while about 19 percent were voluntary unemployment followed by didn't get any job offer (12.5 percent). Other reasons were unsuitable

location (6 percent), Covid-19 Pandemic (6 percent) and termination from the job (6.3 percent) (Figure 5.6).

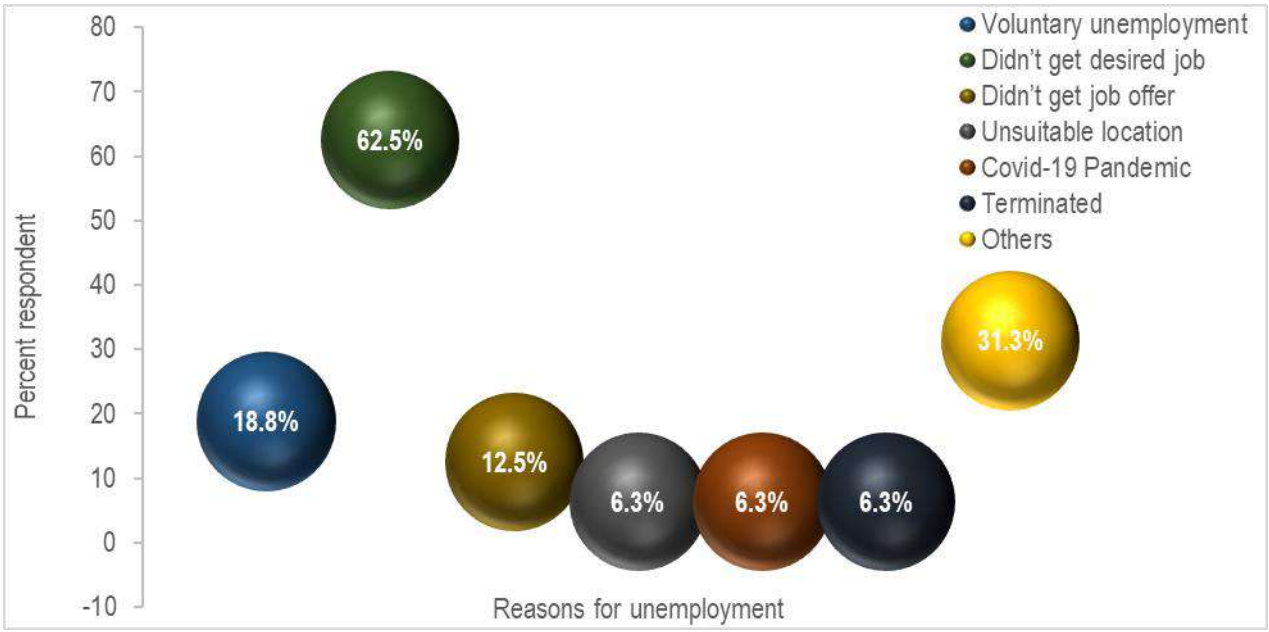

Figure-5.6. Distribution of unemployed new-entrant EDC-University graduates under Tranche-2 by reasons for unemployment

5.9.3. Received formal job offer and reasons for not accepting the offer: Regarding the question of 'whether they got formal job offer after SEIP graduation, 25.0 percent of new entrant unemployed SEIP graduates under EDC mentioned they got formal (wage/salary) offer after SEIP graduation. Conversely, about 75 percent of unemployed new-entrant SEIP graduates under EDC said that they didn't get any formal job offer after SEIP graduation. Graduates who got formal job offers also explained their reasons for not accepting such offers. Frequently mentioned reasons were: low salary (50 percent), pursuing higher education (50 percent), unsuitable location (25 percent), and skill mismatch (25 percent) (Table-5.51).

Table-5.51: Distribution of unemployed new-entrant EDC-University graduates under Tranche-2 by getting formal job offer before self-employment

Sl. No.	Options & opinions	Unemployed new-entrant SEIP graduates under EDC-University [N=16]	
		Number	Percent
(a)	**Whether getting any formal job (wage/salary) offer before starting self-employment?**		
	Yes	4	25.0
	No	12	75.0
	Total	16	100.0
(b)	**Reasons for not accepting formal job offer [N=4]**		
	Low salary	2	50.0
	Unsuitable location	1	25.0
	Skill mismatch	1	25.0
	Pursuing higher education	2	50.0
	Multiple response		

5.9.4. Reasons for not starting self-employment: The unemployed new entrant SEIP graduates under EDC were asked the reasons for not starting self-employment. They mentioned various reasons: Lack of finance to start the self-business (100 percent), lack of idea (66.7 percent) and skill mismatch (25 percent) (Table-5.52).

Table 5.52: Distribution of unemployed new-entrant EDC-University graduates under Tranche-2 by reasons for not starting self-employment

Sl. No.	Options & opinions	Unemployed new-entrant SEIP graduates under EDC-University [N=16]	
		Number	Percent
(a)	**Whether tried to start self-employment?**		
	Yes	3	18.8
	No	13	81.3
	Total	16	100.0
(b)	**If yes, reasons for not starting self-employment activity** [N=3]		
	Lack of finance	3	100.0
	Lack of idea	2	66.7
	Skill mismatch	1	25.0
	Multiple response		

5.9.5. Future plan of the unemployed graduate: The unemployed new entrant SEIP graduates under EDC were also asked about their future plans. They answered many future plans. Frequently mentioned future plans were: Looking for expected job (62.5 percent), planning to start a business (31.3 percent), and having no idea about the future plan (6.3 percent) (Table 5.53).

Table 5.53: Distribution of unemployed new-entrant EDC-University graduates under Tranche-2 by future plan

Future plans	Unemployed new-entrant SEIP graduates [N=16]	
	Number	Percent
Looking for expected job	10	62.5
Would like to start a business	5	31.3
Had no idea about future plan	1	6.3
Total	**16**	**100.0**

5.10. WAGE-EMPLOYMENT OF UP-SKILLING GRADUATES

5.10.1. Current wage-employment status: Among 231 wage-employed up-skilling SEIP graduates under EDC, 10.8 percent reported that their current job was their first. The proportion of female wage-employed graduates was slightly higher than that of males (Table 5.54).

To another question of the nature of the contract agreement between graduate and employer, about 97.4 percent mentioned permanent, while only 2.6 percent mentioned part-time. Regarding the work location of the wage-employed graduates, 19.9 percent worked in their hometown/district, and 17.7 percent migrated to another place to do the job (Table 5.54).

Table 5.54: Distribution of wage-employed up-skilling EDC-University graduates under Tranche-2 by current job status and gender

Sl. No.	Options & opinions	Wage-employed up-skilling SEIP graduates					
		Male [N=212]		Female [N=19]		Total [N=231]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether the current job was the first job after SEIP graduation?**						
	Yes	21	9.9	4	21.1	25	10.8
	No	191	90.1	15	78.9	206	89.2
	Total	212	100.0	19	100.0	231	100.0
(b)	**Location of workplaces of up-skilling SEIP graduates**						
	Home town/district	40	18.9	6	31.6	46	19.9
	Migrated to another places	38	17.9	3	15.8	41	17.7

	Others	134	63.2	10	52.6	144	62.3
	Total	212	100.0	19	100.0	231	100.0
(c)	**Nature of contract agreement between graduate and employers**						
	Permanent	207	97.6	18	94.7	225	97.4
	Part-time	**5**	2.3	1	5.3	**6**	2.6
	Total	212	100.0	19	100.0	231	100.0

5.10.2. Job sector of wage-employed graduates: The wage-employed up-skilled SEIP graduates under EDC worked in various job sectors, as presented in Table 5.55. There were five job sectors, of which 74.9 percent of graduates were employed in RMG and Textile Sector, 12.1 percent mentioned leather and footwear Sector, 7.4 percent mentioned service Sector, 1.3 percent in Sales and Marketing Sector, and 4.3 percent mentioned other sectors.

Table 5.55: Distribution of wage-employed up-skilling EDC-University graduates under Tranche-2 by their current job sector and gender

Sl. No.	Job sector	Wage-employed up-skilling SEIP graduates					
		Male [N=212]		Female [N=19]		Total [N=231]	
		Number	Percent	Number	Percent	Number	Percent
1	RMG and Textile	163	76.9	10	52.6	173	74.9
2	Leather and Footwear	24	11.3	4	21.1	28	12.1
3	Sales and Marketing	3	1.4	0	0.0	3	1.3
4	Services	15	7.1	2	10.5	17	7.4
5	Others	7	3.3	3	15.8	10	4.3
6	**Total**	**212**	**100.0**	**19**	**100.0**	**231**	**100.0**

5.10.3. Current Position in the Job: The wage-employed up-skilling SEIP graduates under EDC were working in various job sectors holding different posts/designations, as presented in Table 5.56. There were 13 job posts/designations. Of whom, 29.4 percent of graduates were merchandisers, 15.2 percent were industrial engineers, 12.6 percent were production managers and 8.2 percent were involved in business development, sales and marketing. They were also engaged in other job sectors, such as account and audit (6.5 percent), human resources, admin and compliance (6.5 percent), quality assurance officer (5.2 percent), production development and customer service officer (1.3 percent), supply chain management officer (0.9 percent), lab, technician (0.9 percent) and general banking (0.4 percent).

Table 5.56: Distribution of wage-employed up-skilling EDC-University graduates under Tranche-2 by their current position/ designation in the job by gender

Sl. No.	Job sector	Wage-employed up-skilling SEIP graduates					
		Male [N=212]		Female [N=19]		Total [N=231]	
		Number	Percent	Number	Percent	Number	Percent
1	Account and audit	15	7.1	0	0.0	15	6.5
2	Business Development, Sales and Marketing	18	8.5	1	5.3	19	8.2
3	General Banking	1	0.5	0	0.0	1	0.4
4	Human resources, admin and compliance	14	6.6	1	5.3	15	6.5
5	Industrial Engineering and Planning	33	15.6	2	10.5	35	15.2
6	Production Manager	27	12.7	2	10.5	29	12.6
7	Merchandiser	61	28.8	7	36.8	68	29.4
8	Procurement officer	1	0.5	1	5.3	2	0.9
9	Product Development and customer service officer	3	1.4	0	0.0	3	1.3
10	Quality Assurance Officer	12	5.7	0	0.0	12	5.2
11	Supply Chain Management Officer	1	0.5	1	5.3	2	0.9

12	Lab. Technician	2	0.9	0	0.0	2	0.9
13	Others	3	1.4	0	0.0	3	1.3
-	**Total**	**212**	**100.0**	**19**	**100.0**	**231**	**100.0**

5.10.4. Income of wage-employed up-skilled EDC-University graduates: It was revealed from the findings of the second tracer study-- with the participation of wage-employed up-skilled EDC-University graduates under Tranche-2-- that the average monthly wage/salary in the current job during the study period was 67941 BDT. It was about 27 percent higher (69174 BDT) for male than that of female (54315 BDT) wage-employed graduate. The average monthly wage/salary in the previous job before SEIP training was 50929 BDT, which was 40 percent higher (52179 BDT) for male than that of female wage-employed graduate ((37105 BDT)). These findings also revealed that about 33 percent of income/wage/salary in the EDC-University graduates' current job got increased compared to the previous job before SEIP training. Rate of growing salary/wage from previous job to current job was higher (46.4 percent) for female graduates than that of male (33 percent) (Table-5.57). .

Table-5.57: Income of wage-employed EDC-University graduates under Tranche-2 by salary/income from current after SEIP graduation and from previous job before SEIP training

Sl. No.	Reasons	Wage-employed SEIP graduates		
		Male [N=212]	Female [N=19]	Total [N=231]
(a)	**Monthly wage/salary in current job after SEIP graduation**			
-	Average income (BDT)	69174	54315	67941
(b)	**Monthly salary/wage received from previous job before SEIP training**			
-	Average income (BDT)	52179	37105	50929
(c)	**Change of income in current job after SEIP graduation as compared with previous job before SEIP training**			
-	Increased (%) over previous job	32.6	46.4	33.4

5.10.5. Promotion of wage-employed up-skilled graduates: Regarding whether the graduates got promotion in the job after SEIP graduation, 16.0 percent answered that they got promotion, whereas 84.0 percent of graduates didn't. Another question was asked the graduates, who gained promotion, whether they were required to show the SEIP Certificate to get the promotion. All of them mentioned that they had to need to show the SEIP Certificate. To the graduates who didn't get promotion, another question was asked about the reasons for not getting promotion even after SEIP graduation. They mentioned the following reasons. About 46 percent of up-skilled graduates under EDC-University said there was no promotion opportunity in the job, followed by time for promotion was not due (35 percent), employers were not satisfied and qualifications didn't match with the job as mentioned (3 and 05 percent, respectively). On the other hand, 15 percent of graduates stated other reasons but didn't specify (Table-5.58).

Table-5.58: Distribution of wage-employed up-skilled SEIP graduates by promotion in the job

Sl. No.	Promotion related issues & opinions	EDC-University graduates					
		Male		Female		Total	
		No.	%	No.	%	No.	%
(a)	**Whether got promotion after SEIP graduation?**						
	Yes	35	16.5	2	10.5	37	16.0
	No	177	83.5	17	89.5	194	84.0
	Total	212	100.0	19	100.0	231	100.0
(b)	**Whether graduates required to show SEIP certificate to get the promotion**						
	Yes	35	100.0	2	100.0	37	100.0
	No	0	0.0	0	0.0	0	0.0
	Total	35	100.0	2	100.0	37	100.0
(c)	**Reasons for not getting a promotion**						

	[N=177 for male, N=17 for female & N=194 for total]						
	No promotion opportunity	83	46.9	7	41.2	90	46.4
	Time for promotion was not due	63	35.6	5	29.4	68	35.1
	Employer was not satisfied	6	3.4	0	0.0	6	3.1
	Qualification did not match with job	1	0.6	0	0.0	1	0.5
	Others	24	13.6	5	29.4	29	14.9
	Total (N)	177	100.0	17	100.0	194	100.0

5.10.6. Skill matching with the job

Regarding the relevancy of acquired knowledge and skills with the current job, about 92 percent of wage-employed up-skilled EDC-University graduates reported that the knowledge and skills acquired from SEIP-supported training were relevant to their current job. Conversely, 8 percent of graduates mentioned that knowledge and skills were irrelevant. The proportion of male respondents was higher (93 percent) than that of female (84 percent) graduates (Table-5.59).

Table-5.59: Distribution of wage-employed up-skilled EDC-University graduates under Tranche 2 by relevancy of knowledge and skills with the current job

Relevancy	**EDC-University graduates under Tranche-2**					
	Male [N=212]		Female [N=19]		Total [N=231]	
	Number	Percent	Number	Percent	Number	Percent
Yes	197	92.9	16	84.2	213	92.2
No	15	7.1	3	15.8	18	7.8
Total	212	100.0	19	100.0	231	100.0

5.10.7. Role of SEIP supported skills training on job performance

(a) Effectiveness of training in enhancing job performance: To a question on the level of effectiveness of training in improving job performance, about 98 percent of wage-employed up-skilled EDC-University graduates reported that the training was effective in enhancing job performance in different degrees, with 53 percent effectively, 23 percent somewhat effective and 22 percent very much effective. Conversely, only two percent of graduates mentioned the training was not effective (Table-5.60).

(b) Increased self-confidence in the job after SEIP training: Regarding increased self-confidence in the job after SEIP graduation, about 98 percent of wage-employed up-skilled EDC-University graduates mentioned their self-confidence increased in the job after SEIP graduation. Conversely, only two percent graduates noted that their self-confidence had not increased (Table-5.60).

(c) Role of acquired skills in reducing the dependency on overseas mid-level manager in industrial sector: Regarding the role of acquired skills SEIP training in reducing dependence on overseas mid-level manager in the industrial sector, about 97 percent of wage-employed up-skilled EDC-University graduates mentioned that skills acquired from SEIP-supported training would play role in reducing the dependency. Conversely, only 2 percent of graduates mentioned that it would not play any role in reducing dependence on foreign mid-level manager in the industrial sector (Table-5.60).

(d) Differences between SEIP and non-SEIP graduates regarding work efficiency in the job: Regarding whether there is any difference between SEIP and non-SEIP graduates regarding their efficiency in the job, about 93 percent of wage-employed up-skilled EDC-University graduates mentioned that there was a difference observed in work efficiency in the job between SEIP and non-SEIP graduates, whereas 7 percent of graduates mentioned no difference (Table-5.60).

Table-5.60: Distribution of wage-employed up-skilled EDC-University graduates under Tranche 2 by skills performance

Sl. No.	Issues & opinions	EDC-University graduates under Tranche-2					
		Male [N=212]		Female [N=19]		Total [N=231]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Effectiveness of training in enhancing job performance**						
	Very much effective	49	23.1	2	10.5	51	22.1
	Effective	111	52.4	12	63.2	123	53.2
	Somewhat effective	48	22.6	4	21.1	52	22.5
	Not effective	3	1.4	1	5.3	4	1.7
	Not effective at all	1	0.5	0	0.0	1	0.4
	Total	212	100.0	19	100.0	231	100.0
	USI	3.96		3.79		3.95	
(b)	**Increased self-confidence in the job after SEIP training**						
	Yes	207	97.6	19	100.0	226	97.8
	No	5	2.4	0	0.0	5	2.2
	Total	212	100.0	19	100.0	231	100.0
(c)	**Whether the skills acquired from SEIP supported raining would play role in reducing the dependency on overseas mid-level manager in industrial sector**						
	Yes	206	97.2	18	94.7	224	97.0
	No	6	2.8	1	5.3	7	3.0
	Total	212	100.0	19	100.0	231	100.0
(d)	**Difference between SEIP graduates and non-SEIP graduates regarding their efficiency in the job**						
	Yes	196	92.5	18	94.7	214	92.6
	No	16	7.5	1	5.3	17	7.4
	Total	212	100.0	19	100.0	231	100.0

5.10.9. Satisfaction on job performance

(a) Graduates' response on the employers' satisfaction with graduates' performance in the job: Regarding the satisfaction of employers with graduates' performance in the job, nearly 99 percent of wage-employed up-skilled EDC-University graduates reported that their employers were satisfied with their job performance at different levels, with 57 percent satisfied, 39 percent very much satisfied and three percent somewhat satisfied. Conversely, only one (1.0) percent of graduates mentioned that their employers were unsatisfied with their job performances (Table-5.61).

(b) Prospect of the current job: Regarding the prospect of the current job, 98 percent of wage-employed up-skilled EDC-University graduates mentioned that the prospect of their current job was good at different levels, including 30 percent very good, 56 percent good, and 12 percent fairly good. Conversely, only two percent mentioned that the prospect of the current job was poor (Table-5.61).

(c) Graduates' impression about the working conditions in the current job: About 99 percent of graduates mentioned that the working condition in their current job was good at different levels, with 31 percent saying very good, 60 percent saying good and eight percent saying fairly good. Conversely, only one percent mentioned that the working condition in the current job was poor (Table-5.61).

Table-5.61: Distribution of wage-employed up-skilled EDC-University graduates under Tranche 2 by satisfaction with the current job

Sl. No.	Issues & opinions	EDC-University graduates under Tranche-2					
		Male [N=212]		Female [N=19]		Total [N=231]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Graduates' response on satisfaction of employers on graduates' performance in the job**						
	Very much satisfied	86	40.6	4	21.1	90	39.0

	Satisfied	118	55.7	14	73.7	132	57.1
	Somehow satisfied	7	3.3	0	0.0	7	3.0
	Unsatisfied	1	0.5	1	5.3	2	0.9
	Very much unsatisfied	0	0.0	0	0.0	0	0.0
	Total	212	100.0	19	100.0	231	100.0
	USI	4.36	-	4.11	-	4.34	-
(b)	**Prospect of the current job**						
	Very good	63	29.7	7	36.8	70	30.3
	Good	120	56.6	9	47.4	129	55.8
	Fairly good	26	12.3	2	10.5	28	12.1
	Poor	3	1.4	1	5.3	4	1.7
	Very poor	0	0.0	0	0.0	0	0.0
	Total	**212**	**100.0**	**19**	**100.0**	**231**	**100.0**
(c)	**Graduates' impression about the working condition in the current job**						
	Very good	64	30.2	8	42.1	72	31.2
	Good	130	61.3	9	47.4	139	60.2
	Fairly good	17	8.0	1	5.3	18	7.8
	Poor	1	0.5	1	5.3	2	0.9
	Very poor	0	0.0	0	0.0	0	0.0
	Total	**212**	**100.0**	**19**	**100.0**	**231**	**100.0**

5.10.7. Job history of up-skilled EDC-University graduates

All 231 up-skilled EDC-University graduates under Tranche-2 231 were wage-employed. About 69 percent of graduates changed their jobs, while the remaining 31 percent didn't. They were continuing their first job. The graduates who changed jobs also mentioned their reasons for changing jobs. About 52 percent of graduates changed their job to get a better job, 26 percent said that the salary was too low in the previous job, 10 percent mentioned the working conditions in the last job were not suitable, 5 percent mentioned that the contract agreement was no work-no pay, 4 percent mentioned Covid-19 Pandemic, 3 percent mentioned no relevancy between training & skill with the job and 3 percent cited the irregular payment in the previous job (Table-5.62).

Regarding whether the new entrant EDC graduates intended to continue their current job, about 57.8 percent of wage-employed new entrant EDC graduates under Tranche-2 mentioned that they intended to continue the current job, while the remaining 42.8 percent of graduates were not interested in continuing (Table-5.62).

Table-5.62: Distribution of wage-employed up-skilled EDC-University graduates under Tranche 2 by changing job

Sl. No.	Options & opinions	EDC-University graduates under Tranche-2					
		Male [N=212]		Female [N=19]		Total [N=231]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether did change the job**						
	Yes	146	68.9	14	73.7	160	69.3
	No	66	31.1	5	26.3	71	30.7
	Total	212	100.0	19	100.0	231	100.0
(b)	**Reasons for changing the job**						
	Salary was too low in the previous	53	25.0	7	36.8	60	26.0
	No relevancy between training & skills	7	3.3	0	0.0	7	3.0
	Irregular payment in the previous job	7	3.3	0	0.0	7	3.0
	To get the better job	109	51.4	11	57.9	120	51.9
	No work-No pay	11	5.2	0	0.0	11	4.8
	No job security	0	0.0	1	5.3	1	0.4
	Covid-19 Pandemic	9	4.2	0	0.0	9	3.9
	Working environment not suitable	22	10.4	2	10.5	24	10.4

	Health problem	0	0.0	1	5.3	1	0.4
	Others	12	5.7	3	15.8	15	6.5
	Total N	**212**	**-**	**19**	**-**	**231**	**-**
	Multiple response						

5.11 Social Development and Women Empowerment

To the question of decision-making by the women graduates under EDC-Universities on various family issues at the household level, diversified responses were stated by the women graduates. The respective findings are given below:

5.11.1. Children's education: On children's education, only 87 percent of women graduates reported that either solely or jointly with their husband or male members took the decision on children's education, including 13 percent mentioned solely by women graduates, 50 percent jointly by male and female members of the household, and 24 percent jointly by women graduate and her husband. Conversely, 13 percent of women graduates stated that male members made decisions, including 6.5 percent mentioned solely by their husbands and 6.5 percent by male household members (Table 5.63).

5.11.2. Marriage of daughter/son: About 39 percent of women graduates reported that either they solely or jointly with their husband and/or male members of the household took the decision on the marriage of a daughter or son. Nearly 37 percent took decisions jointly by male and female members of their household and two percent by a woman graduate and her husband. On the other hand, male members solely made 26 percent of the decisions, and husbands solely made 35 percent (Table 5.63).

5.11.3. Purchase of assets and properties: On the purchase of assets and properties, approximately 83 percent of women graduates reported that they made the decision either solely or jointly with their husbands and/or male members of the household. 22 percent said they made the decision solely, 39 percent jointly with their husband, and 22 percent jointly with male and female members of the household. On the other hand, 6.5 percent took decisions solely by male members and 6.5 percent solely by husbands (Table 5.63).

5.11.4. Spending money earned by women graduate: On spending money that women graduates earned, approximately 96 percent of women graduates reported that they did so either solely or jointly with their husband and/or male members of the household. About 63 percent mentioned it solely, 20 percent jointly by the woman and her husband, and 13 percent jointly by male and female members of the household. Conversely, only 4% were solely influenced by their husbands (Table 5.63).

Table-5.63: Distribution of women graduates under BIGM by decision making at household levels on specific family issues

Sl. No.	Options and opinions	Women graduates [N=46]	
		No. of respondents	% response
(a)	**Who took decision on children's education**		
	Solely by women graduate	6	13.0
	Solely by male member	3	6.5
	Jointly by male and female members	23	50.0
	Solely by husband	3	6.5
	Jointly by graduate and her husband	11	23.9
	Total	**46**	**100.0**
(b)	**Who took decision on marriage of daughter/son**		
	Solely by male member	12	26.1
	Jointly by male and female members	17	37.0
	Solely by husband	16	34.8
	Jointly by graduate and her husband	1	2.2

	Total	**46**	**100.0**
(c)	**Who took decision on purchase of household assets and properties**		
	Solely by women graduate	10	21.7
	Solely by male member	3	6.5
	Jointly by male and female members	10	21.7
	Solely by husband	2	4.3
	Jointly by graduate and her husband	18	39.1
	Not applicable	3	6.5
	Total	**46**	**100.0**
(d)	**Who spent money that earned by women graduates**		
	Solely by women graduate	29	63.0
	Jointly by male and female members	6	13.0
	Solely by husband	2	4.3
	Jointly by graduate and her husband	9	19.6
	Total	**46**	**100.0**

5.11.5. Course selection process by women graduates: According to their responses to the question "how to choose the SEIIP-supported training course," approximately 85 percent mentioned their own choice, followed by 9 percent influenced by their husbands, 4 percent influenced by family members, and 2 percent influenced by their employers (Table 5.64).

5.11.6. Social status: In response to a question about whether the social status of women graduates has increased in society after getting SEIP-supported training, about 91 percent stated that their social status has increased. Conversely, 9 percent of women graduates mentioned that their social status had not increased (Table 5.59). When asked if they were members of any officers' associations, only a negligible proportion (2%) of female graduates said they were members of officers' associations, while 98 percent of female graduates said they were not (Table 5.59). Similarly, to a question about the involvement of women graduates in any trade body, none of the women graduates was a member of any trade body (Table 5.64).

Table-5.64: Course selection process done by women graduates and involvement in community-based organization

Sl. No.	Options and opinions	EDC-University graduates [N=46]	
		No. of respondents	% response
(a)	**Selection process of SEIP supported Course by women graduates**		
	By own (women graduate) choice	39	84.8
	Influenced by husband	4	8.7
	Influenced by family members	2	4.3
	Influenced by employer	1	2.2
	Total	**46**	**100.0**
(b)	**Social status increased after getting SEIP supported training**		
	Yes	42	91.3
	No	4	8.7
	Total	**46**	100.0
(c)	**Member of any officers' association**		
	Yes	1	2.2
	No	45	97.8
	Total	**46**	100.0
(d)	**Member of any trade body**		
	Yes	0	0.0
	No	46	100.0
	Total	**46**	100.0

5.11.7. Women's mobility

When asked if they were facing any difficulty going outside alone, approximately 93.5 percent of women graduates said they did not face it, while only 6.5 percent mentioned saying yes.

Conversely, when asked if they had difficulty going outside for a job or employment, approximately 74% of female graduates said they did not, while 24% had such difficulties. However, 2% of the women stated that this was not applicable to them because they were not involved in any type of job-related activity (Table 5.65).

Table-5.65: Women's mobility related information

Sl. No.	Options and opinions	EDC-University graduates [N=44]	
		No. of respondents	% response
(a)	**Facing any difficulty to go outside alone**		
	Yes	3	6.5
	No	43	93.5
	Total	**46**	**100.0**
(b)	**Facing any difficulty to go outside for job/employment**		
	Yes	11	23.9
	No	34	73.9
	Not applicable	1	2.2
	Total	**46**	100.0

5.11.8. Women's discrimination

Regarding the question of whether they received any formal appointment letter for the job from the employer, about 61 percent mentioned that they received such letters, while 28 percent mentioned they did not get one. On the other hand, about 11 percent mentioned that this issue was not applicable to them. Similarly, when asked if female graduates received the same salary as their male counterparts, approximately 65 percent stated that they did, while 24 percent stated that they did not. On the other hand, approximately 11% of female graduates stated that this issue was not applicable to them because they were not involved in any type of job-related activity (Table 5.66).

Table-5.66: Women's discrimination related information

Sl. No.	Options and opinions	EDC-University graduates [N=44]	
		No. of respondents	% response
(a)	**Received formal appointment letter from employer**		
	Yes	28	60.9
	No	13	28.3
	Not applicable	5	10.9
	Total	**46**	100.0
(b)	**Getting same salary as compared with male counterpart**		
	Yes	30	65.2
	No	11	23.9
	Not applicable	5	10.9
	Total	**46**	**100.0**

5.12. Impact of COVID-19 Pandemic

5.12.1. Impact of COVID-19 Pandemic on employment: In response to the question of whether the COVID-19 pandemic affected the graduates' jobs or employment, approximately 32% stated that the pandemic had an impact on their job or employment, while 58% stated that it had no impact. On the other hand, 11 percent of respondents said that this issue was not applicable to them. To a question of how the COVID-19 pandemic affected their job/employment, about 75 percent reported that the duty roster had been rescheduled, 62 percent mentioned reduced working hours, 61 percent mentioned stopping promotion, and 56 percent claimed a reduced wage or salary. While 46 percent claimed that the COVID-19 pandemic reduced other job benefits, 43 percent mentioned job termination or loss, 42 percent stated that the pandemic created a credit burden, 40 percent mentioned underemployment, 28 percent mentioned loan repayment difficulties, and the lowest 20 percent mentioned stopping pay increment at the job (Table 5.67).

Table 5.72: Impact of Covid-19 Pandemic in job/employment

Sl. No.	Options and opinions	BIGM graduates as respondents	
		No. of respondent	% response
(a)	**Whether the Convid-19 Pandemic affected the job/employment**		
	Yes	95	31.5
	No	174	57.6
	Not applicable	33	10.9
	Total	302	100.0
(b)	**Types of impact of Covid-19 Pandemic on job/employment [N=95]**		
	Reduced wage/salary	53	55.8
	Reduced other benefits from job	44	46.3
	Job loss/termination	41	43.2
	Stop promotion	58	61.1
	Laid off employees	29	30.5
	Reduced working hours	59	62.1
	Duty roster had to reschedule	71	74.7
	Created credit burden	40	42.1
	Created difficulties for loan repayment	27	28.4
	Underemployment	38	40.0
	Stop increment	19	20.0
	Multiple response		

5.12.2. Sufferings of family members from Covid-19 disease: To the question of whether any family member suffered from COVID-19 disease, as answers given by 302 EDC-University graduates under Tranche-2 participated as respondents in the tracer study, about 58 percent claimed that their family members suffered from COVID-19 disease, while 42 percent did not. The proportion of graduates who said Covid-19 affected their job/employment was similar for both men (58%) and women (59%). When asked how many household members were affected, they reported that on average 2.76 graduates per household were affected, ranging from 1 to 3 members per household. The proportion of graduates mentioning the number of household members suffering from Covid-19 disease, in males (2.26) was higher than that of females (1.97) (Table 5.68).

Table-5.68: Sufferings of family members from Covid-19 disease

Sl. No.	Option & opinion	EDC-University graduates as respondents					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether any of the family members suffered from Covid-19 disease**						
	Yes	41	57.7	17	58.6	58	58.0
	No	30	42.3	12	41.4	42	42.0
	Total	71	100.0	29	100.0	100	100.0
(b)	**Number of household members suffered from Covid-19 disease**						
	Minimum (no.)	1		1		1	
	Maximum (no.)	3		2		3	
	Average (no.)	2.26		1.97		2.76	
	Standard Deviation	1.897		1.678		2.075	

CHAPTER- VI

FINDINGS ON BIGM GRADUATE SURVEY

Summary of Findings

The tracer study of BIGM graduates who completed the SEIP-supported Policy Analysis Course was conducted using the electronic version of a pre-designed structured questionnaire. The respondents were selected through a phone call survey using the TMS database provided by SDCMU-SEIP. Total of 100 BIGM graduates was interviewed at their workplaces throughout the country. A group of well-trained enumerators collected the data from the graduates using the electronic version of the questionnaire uploaded to a tablet device through KoboToolBox software. The summary of findings is presented below:

- Among BIGM graduates who participated in the tracer study, 0 percent were male and 29.0 percent female. As reported, about 93 percent were post-graduate degree holders, while 6 percent completed PhD degrees, and only 1.0 percent completed bachelor degrees.
- During the survey, none of the graduates belongs to any ethnic group. One male graduate was discovered to be a physically challenged. He had to walk with a stick as he lost his one leg to polio. During his study, he was working as an assistant professor at Bangladesh University.
- Regarding the source of enrollment information, about 48 percent of BIGM graduates got it from SEIP-supported sources such as SEIP advertisements, instructors, notice boards, posters/festoons/banners/flyers and job fairs, while 19 percent got it from social media and 15 percent mentioned friends and colleagues.
- BIGM graduates completed the Executive Level Course, namely the "Policy Analysis Course." A total of 10 weeks was the duration for the ‘Policy Analysis Course" under BIGM, where 6 weeks were spent on coursework and 4 weeks were spent on policy paper preparation and evaluation.
- About 98 percent BIGM graduates thought that the training course was relevant in different degrees, including 44.0 percent mentioning it as relevant, 36 percent highly relevant and 18 percent moderately relevant.
- About 97 percent of BIGM graduates informed us that the quality of teaching and lecture delivery was very good to excellent, with 69 percent mentioning very good and 28 percent mentioning excellent.
- Regarding the adequacy of training materials and other resources as supplied during the training course, 99 percent of BIGM graduates thought that the training materials were adequate, with 76 percent mentioning "moderately adequate," 12 percent mentioning "highly adequate and 11 percent mentioning "slightly adequate."
- Approximately 100 percent of graduates thought the training environment was satisfactory, with 60 percent satisfied and 40 percent highly satisfied.
- Regarding the scope of practice during the demonstration of the job, about 78 percent of graduates stated that they were satisfied in different degrees, including 65 percent satisfied and 13 percent highly satisfied..
- On the trainer-trainee relationship during the training course, about 98 percent of BIGM graduates thought that the relationship was acceptable, with 37 percent mentioning it as perfectly acceptable, and 61 percent providing an acceptable attitude.
- Regarding the overall satisfaction with SEIP supported training courses, about 94 percent of BIGM graduates asserted that they were satisfied to different degrees, including 64 percent satisfied and 30 percent highly satisfied.
- Regarding the problems faced by the BIGM graduates during the training course, about 26 percent of graduates faced problems understanding the topics. 21 percent mentioned

that the topics were tough or complex, 17 percent said the instructors were not efficient enough in explaining the issues during lecture delivery, and 13 percent mentioned that their educational background did not match the topics of the course.

- Since the graduates were largely satisfied with training delivery and facilities under BIGM, about 94 percent of graduates were eager to participate in further training to build up a better career. About 76 percent said they needed training in leadership and social influence skills while 66 percent in creativity, originality, and initiative skills training; 55 percent in IT skills training, 42 percent in technology use, monitoring and control skills; 35 percent in analytical skills training, 26 percent in critical thinking and analysis skills, 25 percent in complex problem-solving skills, and 21 percent in communication skill. Other categories of training they were need of, persuasion and negotiation skills (9 percent), system analysis and evaluation skill (6.4 percent); reasoning, problem-solving and ideation skills (4 percent), and resilience, stress tolerance and flexibility skills (3.2 percent).
- Regarding strengths of the training course, about 78 percent mentioned increased knowledge on policy formulation and implementation in practical work, while the instructors' s skills were sufficient to interpret the issues during lecture delivery (77 percent), most perfect of the topic and course content (76 percent), increased critical thinking capacity (76 percent), and encouraged critical thinking and analysis (76 percent), increased self-confidence on acquired skill (73 percent). Besides, 67 percent mentioned leadership capacity developed, 53 percent mentioned hands-on-skill developed, 51 percent mentioned good classroom environment followed by enhanced systematic knowledge (45 percent), increased inter-personal communication skills (38 percent) and developed time management skill (38 percent).
- On the weakness of the training course, about 74 percent of graduates mentioned that the course duration was not sufficient. 72 percent opined that the duration of policy paper preparation was not enough, 47 percent for inadequate field visits and observation to achieve hands-on-skill, 44 percent for no scope of the residential facility and 37 percent stated that the course evaluation system was not up to the mark.
- Regarding opportunities created due to SEIP-supported training courses, about 49 percent of graduates mentioned that the opportunity was created to formulate policy papers in the practical work field. 44 percent mentioned opportunities created on creativity and initiative skills, followed by 41 percent enabled to apply critical thinking and analysis skills, 39 percent mentioned opportunities created to take leadership in workplaces, 39 percent mentioned that the opportunity created to solve complex problems in the practical working field followed by opportunity created to build a better career (30 percent).
- On threats of the SESEIP-supported training course, 58 percent viewed that without any appropriate exit plan, the program would be very tough to sustain in the absence of SEIP assistance. Fifty-two percent mentioned that if the training (Policy Analysis) duration would not be extended up to 6 months, fruitful output from the training course would be difficult to achieve, and 36 percent mentioned that if failed to select appropriate trainees who would apply the policy related knowledge after training, risks would be arisen to fulfil the purpose of the training.
- About 96 percent of BIGM graduates informed that the ‘Course Instructors’ conducted the pre-assessment before starting the training course. 96 percent mentioned that the continuous assessment was also conducted during training. Similarly, 98 percent of graduates informed that the instructors did the post-assessment at the end of training course, and 93 percent stated that the attitude of assessors was cooperative and supportive. Regarding satisfaction with assessment materials and tools during training, 90 percent of graduates informed that assessment tools used by the assessor were appropriate for easily performing the final assessment and 89 percent mentioned that the assessment materials, tools and equipment were adequate. Regarding the time of

assessment results given by the assessors/training institutes, 70 percent informed that the assessment results were given a few days after training, while 30 percent mentioned the results were given immediately after training.

- All graduates received the certificate after training, of which 60 percent used the certificate. The certificate users got varieties of benefits: 100 percent mentioned that they find jobs with the help of certificates, while 98 percent drew higher salaries as compared to non-certified employees and 77 percent got promotions and 42 percent benefitted from further studies. In addition to SEIP, 63 percent of graduates possessed additional skill certificates other than SEIP-supported training programs.
- The BIGM graduates were asked a series of questions on essential employment skills, particularly on 'self-confidence on skill', 99 percent of BIGM graduates achieved self-confidence in skills acquired from Policy Analysis Course, including 64 percent confident, 29 percent highly confident and 6 percent somewhat confident.
- Knowledge of 'global competency' skills, 99 percent of graduates mentioned that their global competency had been increased after training at various levels, including 18 percent highly competent, 62 percent competent and 19 percent somewhat competent.
- Knowledge on 'knowledge on policy framework', about 80 percent of graduates acquired knowledge on 'how to formulate policy framework', of which 96 percent mentioned that the acquired knowledge was applicable at various levels, including 53 percent moderately applicable in practical work, 39 percent applicable and only 5 percent mentioned highly applicable.
- Knowledge on 'analytical, thinking and innovation skill', 74 percent mentioned that they acquired relevant knowledge, of which 96 percent mentioned that the acquired knowledge was applicable at various levels, including 49 percent mentioning the knowledge was applicable in practical work, 41 percent moderately applicable and only 7 percent mentioned highly applicable.
- Knowledge on 'complex-problem solving skill', 86 percent of graduates acquired the relevant knowledge, of which 94 percent mentioned that the acquired knowledge was applicable at various levels in practical work, including 46 percent mentioned applicable in practical work, 40 percent moderately applicable and 8 percent highly applicable.
- Knowledge on 'critical thinking and analysis skill', 85 percent of graduates acquired the relevant knowledge, of which 94 percent mentioned that the acquired knowledge was applicable at various levels, including 47 percent mentioned it was applicable in practical work, 41 percent mentioned moderately applicable and 6 percent highly applicable.
- Knowledge on 'creativity-originality and initiative skill', 88 percent of graduates asserted that they acquired the above-mentioned knowledge, of which 89 percent mentioned the acquired knowledge was applicable at various levels, including 44 percent mentioned applicable in practical work, 36 percent moderately applicable and 10 percent highly applicable.
- Knowledge on 'leadership and social influence skill', 88 percent of BIGM graduates reported that they acquired the above-mentioned knowledge, of which 89 percent mentioned that the acquired knowledge was applicable at various levels, including 44 percent mentioned applicable in practical work, 36 percent moderately applicable and 10 percent mentioned highly applicable.
- Knowledge on 'technology use-monitoring and control skill', 65 percent acquired the above-mentioned knowledge, of which 83 percent mentioned that the acquired knowledge was applicable at various levels, including 34 percent applicable in practical work, 26 percent highly applicable and 23 percent mentioned moderately applicable. Conversely, 8 percent mentioned that the acquired knowledge was not applicable in practical work and 9 percent mentioned not applicable at all.
- With knowledge on "resilience, stress tolerance and flexibility skills," 63 percent of graduates stated that they acquired the above-mentioned knowledge, of which 87 percent

mentioned that the acquired knowledge was applicable at various levels, including 43 percent moderately applicable, 35 percent applicable and 10 percent highly applicable.

- Knowledge on 'reasoning, problem-solving and ideation skills', about 73 percent of graduates acquired the above-mentioned knowledge, among which 82 percent mentioned that the acquired knowledge was applicable at various levels, including 36 percent applicable, 23 percent highly applicable and 23 percent moderately applicable.
- Knowledge of 'systems analysis and evaluation skill', 78 percent of graduates mentioned that they acquired the above-mentioned skill, among which 90 percent mentioned that the acquired knowledge was applicable in practical work at various level, including 47 percent moderately applicable, 32 percent applicable and 10 percent highly applicable.
- Knowledge on 'persuasion and negotiation skill', 69 percent of graduates mentioned that they acquired the above-mentioned skill, among which 84 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 35 percent mentioned it was applicable, 30 percent moderately applicable and 19 percent mentioned highly applicable.
- About 62 percent of BIGM graduates worked in Civil Service of Bangladesh, while 29 percent were in Private organizations and 9 percent in NGOs. The proportion of graduates who participated in Civil Service and NGO; males was higher than that of females (59 percent). Conversely, for graduates from private organizations, females were higher than that of males.
- All BIGM graduates mentioned that due to SEIP-supported training, their self-confidence in job performance was increased, of which 90 percent of graduates mentioned that there was a difference in working efficiency between SEIP and non-SEIP graduates which means SEIP graduates were more efficient in job performance.
- Regarding employers' satisfaction with job performance, all graduates who participated in the tracer study reported that their employers were satisfied with job performance at various levels, including 64 percent mentioned satisfied, 30 percent is very much satisfied and 6 percent mentioned somewhat satisfied.
- In decision-making on various family issues, women graduates who completed Policy Analysis Course provided diversified responses. Particularly in children's education, only 17.1 percent of women graduates took decision either solely or jointly with their husband and male members, including 10.3 percent solely by women graduate, 3.4 percent jointly by women graduate and their husband, and 3.4 percent jointly by male and female members. Conversely, 65.5 percent of women graduates stated that the male members took decisions, including 41.4 percent solely by husband and 24.1 percent solely by male members other than the husband.
- On the marriage of daughter/son, about 79 percent of women graduates took the decision either solely by themselves or jointly with their husband or male members, including 52 percent by jointly women graduates and their husband, 28 percent jointly by male and female members. On the other hand, 21 percent took decision solely by male members and 3.4 percent solely by husbands.
- On purchasing assets and properties, about 92 percent of women graduates took decision either solely by women graduates or jointly with the husband or male members, including 52 percent jointly by women graduate and her husband, 21 percent solely by women graduate and 21 percent jointly by male and female members. On the other hand, 3.4 percent took decisions solely by male members and 3.4 percent solely by husbands.
- On spending money earned by women graduates, about 82.7 percent of women graduates took decision either solely by women graduates or jointly with husband and/or male members, including 75.9 percent solely by women graduates, 3.4 percent jointly by women graduate and their husband, and 3.4 percent jointly by male and female members of their household. Conversely, 17.2 percent of graduates took decisions solely by husbands.

- Regarding the course selection process by women graduates, 31 percent chose the SEIP-supported Policy Analysis Course by their own choice, while 24 percent chose the course as influenced by the employer, 21 percent were influenced by family members, 21 percent were influenced by colleagues and 3 percent graduates chose the course as influenced by husband.
- On social status, 59 percent of women graduates said their social status increased after getting SEIP-supported training. On the other hand, 66 percent of graduates were members of the officers' association.
- Regarding the impact of the Covid-19 pandemic on job/employment, about 74 percent claimed that their job/employment was affected, among whom 57 percent mentioned their duty roster was rescheduled, 30 percent mentioned reduced working hours, 20 percent mentioned delayed promotion.
- Regarding the suffering of family members from Covid-19 disease, 58 percent of BIGM graduates claimed that their family members suffered, of whom on average 2.76 members per household suffered ranging from 1 to 3 members.

Detail Findings of BIGM Graduates' Survey

6.1. INTRODUCTION

The survey on the tracer study of SEIP graduates under Tranche-2 started on May 18, 2022, to conduct face-to-face interviews of samples of 7000 SEIP graduates at their workplaces distributed throughout the country. They were initially traced out through the phone call survey to assess the impact of SEIP on the sustainable development of the labor force and their families. Of the samples, 6000 SEIP graduates were from tranche-2 as the main sample, 300 from three EDC-Universities, 100 graduates from Bangladesh Institute Governance and Management (BIGM) and retracing 600 graduates from Tranche-1 as the supplementary sample. Simultaneously, 200 employers of the SEIP graduates were also interviewed at their working places to assess the performance level of the employed graduates. The SEIP offered a "Policy Analysis Course", which was taught to the trainees under BIGM. In the case of EDC-University, 302 BIGM graduates were selected for face-to-face interviews at their workplaces, of which 102 graduates were selected from EDC-BRAC University, 100 from EDC-BUTEX and 100 from East West University. The respondents were selected through a phone call survey using the TMS database provided by SDCMU-SEIP. The data was collected through the electronic version questionnaire using KoboToolBox software. The analysis of BIGM survey results has been presented in the following sub-headings:

6.2. GRADUATE PROFILE

As the profile of SEIP graduates, three variables are considered viz. gender, education of the graduates and marital status. Relevant data are shown in Figure-6.1, Tables-6.1 and 6.2, 6.3 and 6.4.

6.2.1. Gender of graduates: The tracer study was conducted with 100 BIGM graduates under Tranche-2, of which 71.0 percent were male and 29.0 percent female. No SEIP graduate was found from transgender (Figure-6.1).

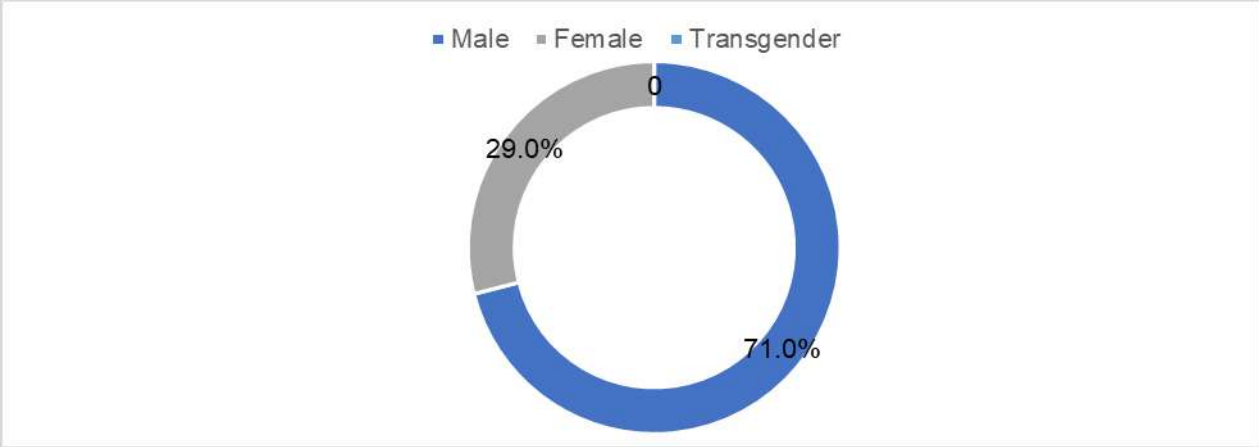

Figure-6.1: Gender-wise distribution of BIGM graduates under Tranche-2 participated in the Tracer study under SEIP Program

6.2.2. Education: As reported, about 93 percent of the BIGM graduates under Tranche-2 interviewed as respondents were post-graduate degree holders, while 6 percent completed PhD degrees and only 1.0 percent completed bachelor's degrees. The higher level of formal education among the graduates is probably because the graduates participated in executive-level courses such as policy analysis (Table-6.1). Among the graduates, 71 percent were males and the rest, 29 percent, were female. Among the 93 percent of graduates with postgraduate degrees, 64 percent were males and 29 percent females. The 6 percent of graduates with PhDs were all males, as the only graduate with a graduation degree was a man (Table 6.1).

Table-6.1: Highest class completed at the time of enrollment in policy analysis course under BIGM

Education level	Male		Female		Total [N=100]	
	Number	Percent	Number	Percent	Number	Percent
Graduation	1	1.0	0	0.0	1	1.0
Post-graduation	64	64.0	29	29.0	93	93.0
PhD	6	6.0	0	0.0	6	6.0
Total	**71**	71.0	**29**	29.0	**100**	**100.0**

6.2.3. Marital status: As reported, about 95 percent of the BIGM graduates interviewed as respondents were married, far distantly followed by the unmarried (3 percent), and only one percent of graduates were found for each divorcee and widow or widower (1 percent) (Figure 6.2).

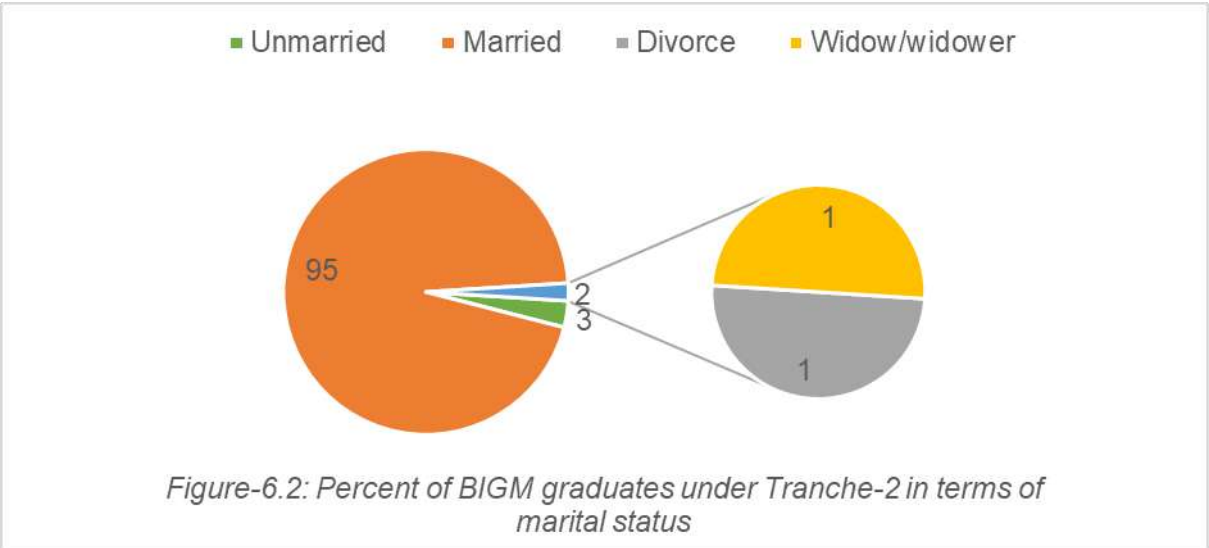

Figure-6.2: Percent of BIGM graduates under Tranche-2 in terms of marital status

6.3. DISADVANTAGED INFORMATION

6.3.1. Ethnicity: As per the findings of the tracer study, none of the BIGM graduates belonged to any ethnic community during the time of the survey (Table 6.2).

Table-6.2: Gender-wise distribution of BIGM graduate by ethnicity group

Option & response	Gender-wise response [N=302] on ethnicity					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	0	0	0	0	0	0
No	71	100	29	100	100	100
Total	71	100	29	100	100	100

6.3.2. Disability: As reported, only one (1.0 percent) of the BIGM graduates interviewed as respondents were found to belong to a physically challenged group during the survey time, and he was a male. The person in the physically challenged group was disabled on his leg due to suffering from polio (Table-6.3). He had to walk with a stick. He was, however, an assistant professor at the time of the interview. During the interview, he also anticipated that he would be able to face his physical disability throughout his lifetime.

Table-6.3: Gender-wise distribution of BIGM graduates under Tranche-2 by disability

Sl. No.	Option & response	Gender-wise response [N=100] on disability					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	BIGM graduates belonged to any disability group?						
	Yes	1	1.0	0	0.0	1	1.0
	No	99	99.0	0	0.0	99	99.0
	Total	100	100.0	0	0.0	100	100.0
(b)	**If yes, type of disability under BIGM graduates**						
	Physically challenged on leg	1	100.0	0	0.0	1	100.0
	Total	1	100.0	0	0.0	1	100.0

6.4. ENROLLMENT UNDER SEIP TRAINING

6.4.1. Sources of information for enrollment: There were various sources of enrollment information. The SEIP advertisement was the main source of enrollment information about SEIP-supported skills training, as mentioned by 43 percent of BIGM graduates. About 19 percent of graduates mentioned social media, followed by friends and colleagues (15 percent) and employers (6 percent). Another 3.0 percent of graduates heard the information from poster/festoon/banner/ flyers, followed by job fairs (2.0 percent) and relatives (2.0 percent) (Table-6.4). **About 48 percent of BIGM graduates mentioned SEIP-supported events as their source of enrollment information**. Approximately 10% of BIGM graduates also mentioned other sources of enrollment information. The gender-wise distribution of BIGM in terms of sources of getting enrollment information is presented in the Table-6.4.

Table-6.4: Gender-wise distribution of BIGM graduates under Tranche-2 by sources of getting information about SEIP training

Source of information	BIGM graduates under Tranche-2					
	Male [N=71]		Female [N=29]		Total [N=100]	
	Number	Percent	Number	Percent	Number	Percent
SEIP advertisement	30	42.3	13	18.3	43	43.0
Social media	10	14.1	9	12.7	19	19.0
Job Fair	2	2.8	0	0.0	2	2.0

Trainers	0	0.0	0	0.0	0	0.0
Employer	6	8.5	0	0.0	6	6.0
Friends/colleagues	10	14.1	5	7.0	15	15.0
Relatives	2	2.8	0	0.0	2	2.0
Poster/Festoon/ Banner/ Flyers	3	4.2	0	0.0	3	3.0
Others	8	11.3	2	2.8	10	10.0
Total	**71**	100.0	**29**	40.8	**100**	100.0

6.4.2. Courses undertaken: As per SEIP design, all BIGM graduates under Tranche-2 completed the Executive Level Course, "Policy Analysis Course". A total of 10 weeks was the duration for the 'Policy Analysis Course' under BIGM. Six weeks were spent on the course work and four weeks were spent for policy paper preparation and evaluation (Table-6.5).

Table-6.5: Name and duration of the training course completed by the BIGM graduates

Sl. No.	Options and opinion	Distribution of respondents [N=100]					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Name of the course completed by the BIGM graduates**						
	Policy Analysis	71	71.0	29	29.0	100	100.0
	Total	71	71.0	29	29.0	100	100.0
(b)	**Duration of the course completed by the BIGM graduates**						
-	Name of the course	Course work duration (week)		Policy paper preparation and evaluation (week)		Total duration (week)	
-	Policy Analysis	6		4		10	

6.5. TRAINING DELIVERY AND FACILITIES

6.5.1. Relevancy of training courses: According to the opinion of BIGM graduates interviewed as respondents for the tracer study, the training course was basically relevant. As seen in Table-6.6, about 98 percent thought that the course was relevant in different degrees, including about 44.0 percent mentioning it as relevant, 36 percent as highly relevant and 18 percent as moderately relevant. Only 2 percent thought that the course they were taught was not relevant. The gender-wise distribution of respondents in terms of the relevancy level of training courses to the job market is shown in Table-6.6. The proportion of graduates mentioning relevant, female was higher than that of male; while mentioning highly relevant and moderately relevant, male respondents were higher than female (Table-6.6).

Table-6.6: Distribution of BIGM graduates under Tranche-2 by their opinion on relevancy of training course to the job market

Level of relevancy	**BIGM graduates as respondents**					
	Male		**Female**		**Total**	
	Number	Percent	Number	Percent	Number	Percent
Highly relevant	27	38.0	9	31.0	36	36.0
Relevant	28	39.4	16	55.2	44	44.0
Moderately	14	19.7	4	13.8	18	18.0
Not relevant	2	2.8	0	0.0	2	2.0
Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

6.5.2. Quality of teaching methods/lecture delivery: To a question about the quality of teaching methods/lecture delivery followed by the instructors during the training, about 97 percent of BIGM graduates informed that the quality of teaching/lecture delivery was very good to excellent, including 69 percent as very good and 28 percent as excellent. The remaining 3% of

graduates provided neutral responses. The gender-wise distribution of respondents in terms of the quality of teaching methods/lecture delivery followed by the instructors during the training is shown in Table-6.7. Female respondents had a higher proportion of graduates mentioning very good responses than male respondents; male respondents had a higher proportion of graduates mentioning excellent responses than female respondents (Table 6.7).

Table-6.7: Quality of teaching methods/lecture delivery followed by the instructors during training course

Quality level	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Excellent	21	29.6	7	24.1	28	28.0
Very good	47	66.2	22	75.9	69	69.0
Neutral	3	4.2	0	0.0	3	3.0
Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

6.5.3. Adequacy of training materials and other resources supplied during training: Regarding the adequacy of training materials and other resources as supplied during the training course, 99 percent of the BIGM graduates who participated in the tracer study thought that the training materials were adequate, with 76 percent mentioning moderately adequate, 12 percent highly adequate and 11 percent slightly adequate. On the other hand, only 1% believe it is not adequate. The gender-wise distribution of respondents in terms of adequacy of training materials and other resources supplied during the training course is shown in Table-6.8. Female graduates mentioned moderately adequate responses than male graduates; conversely, male graduates mentioned more highly adequate and slightly adequate responses than female graduates (Table 6.8). .

Table-6.8: Adequacy of teaching materials and other resources during the training course

Adequacy level	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly adequate	11	15.5	1	3.4	12	12.0
Moderately adequate	51	71.8	25	86.2	76	76.0
Slightly adequate	9	12.7	2	6.9	11	11.0
Not adequate	0	0.0	1	3.4	1	1.0
Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

6.5.4.Satisfaction with training environment and scope of practice during demonstration: Regarding satisfaction with the training environment during the training course at the training institute, 100 percent of the BIGM graduates participated in the tracer study as respondents and mentioned that the training environment was at satisfactory level, with 60 percent saying satisfied response and 40 percent graduates viewing highly satisfied (Table-6.9). The gender-wise distribution of respondents in terms of satisfaction with the training environment during the training course is also shown in Table-6.9. Male graduates mentioned satisfied responses than female graduates; female graduates mentioned highly satisfied responses more than that of male graduates (Table-6.9).

Table-6.9: Satisfaction on the training environment at the training institute during training course

Satisfaction level	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	27	38.0	13	44.8	40	40.0
Satisfied	44	62.0	16	55.2	60	60.0
Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

Regarding the response about the scope of practice during the demonstration of the job at the training institute level. About 78 percent of graduates were found satisfied at various levels, including about 65 percent who mentioned "satisfied" and 13 percent who mentioned "highly satisfied. About 19% of graduates expressed a neutral opinion, while 3% expressed dissatisfaction (Table 6.10). The gender-wise distribution of respondents in terms of satisfaction with the scope of practice during the demonstration of the job in the training institute is also shown in Table-6.10. According to the proportion of graduates mentioning highly satisfied and satisfied responses, male was higher than that of female; conversely, when mentioning a neutral response, female was higher than that of male (Table-6.10).

Table-6.10: Satisfaction on the scope of practice during demonstration of the job

Satisfaction level	**BIGM graduates under Tranche-2**					
	Male		**Female**		**Total**	
	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	11	15.5	2	6.9	13	13.0
Satisfied	49	69.0	16	55.2	65	65.0
Neutral	9	12.7	10	34.5	19	19.0
Dissatisfied	2	2.8	1	3.4	3	3.0
Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

On the trainer-trainee relationship during their training course, about 98 percent of BIGM graduates thought that the relationship had an acceptable attitude, with 37 percent mentioning a perfectly acceptable attitude and 61 percent mentioning an acceptable attitude. While 2 percent reported neutral attitude (Table-6.11). The gender-wise distribution of respondents in terms of attitude toward the trainer-trainee relationship during the training course is also shown in Table-6.11. The proportion of graduates who mentioned both perfectly acceptable and acceptable attitudes was roughly the same for both male and female graduates (Table 6.11).

Table-6.11: Attitude of BIGM graduates about the trainer-trainee relationship during training course

Attitude level	**BIGM graduates under Tranche-2**					
	Male		**Female**		**Total**	
	Number	Percent	Number	Percent	Number	Percent
Perfectly acceptable	26	36.6	11	37.9	37	37.0
Acceptable	43	60.6	18	62.1	61	61.0
Neutral	2	2.8	0	0.0	2	2.0
Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

Data on overall satisfaction with the training course is provided in Table 6.12. According to the tracer study, approximately 94 percent of BIGM graduates were satisfied with the training course, with approximately 60 percent expressing satisfied and the remaining 34 percent expressing highly satisfied. Only 6 percent graduates uphold the view of neutral, which means they were not interested in providing their response, which intends to dissatisfy the attitude of the respondents. The gender-wise distribution of respondents in terms of overall satisfaction with the SEIP-supported training course is shown in Table 6.12. According to the proportion of graduates who mentioned being satisfied, the male number was higher than the female number. In contrast, the proportion of graduates reporting highly satisfied responses was higher for males than for females.

Table-6.12: Overall satisfaction on the SEIP supported training course

Attitude level	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	27	38.0	7	24.1	34	34.0
Satisfied	38	53.5	22	75.9	60	60.0
Neutral	6	8.5	0	0.0	6	6.0
Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

6.5.5. Problem faced to understand the training course

The problems that the BIGM graduates faced during the training course as reported are presented in Tables-6.13 and 6.14. Table-6.13 appears that about 26 percent of graduates faced problems understanding the topics, which were delivered in the training sessions. The proportion of graduates who faced problems, both male and female provided more or less similar types of response as depicted in Table-6.13.

Table-6.13: Gender-wise distribution of BIGM graduates in terms of problem faced to understand the training topics during training session

Type of response	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	18	25.4	8	27.6	26	26.0
No	53	74.6	21	72.4	74	74.0
Total	71	100.0	29	100.0	100	100.0

The BIGM graduates under Tranche-2-who faced problems understanding the training topics during training session-also mentioned the type of problem they faced. The highest, 81 percent, mentioned that the topics of the course were tough/complex, about 65 percent of graduates said that the teachers/instructors were not efficient enough in explaining the issues during lecture delivery; and 50 percent of graduates reported that their educational background did not match the course topics. This was followed by the course that was irrelevant to the graduates' jobs (23.03 percent) (Table-6.14).

Table-6.14: Types of problem faced by EDC-University graduates during training session

Types of problem faced	BIGM graduates under Tranche-2					
	Male [N=18]		Female [N=8]		Total [N=26]	
	No.	%	No.	%	No.	%
Topics of the course were tough/complex	15	83.3	6	75.0	21	80.8
Graduates' educational background was not matched with the course	8	44.4	5	62.5	13	50.0
Instructors were not efficient enough for explaining the issues during lecture delivery	14	77.8	3	37.5	17	65.4
Course was irrelevant with graduates' job	4	22.2	2	25.0	6	23.1
Multiple response						

6.5.6. Eagerness of participation in further training: Since the graduates were largely satisfied with training delivery and facilities under BIGM, about 94 percent were eager to participate in further training to build up their better careers, while only 6 percent were reluctant to participate in such training (Table-6.15). The study team analyzed their eagerness by gender. It is seen from Table 6.15 that female graduates were more likely to participate in further training.

Table-6.15: Distribution of BIGM graduates about their eagerness to participate in further training to build up a better career

Type of response	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	66	93.0	28	96.6	94	94.0
No	5	7.0	1	3.4	6	6.0
Total	71	100.0	29	100.0	100	100.0

About types of training, nearly 76 percent of graduates mentioned leadership and social influence skills, while 66 percent mentioned creativity, originality, and initiative skills; 55 percent mentioned IT skills; 42 percent mentioned technology use; 35 percent mentioned analytical skills; 26 percent mentioned critical thinking and analysis skills; 25 percent mentioned complex problem-solving skills; and 21 percent mentioned other skills. Other responses were persuasion and negotiation skill (9 percent), system analysis and evaluation skill (6.4 percent); reasoning, problem-solving skill and ideation skill (4 percent), and resilience, stress tolerance and flexibility skill (3.2 percent (Table-6.16). Gender-wise variations about the types of training in which they are eager to participate are also represented in Table-6.16.

Table-6.16: Types of training eager to participate in further to build up a better career

Types of training	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
IT Skills	31	47.0	21	75.0	52	55.3
Communication skills	18	27.3	2	7.1	20	21.3
Analytical skills	21	31.8	12	42.9	33	35.1
Complex problem-solving skills	11	16.7	12	42.9	23	24.5
Critical thinking and analysis skill	13	19.7	11	39.3	24	25.5
Creativity, originality and initiative skill	51	77.3	11	39.3	62	66.0
Leadership and social influence skill	61	92.4	11	39.3	72	76.6
Technology use, monitoring and control skill	23	34.8	16	57.1	39	41.5
Resilience, stress tolerance and flexibility skill	2	3.0	1	3.6	3	3.2
Reasoning, problem-solving and ideation skill	2	3.0	2	7.1	4	4.3
Systems analysis and evaluation skill	4	6.1	2	7.1	6	6.4
Persuasion and negotiation skill	5	7.6	3	10.7	8	8.5
Others	2	3.0	1	3.6	3	3.2
Multiple response						

6.5.7: SWOT Analysis

Since the BIGM graduates under Tranche-2 asserted satisfactory responses on the SEIP-supported training delivery and facilities as acquired through Policy Analysis Course, almost all graduates also provided responses on the strength-weakness-opportunity-threat (SWOT) of the training course. The findings of the SWOT analysis as responded to by the graduates are furnished below:

(a) Strengths of the SEIP supported Training Course: To a question on what type of strengths of the training course they observed and/or achieved, as their answers about 78 percent of graduates mentioned that their knowledge of policy formulation and implementation in the practical working field had increased, while 77 percent mentioned that the instructors were skilled enough to interpret the issues during lecture delivery,

followed by 76 percent mentioning the topic and course content was most perfect, increased critical thinking capacity among the

(b) graduates (76 percent), and encouraged the graduates for critical thinking and analysis (76 percent) followed by increased self-confidence in acquired skills as reported by 73 percent of graduates. About 67 percent mentioned that the Policy Analysis course developed the leadership capacity among graduates followed by enhanced hands-on-skill (53 percent), good classroom environment (51 percent), enhanced systematic knowledge (45 percent), increased inter-personal communication skills (38 percent) and developed time management skill (38 percent) (Table-6.17a).

Table-6.17a. Distribution of BIGM graduates under Tranche-2 in terms of response on the strengths of the SEIP supported training course

Issues and opinions	BIGM graduates [N=100]	
	Number	Percent
Topic and course content was most perfect	76	76.0
Increased knowledge on policy formulation and implementation in practical working field	78	78.0
Encouraged critical thinking and analysis	76	76.0
Enhanced hands-on-skill by the course	53	53.0
Developed leadership capacity among the graduates	67	67.0
Enhanced systematic knowledge	45	45.0
Increased inter-personal communication skill	38	38.0
Developed time management skill	38	38.0
Increased self-confidence on acquired skill	73	73.0
Instructors were skilled enough to interpret the issues	77	77.0
Increased critical thinking capacity	76	76.0
Class room environment was good enough	51	51.0
Multiple response		

(b) Weakness of the SEIP-supported Training Course: To a question on what type of weakness of the training course they observed and/evaluated, as their answers, about 74 percent graduates mentioned that the course duration was not sufficient enough, followed by 72 percent mentioned duration for policy paper preparation was not enough, 47 percent mentioned about the inadequate field visit and observation to achieve hands-on-skill, 44 percent mentioned no scope of residential facility, 37 percent said of course evaluation system was not up to the mark and 34 percent mentioned that the limited scope for involving the multidisciplinary service holders in the training course, in addition to civil service (Table-6.17b).

Table-6.17b. Distribution of BIGM graduates under Tranche-2 in terms of response on the weakness of the SEIP supported training course

Issues and opinions	BIGM graduates [N=100]	
	Number	Percent
Duration for policy paper preparation was not enough	72	72.0
Course duration was not sufficient enough	74	74.0
Course evaluation system was not up to the mark	37	37.0
Inadequate field visit and observation to achieve hands-on-skill	47	47.0
No scope of residential facility	44	44.0
Limited scope for involving the multidisciplinary service holders in addition to civil service	34	34.0
Multiple response		

(c) Opportunity created by the SEIP supported Training Course: Responding to the training course's type of weakness, about 74 percent of graduates mentioned the course duration was not sufficient enough, 72 percent mentioned that the duration for policy paper preparation was not enough, 47 percent mentioned saying the inadequate field visit and observation to achieve hands-on-skill, 44 percent mentioned saying no scope of the residential facility, 37 percent said of course evaluation system was not up to the mark, and 34 percent mentioned that the limited scope for involving the multidisciplinary service holders in the training course in addition to civil service (Table-6.17b).

Table-6.17c. Distribution of BIGM graduates under Tranche-2 in terms of response on opportunity created by the SEIP supported training course

Issues and opinions	BIGM graduates [N=100]	
	Number	Percent
Opportunity created among graduates to solve the complex problems in practical working field	39	39.0
Graduates enabled to apply their critical thinking and analysis skill	41	41.0
Opportunity created among graduates on creativity and initiative skill	44	44.0
Opportunity created to take leadership by the graduates in working place	39	39.0
Opportunity created to formulate policy paper in the working place	49	49.0
Participants acquired deep skill on persuasion and negotiation skill	25	25.0
Opportunity created to build a better career	30	30.0
Multiple response		

(d) Threats of the SEIP supported Training Course: To a question on what types of threats they considered, about 58 percent mentioned that without any appropriate exit plan, the program would be very tough to sustain in the absence of SEIP assistance, while 52 percent mentioned that if training (Policy Analysis) duration would not be extended up to six months, fruitful output from training course would be difficult to achieve, and 36 percent mentioned that if failed to select appropriate trainees who would apply the policy related knowledge after training, risks would be arisen to fulfil the purpose of the training (Table-6.17d).

Table-6.17d. Distribution of BIGM graduates under Tranche-2 in terms of response on threats of the SEIP-supported training course

Issues and opinions	BIGM graduates [N=100]	
	Number	Percent
If failed to select appropriate trainee who would apply the policy related knowledge after training, risks defeating the purpose of the training.	36	36.0
If the training duration would not extend up to 6 months, fruitful output from the training would not be achieved	52	52.0
Without appropriate exit plan the program would be very tough to sustain beyond SEIP	58	58.0
Multiple response		

6.6. ASSESSMENT OF TRAINING AND CERTIFICATION

6.6.1. Pre-assessment before starting SEIP-supported training: There was a pre-assessment of learners by the instructors before starting the training course. To answer a question, on average, 96 percent of learners informed that the course instructors conducted a pre-assessment before starting the training course at the institute. The proportion of graduates mentioning pre-

assessment was higher (99 percent) for males than that for females (93 percent). About 96 percent of graduates reported that the continuous assessment was conducted during the training period. The proportion of graduates mentioning continuous assessment was also higher (99 percent) for males than that for females (90 percent). Similarly, about 90 percent of BIGM graduates informed that assessment tools used by the assessor were appropriate for easily performing the final assessment. Regarding the adequacy of assessment materials, tools, and equipment during the assessment, 89 percent mentioned adequate, while 11 percent mentioned inadequate [Table-6.18(a to d)].

In terms of conducting the post-assessment at the end of SEIP-supported training on the "Policy Analysis Course", about 98 percent of graduates informed that the instructors did the post-assessment. The proportion of graduates mentioning post-assessment was higher (100 percent) for males than that for females (93 percent). In terms of the attitude of the assessors during the final assessment, about 93 percent of graduates informed that the attitude of assessors was cooperative and supportive. The proportion of graduates mentioning the attitude of assessors was the same for both males and females. Regarding the time of assessment results given by the assessors/training institutes, 70 percent of BIGM graduates under Tranche-2 informed that the assessment results were given a few days after training, while 30 percent of graduates informed that the result was given immediately after training [Table-6.18 (e to g)].

Table-6.18: Distribution of BIGM graduates under Tranche-2 in terms of assessment on various issues during conducting the training course

Sl. No.	Options and opinion	BIGM graduates under Tranche-2					
		Male		Female		Total	
		No.	%	No.	%	No.	%
(a)	Whether the pre-assessment conducted by instructors before starting the training						
	Yes	70	98.6	26	27	96	96.0
	No	1	1.4	3	75	4	4.0
	Total	71	100.0	29	29	100	100.0
(b)	Whether the course instructors conducted continuous assessment						
	Yes	70	98.6	26	89.7	96	96.0
	No	1	1.4	3	10.3	4	4.0
	Total	71	100.0	29	100.0	100	100.0
(c)	Whether the final assessment tools (demonstration, oral & written) used by the assessors were appropriate for easy performing during final (summative) assessment						
	Yes	67	74	23	79.3	90	90.0
	No	4	40	6	20.7	10	10.0
	Total	71	71	29	100.0	100	100.0
(d)	Whether the assessment materials, tools and equipment were adequate						
	Yes	64	90.1	25	86.2	89	89.0
	No	7	9.9	4	13.8	11	11.0
	Total	71	100.0	29	100.0	100	100.0
(e)	Whether the post-assessment done at the end of SEIP supported training						
	Yes	71	100.0	27	93.1	98	98.0
	No	0	0.0	2	6.9	2	2.0
	Total	71	100.0	29	100.0	100	100.0
(f)	Whether the attitude of assessors was cooperative and supportive						
	Yes	66	93.0	27	93.1	93	93.0
	No	5	7.0	2	6.9	7	7.0
	Total	71	100.0	29	100.0	100	100.0
(g)	When the assessment results were given						
	Immediately after assessment	21	29.6	9	31.0	30	30.0
	Sometimes after the assessment	50	70.4	20	69.0	70	70.0
	Total	71	100.0	29	100.0	100	100.0

6.6.2. Certificate and Its Benefits: After graduation, certificates are provided. All of the BIGM graduates under Tranche-2 who participated in the tracer study reported that they received the certificate. The proportion of graduates who used the certificates was 60 percent. Conversely, 40 percent did not use the certificate (Table-6.19). A proportion of graduates mentioning used the certificate, and got varieties of benefits. When asked what kind of benefits they received from their certificate, they unanimously stated that the certificate helped them find get jobs. About 98 percent drew a higher salary as compared to non-certified employees, where 77 percent got promotions and 42 percent benefited from further studies (Table-6.19).

Table-6.19: Distribution of BIGM graduates under Tranche-2 by receiving certificate from SEIP

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether the graduates received certificate from BIGM** [N=71 for male, N=29 for female and N=100 for Total]						
	Yes	71	100.0	29	100.0	100	100.0
	No	0	0.0	0	0.0	0	0.0
	Total	71	100.0	29	100.0	100	100.0
(b)	**Whether the graduates used the certificate** [N=71 for male, N=29 for female and N=100 for Total]						
	Yes	49	69.0	25	62.1	60	60.0
	No	22	31.0	4	37.9	40	40.0
	Total	71	100.0	29	100.0	100	100.0
(c)	**Benefits received from by using the certificate** [N=49 for male, N=25 for female and N=57 for Total]						
	Help to find a job	49	100.0	11	44.0	60	100.0
	Drawing higher salary compared to non-certified employee	34	69.4	25	100.0	59	98.3
	Benefit for getting loan	0	0.0	0	0.0	0	0.0
	Benefit for promotion	27	55.1	19	76.0	46	76.7
	Benefits of further studies	12	24.5	13	52.0	25	41.7
	Multiple response						

6.6.3. Additional Skills Certificate: In addition to SEIP, some graduates received skill certificates from other agencies. In response to a question, about 63 percent of BIGM graduates were found to have possessed additional skill certificates other than SEIP-supported training program. The proportion of graduates was more or similar for both males and females (Table-6.20).

Table-6.20: Distribution of BIGM graduates under Tranche-2 in terms of received any certificate other than SEIP

Type of response	BIGM graduates as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	45	63.4	18	62.1	63	63.0
No	26	36.6	11	37.9	37	37.0
Total	71	100.0	29	100.0	100	100.0

6.7. BIGM Graduates' Self-Assessment on Employment Skills

The BIGM graduates under Tranche-2 were asked a series of questions on essential skills for employment, particularly on 'self-confidence in skill," "global competency," "knowledge of policy frameworks," "analytical thinking and innovation skill," "complex-problem solving skill," "critical thinking and analysis skill," "creativity, originality, and initiative skill," "leadership and social influence skill," "technology use-monitoring and control skill," "resilience, stress tolerance, and flexibility skill," "reasoning, problem-solving, and ideation skill," "systems analysis and evaluation skill," "systems analysis and evaluation skill" The graduates' responses on various skills acquired from the "Policy Analysis Course' are presented as follows:

6.7.1. Self-Confidence on Skill: Regarding the question of self-confidence in skills after training, about 99 BIGM graduates reported that they were self-confident in the skill that they acquired from the Policy Analysis Course. Graduates mentioned self-confidence in skills after training and opined various levels of self-confidence. To a question on what level of self-confidence, 99 percent mentioned that they acquired confidence, with 64 percent expressing confident, 29 percent expressing highly confident and 6 percent expressing somewhat confident (Table-6.21).

Table-6.21: Distribution of BIGM graduates under Tranche-2 by their self-confidence on skills after completing the Policy Analysis Course under BIGM

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male [N=71]		Female [N=29]		Total [N=100]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether self-confident on skill after training on 'Policy analysis' under BIGM**						
	Yes	71	100.0	28	96.6	99	99.0
	No	0	0.0	1	3.4	1	1.0
	Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**
(b)	**Level of self-confidence**						
	Highly confident	23	32.4	6	21.4	29	29.3
	Confident	45	63.4	20	71.4	64	64.6
	Somewhat confident	3	4.2	2	7.1	6	6.1
	Total	**71**	**100.0**	**28**	**100.0**	**99**	**100.0**

6.7.2. Increased Global Competency: Regarding the question of 'global competency increased' after training, about 99 BIGM graduates reported that their global competency increased after completing the Policy Analysis Course under BIGM. To a question on what level of global competency increased, 99 percent mentioned that their competencies had increased, with 18 percent highly competent, 62 percent competent and 20 percent somewhat competent (Table-6.22).

Table-6.22: Distribution of BIGM graduates under Tranche-2 by their global competency increased after completing the SEIP supported Policy Analysis Course

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male [N=71]		Female [N=29]		Total [N=100]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether the 'global competency' had been increased after 'Policy Analysis' training**						
	Yes	54	76.1	22	75.9	76	76.0
	No	17	23.9	7	24.1	24	24.0
	Total	71	100.0	29	100.0	100	100.0
(b)	**Level of global competency increased**						
	Highly confident	11	20.4	3	13.6	14	18.4
	Confident	33	61.1	14	63.6	47	61.8
	Somewhat confident	10	18.5	5	22.7	15	19.7
	Total	54	100.0	22	100.0	76	100.0

6.7.3. Knowledge on Policy Framework: To a question of any 'knowledge acquired on 'how to formulate policy framework in public, private and NGO sector', about 80 BIGM graduates reported that they acquired knowledge on how to formulate policy, framework in public, private and NGO sector' from 'Policy Analysis Course'. Conversely, about 20 percent of graduates mentioned that they did not acquire knowledge on 'how to formulate policy framework'. To a question on what level of applicability of knowledge that acquired, 96 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 53 percent moderately applicable, 39 percent applicable and only 5 percent of graduates mentioned highly applicable. Conversely, about 4 percent of graduates mentioned the acquired knowledge was not applicable (Table-6.23).

Table-6.23: Distribution of BIGM graduates in terms of acquiring knowledge on 'how to formulate policy framework in public, private and NGO sector'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male [N=71]		Female [N=29]		Total [N=100]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'how to formulate policy framework in public, private and NGO sector'?**						
	Yes	60	84.5	20	69.0	80	80.0
	No	11	15.5	9	31.0	20	20.0
	Total	71	100.0	29	100.0	100	100.0
(b)	**Level of applicability of acquired knowledge**						
	Highly applicable	2	3.33	2	10.0	4	5.0
	Applicable	22	36.67	9	45.0	31	38.8
	Moderately applicable	33	55.00	9	45.0	42	52.5
	Not applicable	3	5.00	0	0.0	3	3.8
	Total	**60**	**100.00**	**20**	**100.0**	**80**	**100.0**

6.7.4. Knowledge on Analytical, Thinking and Innovation Skill: To a question of any 'knowledge acquired on 'Analytical, Thinking and Innovation Skills', 74 percent of BIGM graduates reported that they acquired knowledge on the relevant employment skills. Conversely, about 26 percent of graduates mentioned that they did not acquire. To a question on what level of applicability of knowledge in practical work, 96 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 49 percent reported that the knowledge was applicable, 41 percent mentioned moderately applicable and only 7 percent graduates mentioned highly applicable. Conversely, about 4 percent of graduates mentioned the acquired knowledge was not applicable (Table-6.24).

Table-6.24: Distribution of BIGM graduates under Tranche-2 in terms of acquiring knowledge on 'Analytical thinking and Innovation Skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Analytical thinking and Innovation Skill'?**						
	Yes	53	74.6	21	72.4	74	74.0
	No	18	25.4	8	27.6	26	26.0
	Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	3	5.7	2	9.5	5	6.8
	Applicable	22	41.6	14	66.7	36	48.6

	Moderately applicable	25	47.2	5	23.8	30	40.5
	Not applicable	3	5.7	0	0.0	3	4.1
	Total	**53**	**100.0**	**21**	**100.0**	**74**	**100.0**

6.7.5. Knowledge on Complex Problem-Solving Skill: To the question of any 'knowledge acquired on 'Complex problem-solving Skills', 86 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. Conversely, about 14 percent of graduates mentioned that they did not acquire. To a question on what level of applicability of knowledge in practical work, 94 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 46 percent was applicable, 40 percent mentioned moderately applicable and 8 percent of graduates mentioned highly applicable. Conversely, about 6 percent of graduates mentioned the acquired knowledge was not applicable (Table-6.25).

Table-6.25: Distribution of BIGM graduates under Tranche-2 in terms of acquiring knowledge on 'Complex Problem-Solving Skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Complex Problem-Solving Skill'?**						
	Yes	50	92.6	15	71.4	65	85.5
	No	21	7.4	14	33.3	35	14.5
	Total	71	100.0	29	100.0	100	100.0
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	3	6.0	2	13.3	5	7.7
	Applicable	22	44.0	8	53.3	30	46.2
	Moderately applicable	21	42.0	5	33.3	26	40.0
	Not applicable	4	8.0	0	0.0	4	6.2
	Total	**50**	**100.0**	**15**	**100.0**	**65**	**100.0**

6.7.6. Knowledge on Critical thinking and analysis skill: Regarding the question of any knowledge acquired on 'Critical Thinking and Analysis Skill", 85 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. Conversely, about 15 percent of graduates mentioned that they did not acquire. To a question on what level of applicability of knowledge in practical work, 94 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 47 percent was applicable, 41 percent mentioned moderately applicable and 6 percent of graduates mentioned highly applicable. Conversely, about 5 percent of graduates mentioned the acquired knowledge was not applicable and 1.2 percent mentioned not applicable at all (Table-6.26).

Table-6.26: Distribution of BIGM graduates in terms of acquiring knowledge on 'Critical thinking and analysis skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Critical thinking and analysis skill'?**						
	Yes	64	90.1	21	72.4	85	85.0
	No	7	9.9	8	27.6	15	15.0
	Total	**71**	100.0	**29**	100.0	**100**	100.0
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	6	9.4	2	9.5	5	5.9
	Applicable	17	26.6	10	47.6	40	47.1
	Moderately applicable	31	48.4	9	42.9	35	41.2
	Not applicable	7	10.9	0	0.0	4	4.7
	Not applicable at all	3	4.7	0	0.0	1	1.2
	Total	**64**	100.0	**21**	100.0	**85**	100.0

6.7.7. Knowledge on Creativity, originality and initiative skill:

To a question about any knowledge acquired on "Creativity, Originality, and Initiative Skill," 88 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. In contrast, approximately 12 percent of graduates stated that they did not obtain it. When asked about the level of applicability of knowledge in practical work, 89 percent of respondents said it was applicable at various levels, with 44 percent saying it was applicable, 36 percent saying it was moderately applicable, and 10 percent of graduates said it was highly applicable. Conversely, about 6 percent of graduates mentioned that the acquired knowledge was not applicable, and 3.4 percent mentioned that it was not applicable at all (Table-6.27).

Table-6.27: Distribution of BIGM graduates in terms of acquiring knowledge on 'Creativity, originality and initiative skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Creativity, originality and initiative skill'?**						
	Yes	63	88.7	25	86.2	88	88.0
	No	8	11.3	4	13.8	12	12.0
	Total	**71**	100.0	**29**	100.0	**100**	100.0
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	5	7.9	4	16.0	9	10.2
	Applicable	31	49.2	8	32.0	39	44.3
	Moderately applicable	23	36.5	9	36.0	32	36.4
	Not applicable	2	3.2	3	12.0	5	5.7
	Not applicable at all	2	3.2	1	4.0	3	3.4
	Total	**63**	100.0	**25**	100.0	**88**	100.0

6.7.8. Knowledge on Leadership and social influence skill: To a question about any knowledge acquired on 'Leadership and social influence Skill', 85 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. Conversely, about 15 percent of graduates mentioned that they did not acquire. To a question on the level of applicability of knowledge in practical work, 88 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 45 percent as being moderately applicable, 32 percent as being moderately applicable, and 12 percent as being highly applicable. Conversely, about 7 percent of graduates mentioned that the acquired knowledge was not applicable, and 5 percent mentioned that it was not applicable at all (Table-6.28).

Table-6.28: Distribution of BIGM graduates in terms of acquiring knowledge on 'Leadership and social influence skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Leadership and social influence skill'?**						
	Yes	58	81.7	27	93.1	85	85.0
	No	13	18.3	2	6.9	15	15.0
	Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	6	10.3	4	14.8	10	11.8
	Applicable	16	27.6	11	40.7	27	31.8
	Moderately applicable	29	50.0	9	33.3	38	44.7
	Not applicable	4	6.9	2	7.4	6	7.1
	Not applicable at all	3	5.2	1	3.7	4	4.7
	Total	**58**	**100.0**	**27**	**100.0**	**85**	**100.0**

6.7.9. Knowledge on Technology use, monitoring and control skill: To a question of any knowledge acquired on 'Technology use, monitoring and control skill', 65 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. Conversely, about 35 percent of graduates mentioned that they did not acquire. To a question on what level of applicability of knowledge in practical work, 83 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 34 percent was applicable, 26 percent mentioned highly applicable and 23 percent mentioned moderately applicable. Conversely, about 8 percent of graduates mentioned the acquired knowledge was not applicable and 9 percent mentioned not applicable at all (Table-6.29).

Table-6.29: Distribution of BIGM graduates under Tranche-2 in terms of acquiring knowledge on 'Technology use, monitoring and control skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Technology use, monitoring and control skill'?**						
	Yes	47	66.2	18	62.1	65	65.0
	No	24	33.8	11	37.9	35	35.0
	Total	**71**	100.0	**29**	100.0	**100**	100.0
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	13	27.7	4	22.2	17	26.2
	Applicable	15	31.9	7	38.9	22	33.8
	Moderately applicable	10	21.3	5	27.8	15	23.1
	Not applicable	4	8.5	1	5.6	5	7.7
	Not applicable at all	5	10.6	1	5.6	6	9.2
	Total	**47**	100.0	**18**	100.0	65	100.0

6.7.10. Knowledge on Resilience, stress tolerance and flexibility skill: To a question of any knowledge acquired on 'Resilience, stress tolerance and flexibility skill', 63 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. Conversely, about 37 percent of graduates mentioned that they did not acquire. To a question on what level of applicability of knowledge in practical work, 87 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 43 percent moderately applicable, 35 percent mentioned applicable and 10 percent mentioned highly applicable. Conversely, about 8 percent of graduates mentioned the acquired knowledge was not applicable and 5 percent mentioned not applicable at all (Table-6.30).

Table-6.30: Distribution of BIGM graduates in terms of acquiring knowledge on 'Resilience, stress tolerance and flexibility skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Resilience, stress tolerance and flexibility skill'?**						
	Yes	46	64.8	17	58.6	63	63.0
	No	25	35.2	12	41.4	37	37.0
	Total	**71**	100.0	**29**	100.0	**100**	100.0
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	4	8.7	2	11.8	6	9.5
	Applicable	18	39.1	4	23.5	22	34.9
	Moderately applicable	18	39.1	9	52.9	27	42.9
	Not applicable	4	8.7	1	5.9	5	7.9
	Not applicable at all	2	4.3	1	5.9	3	4.8
	Total	**46**	100.0	**17**	100.0	63	100.0

6.7.11. Knowledge on Reasoning, problem solving and ideation skill: To a question of any knowledge acquired on 'Reasoning, problem-solving and ideation skill', 73 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. Conversely, about 27 percent of graduates mentioned that they did not acquire. To a question on what level of applicability of knowledge in practical work, 82 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 36 percent mentioned applicable, 23 percent highly applicable and another 23 percent mentioned moderately applicable. Conversely, about 10 percent mentioned not applicable and 8 percent not applicable at all (Table-6.31).

Table-6.31: Distribution of BIGM graduates under Tranche-2 in terms of acquiring knowledge on 'Reasoning, problem-solving and ideation skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Reasoning, problem-solving and ideation skill'?**						
	Yes	52	73.2	21	72.4	73	73.0
	No	19	26.8	8	27.6	27	27.0
	Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	15	28.8	2	9.5	17	23.3
	Applicable	18	34.6	8	38.1	26	35.6
	Moderately applicable	12	23.1	5	23.8	17	23.3
	Not applicable	4	7.7	3	14.3	7	9.6
	Not applicable at all	3	5.8	3	14.3	6	8.2
	Total	**52**	**100.0**	**21**	**100.0**	**73**	**100.0**

6.7.12. Knowledge on Systems analysis and evaluation skill:

To a question about any knowledge acquired on 'Systems analysis and evaluation skills," 78 percent of BIGM graduates reported that they acquired the above-mentioned knowledge. In contrast, approximately 22% of graduates stated that they did not acquire. When asked about the level of applicability of knowledge in practical work, 90 percent of respondents said it was applicable at various levels, with 47 percent saying it was "moderately applicable," 32 percent saying it was "applicable," and the remaining 10% saying it was "highly applicable." In contrast, about 5% of graduates said it was not applicable, and another 5% said it was not applicable at all (Table 6.32).

Table-6.32: Distribution of BIGM graduates under Tranche-2 in terms of acquiring knowledge on 'Systems analysis and evaluation skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Systems analysis and evaluation skill'?**						
	Yes	54	76.1	24	82.8	78	78.0
	No	17	23.9	5	17.2	22	22.0
	Total	**71**	100.0	**29**	100.0	**100**	100.0
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	6	11.1	2	8.3	8	10.3
	Applicable	16	29.6	9	37.5	25	32.1
	Moderately applicable	28	51.9	9	37.5	37	47.4
	Not applicable	2	3.7	2	8.3	4	5.1
	Not applicable at all	2	3.7	2	8.3	4	5.1
	Total	**54**	100.0	**24**	100.0	78	100.0

6.7.13. Knowledge on Persuasion and negotiation skill: In response to a question about any knowledge acquired on "persuasion and negotiation skill', 69 percent of BIGM graduates reported having acquired the above-mentioned knowledge. In comparison, approximately 31 percent of graduates stated that they did not receive. To a question on the level of applicability of knowledge in practical work, 84 percent mentioned that the acquired knowledge was applicable in practical work at various levels, including 35 percent mentioning it as applicable, 30 percent as moderately applicable and the rest, 19 percent, mentioning it as highly applicable. In contrast, approximately 12 percent of graduates stated that it was not applicable, and another 4% stated that it was not applicable at all (Table 6.33).

Table-6.33: Distribution of BIGM graduates under Tranche-2 in terms of acquiring knowledge on 'Persuasion and negotiation skill'

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether acquired any knowledge on 'Persuasion and negotiation skill'?**						
	Yes	51	71.8	18	62.1	69	69.0
	No	20	28.2	11	37.9	31	31.0
	Total	**71**	100.0	**29**	100.0	**100**	100.0
(b)	**Level of applicability of acquired knowledge in practical work**						
	Highly applicable	11	21.6	2	11.1	13	18.8
	Applicable	18	35.3	6	33.3	24	34.8
	Moderately applicable	14	27.5	7	38.9	21	30.4
	Not applicable	6	11.8	2	11.1	8	11.6
	Not applicable at all	2	3.9	1	5.6	3	4.3
	Total	**51**	**100.0**	**18**	**100.0**	**69**	**100.0**

6.8. Employment status

6.8.1. Nature of employers' organization: In response to a question about the nature of the employer's organization, 62 percent of BIGM graduates said they worked in the Civil Service of Bangladesh, 29 percent for a private organization, and 9 percent for NGO (Figure 6.2). The gender-wise distribution of respondents in terms of the nature of their employers' organizations is also shown in Figure 6.2. According to the proportion of graduates mentioning Civil Service and NGO, the male number was higher than the female. Conversely, female number was higher than male in private organization.

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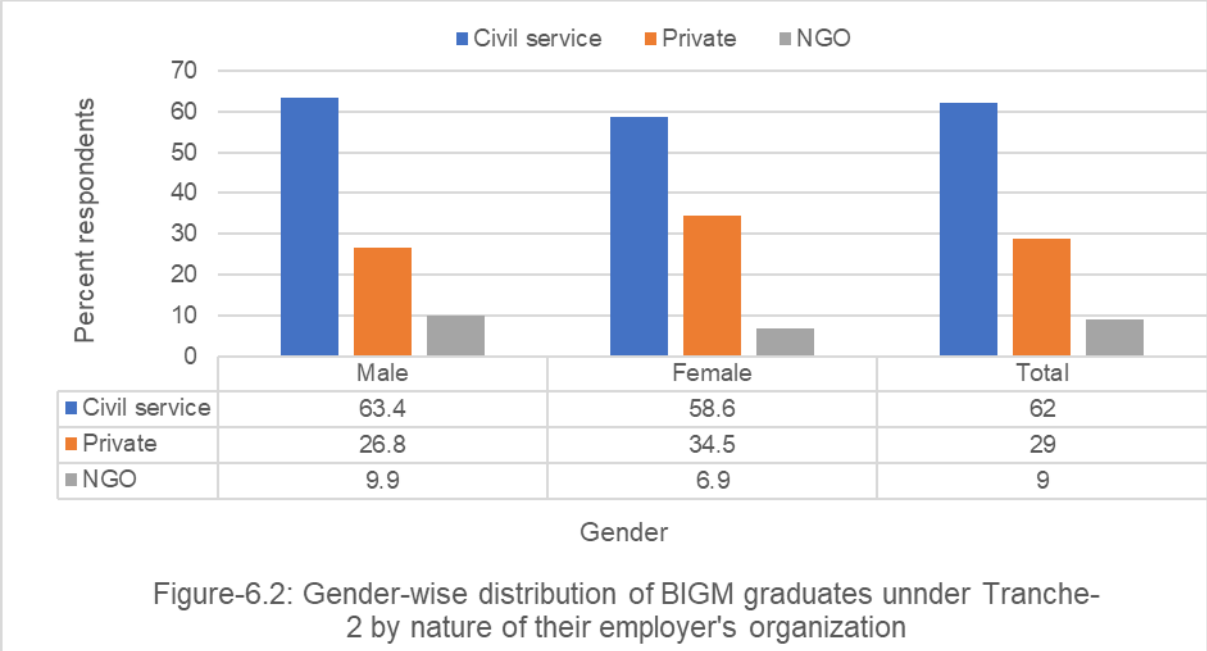

Figure-6.2: Gender-wise distribution of BIGM graduates unnder Tranche-2 by nature of their employer's organization

6.8.2. Current position/designation in the job: Regarding the question of what position/designation graduates hold currently in the job under Civil Service, about 31 percent of graduates were holding the post of Deputy Director followed by 28 percent holding the post of Assistant Director, 15 percent holding both Assistant Secretary and Deputy Secretary. 10 percent hold the post of senior assistant secretary and 3 percent hold other posts (Table-6.34).

Table-6.34: Distribution of BIGM graduates under Tranche-2 by position/designation of the graduates in the job

Options & opinions	BIGM graduates under Tranche-2					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Current position/designation of graduates working in Civil Service						
Assistant Director	45	63.4	17	58.6	62	62.0
Deputy Directory	19	26.8	10	34.5	29	29.0
Additional Director	7	9.9	2	6.9	9	9.0
Total	**71**	**100**	**29**	**100.0**	**100**	100.0

6.8.3. Job performance: To a question of what level of self-confidence increased, 100 percent of BIGM graduates under Tranche-2 reported that their self-confidence in job performance had increased due to SEIP-supported training. The gender-wise distribution of respondents in terms of self-confidence increased is shown in Table-6.35. The proportion of graduates mentioning self-confidence increased, male was higher than that of male. To a question of any difference in efficiency observed between SEIP and non-SEIP graduates, 90 percent mentioned that there was a difference in working efficiency between SEIP and non-SEIP graduates, while the rest 10 percent stated no difference.

Graduates' response was assessed on the employers' satisfaction with SEIP graduates' performance on the job. Almost all BIGM graduates reported that their employers were satisfied with their job performance, including 64 percent mentioning satisfied, while 30 percent mentioned very much satisfied and only 6 percent mentioned somewhat satisfied (Table-6.35).

Table-6.35: Distribution of BIGM graduates under Tranche-2 by their job performance

Sl. No.	Options & opinions	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Increased self-confidence on job performance due to SEIP supported training**						
	Yes	71	100.0	29	100.0	100	100.0
	No	0	0.0	0	0.0	0	0.0
	Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**
(b)	**Any difference observed in the job performance between SEIP graduates and non-SEIP graduates**						
	Yes	69	97.2	21	72.4	90	90
	No	2	2.8	8	27.6	10	10
	Total	**71**	100.0	**29**	100.0	**100**	**100**
(c)	**Graduates' response on the employers' satisfaction on graduates' performance in the job**						
	Very much satisfied	22	31.0	8	27.6	30	30.0
	Satisfied	48	67.6	16	55.2	64	64.0
	Somewhat satisfied	1	1.4	5	17.2	6	6.0
	Total	**71**	**100.0**	**29**	**100.0**	**100**	**100.0**

6.9. Social Development and Women Empowerment

To the question of decision-making by the women graduates under BIGM on various family issues at the household level, the women graduates who completed the Policy Analysis Course stated diversified responses. The respective findings are given below:

6.9.1. Children's education: On children's education, only 17.1 percent women graduates reported that either they solely or jointly with their husband and/or male members of the household took the decision on children's education, including 10.3 percent mentioned solely by women graduate, 3.4 percent jointly by women graduate and her husband, and 3.4 percent jointly by male and female members of the household. Conversely, 65.5 percent of women graduates stated that male members took decisions, including 41.4 percent mentioned solely by husband and 24.1 percent solely by male members of the household. While about 17.2 percent mentioned that this issue was not applicable to them, as because they had no children at all (Table-6.36).

6.9.2. Marriage of daughter/son: On the marriage of daughter/son, about 79 percent women graduates reported that either they solely or jointly with husband and/or male members of the household took the decision on the marriage of daughter and/or son, including 52 percent said jointly by women graduate and her husband, 28 percent jointly by male and female members of their household. On the other hand, 21 percent took decisions solely by male members and 3.4 percent solely by husbands (Table-6.36).

6.9.3. Purchase of assets and properties: On the purchase of assets and properties, approximately 92 percent of women graduates reported that they made the decision either solely or jointly with their husband and/or male members of the household, with 52 percent who said jointly with their husband, 21 percent who said solely by women graduates, and 21 percent jointly by male and female members of their household. On the other hand, 3.4 percent of households had decisions taken solely by male members, and 3.4 percent had decisions taken solely by husbands (Table-6.36).

6.9.4. Spending money earned by women graduate: On spending money earned by women graduates, about 82.7 percent reported that either they solely or jointly with their husband and/or male members of the household took the decision, including 75.9 percent mentioned solely women graduates, 3.4 percent jointly women graduate and her husband, and 3.4 percent jointly by male and female members of their household. Conversely, 17.2 percent of graduates took the decision solely by husband (Table-6.36).

Table-6.36: Distribution of women graduates under BIGM by decision making at household levels on specific family issues

Sl. No.	Options and opinions	Women graduates [N=29]	
		No. of respondents	% response
(a)	**Who took decision on children's education**		
	Solely by women graduate	3	10.3
	Solely by male member	7	24.1
	Jointly by male and female members	1	3.4
	Solely by husband	12	41.4
	Jointly by graduate and her husband	1	3.4
	Not applicable	5	17.2
	Total	**29**	**100.0**
(b)	**Who took decision on marriage of daughter/son**		
	Jointly by male and female members	8	27.6
	Solely by husband	6	20.7
	Jointly by graduate and her husband	15	51.7
	Total	**29**	**100.0**
(c)	**Who took decision on purchase of household assets and properties**		
	Solely by women graduate	6	20.7
	Solely by male member	1	3.4
	Jointly by male and female members	6	20.7
	Solely by husband	1	3.4
	Jointly by graduate and her husband	15	51.7
	Total	**29**	**100.0**
(d)	**Who spent money that earned by women graduates**		
	Solely by women graduate	22	75.9
	Jointly by male and female members	1	3.4
	Solely by husband	5	17.2
	Jointly by graduate and her husband	1	3.4
	Total	**29**	**100.0**

6.9.5. Course selection process by women graduates: To the question of 'how to choose the SEIIP-supported Policy Analysis Course, as their answer, about 31 percent mentioned they chose the SEIP-supported training course by their own choice, followed by 24 percent influenced by their employer, 21 percent influenced by family members, 21 percent mentioned influenced by colleagues and 3 percent selected the course as influenced by husbands (Table-3.37).

6.9.6. Social status: In response to a question about whether the social status of women graduates increased after receiving SEIP-supported training, approximately 59 percent stated that their social status increased. Conversely, 41 percent of women graduates mentioned that their social status had not increased (Table-6.37). Regarding a question about involvement in any officers' association, 66 percent of women graduates mentioned they were members of officers' associations, while 34 percent were not (Table-6.37).

Table-6.37: Distribution of women graduates under BIGM in terms of course selection process and involvement in community-based organization

Sl. No.	Options and opinions	BIGM graduates under Tranche-2 [N=29]	
		No. of respondents	% response
(a)	**Selection process of SEIP supported Course by women graduates**		
	By own (women graduate) choice	9	31.0
	Influenced by husband	1	3.4
	Influenced by family members	6	20.7
	Influenced by employer	7	24.1
	Influenced by colleagues	6	20.7
	Total	**29**	100.0
(b)	**Social status increased after getting SEIP supported training**		

	Yes	17	58.6
	No	12	41.4
	Total	**29**	100.0
(c)	**Member of any officers' association**		
	Yes	19	65.5
	No	10	34.5
	Total	**29**	100.0

6.10. Impact of COVID-19 Pandemic

6.10.1. Impact of COVID-19 Pandemic on employment: Regarding the question of whether the Covid-19 Pandemic affected the job/employment of the graduates, as their answering, about 74 percent claimed that the Covid-19 pandemic affected their job/employment, while 26 percent were not affected. To a question of how the Covid-19 Pandemic affected their job/employment, about 57 percent of graduates reported that their duty roster had to reschedule, 30 percent mentioned reduced working hours, followed by 20 percent mentioned Covid-19 Pandemic delayed their promotion. Conversely, 2.7 percent of graduates reported that they were underemployed due to the impact of the Covid-19 pandemic (Table-6.38).

Table-6.38: Impact of Covid-19 Pandemic on job/employment

Sl. No.	Options and opinions	BIGM graduates under Tranche-2	
		No. of respondent	% response
(a)	**Whether the Convid-19 Pandemic affected the job/employment [N=100]**		
	Yes	74	74.0
	No	26	26.0
	Total	**100**	100.0
(b)	**Types of impact of Covid-19 Pandemic on job/employment [N=74]**		
	Reduced working hours	22	29.7
	Rostering/staggering in duty	42	56.8
	Delay of promotion	15	20.3
	Underemployment	2	2.7
	Multiple response		

6.10.2. Sufferings of family members from Covid-19 disease: Regarding the question of whether any family member suffered from Covid-19 disease, about 58 percent claimed that their family members suffered from Covid-19 disease, while 42 percent did not. The proportion of graduates who said Covid-19 affected their job/employment was more or less similar for men (58%) and women (59%). To a question of how many family members suffered, they reported that on average 2.76 members per household of the graduates suffered, ranging from 1 to 3 members per household (Table-6.39).

Table-6.39: Sufferings of family members from Covid-19 disease

Sl. No.	Option & opinion	BIGM graduates under Tranche-2					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	Whether any of the family members suffered from Covid-19 disease						
	Yes	41	57.7	17	58.6	58	58.0
	No	30	42.3	12	41.4	42	42.0
	Total	71	100.0	29	100.0	100	100.0
(b)	Number of household members suffered from Covid-19 disease						
	Minimum (no.)	1		1		1	
	Maximum (no.)	3		2		3	
	Average (no.)	2.26		1.97		2.76	
	Standard Deviation	1.897		1.678		2.075	

CHAPTER VII

FINDINGS ON SEIP GRADUATES' SURVEY UNDER TRANCHE-1

Summary of Findings

The tracer study of SEIP graduates who completed SEIP-supported training under Tranche-1 was conducted using an electronic version of a pre-designed structured questionnaire. The respondents were selected through a phone call survey from a database of SEIP graduates under Tranche-1 who were already traced out through the first tracer study to get a comparative picture of the changes in their employment status over time. The database was provided by SDCMU-SEIP. A total of 600 SEIP graduates under Tranche-1 selected through the phone call survey from the SDCMU-SEIP provided the database of the first tracer study were interviewed at their workplaces located throughout the country. A group of well-trained enumerators was deployed in the field and collected the data from the graduates using the electronic version questionnaire uploaded to a Tablet device through KoboToolBox software. The summary of findings on the SEIP graduate survey under Tranche-1 is presented below:

Graduate Profile: Among the 600 SEIP graduates under Tranche-1 retraced through the second tracer study, 74 percent were male and 26 percent female. As far as the education of SEIP graduates is concerned, 31 of them had completed graduation, while about 21 percent HSC, 17 percent completed SSC, 13 percent Post-Graduation, 8 percent belonged to class V-VIII, 7 percent completed Diploma, 3 percent belonged to class V-IX and 1 percent had completed less than class V. About 0.5 percent of the graduates (3) belong to ethnic groups. Among them, all were female and belonged to Chakma ethnic group.

Training Institutes and training delivery: SEIP's advertisement was the main source of enrollment information about SEIP-supported skills training, as mentioned by 47 percent of SEIP graduates under Tranche-1. About 19 percent mentioned friends and colleagues, 11 percent mentioned social media and employers (10 percent), and about 10 percent of graduates heard the information from relatives followed by 8 percent mentioned poster/festoon/banner/flyers, job fair (1.3 percent) and relatives (10 percent).

As per retracing 600 SEIP graduates under Tranche-1, a total of 74 training courses were identified through the second tracer study. The frequently mentioned courses were: Graphics Design as reported by 13% of graduates, followed by Web Design and Development (9%), Electrical Installation and Maintenance (6%), Dress Making and Tailoring (6%), IT Support Services (5%), IT Support Technician (5%), Sewing Machine Operator (5%), Welding and Fabrication (4%), Mason (3%), Quality Control Supervisor (2%), Fashion Designing (2%), Fire Safety Management and Risk Assessment (2%), Machine Shop Practice (2%), Plumbing and Pipe Fitting (2%), etc. About 63 percent of SEIP graduates under Tranche-1 were enrolled in Government Training Institutes, while 33 percent were in Private Training Institutes, 2.2 percent in Training Institute under NGO and 1.3 percent in Training Institutes under Industry Association. About 47 percent stated that the duration of the training course was sufficient, while 53 percent of graduates mentioned that the course duration needed to be increased.

Satisfaction on training: About 98 percent of SEIP graduates under Tranche-1 thought that the training course was relevant in different degrees, including about 50 percent mentioning relevant, 38 percent moderately relevant and 10 percent highly relevant. On the quality of teaching/lecture delivery, about 95 percent of SEIP graduates informed that the quality of teaching/lecture delivery was very good to excellent, including 51 percent of graduates mentioned very good, 28 percent good and 17 percent excellent. Regarding the adequacy of training materials and other resources supplied during training course, about 98 percent of the SEIP graduates under Tranche-1 participated in the tracer study as respondents thought that the training materials were adequate in different degrees, including 81 percent mentioned moderately adequate, 14 percent

highly adequate and 3 percent mentioned slightly adequate. Regarding the satisfaction on the training environment prevailing during the training course at the training institute, 87 percent of the SEIP graduates thought that the training environment was satisfactory at different levels, including 75 percent mentioned being satisfied, 12 percent of graduates upholding the view of highly satisfied. While 12 percent mentioned being moderately satisfied. Regarding satisfaction on the scope of practice during the job demonstration, about 96 percent of graduates mentioned that they were satisfied at different levels, including about 77 percent mentioning satisfied and 19 percent mentioning highly satisfied. On the trainer-trainee relationship during the training course, about 97 percent of SEIP graduates under Tranche-1 thought that the relationship was acceptable at different levels, including 15 percent mentioning perfectly acceptable and 82 percent mentioning acceptable. Regarding overall satisfaction on SEIP-supported training courses, about 96 percent of SEIP graduates under Tranche-1 who participated in the second tracer study were found satisfied with the overall training course at different degrees, including 82 percent mentioned satisfied and 14 percent said highly satisfied.

SEIP graduates under Tranche-1 retraced by second tracer study also mentioned that they participated in further skills training after SEIP graduation, about 18 percent of graduates under Tranche-1 attained further training, while 83 percent did not participate in any further training after SEIP graduation. In terms of kind of further training, about 59 percent of graduates participated in IT skill training, while 56 percent mentioned job-related training, 18 percent mentioned communication skills training, 15 percent office management, 12 percent mentioned leadership skills training.

A large majority of SEIP graduates (72 percent) mentioned that they need further training to build up a better career, of them, 53 percent reported that they need practical skills training relevant to their job without mentioning the sector/area, while 41 percent need IT skills training.
About 89 percent of SEIP graduates under Tranche-1 received stipend from SEIP-supported training. Conversely, 11 percent claimed that they didn't get stipend money. Some of the FGD participants also claimed that after completion of SEIP-supported training course, the respective training institute collected the signatures of graduates on the stipend money distribution sheet, but after a long period, the authority of training providing institutes did never call them to receive the stipend money.

About 97 percent of graduates informed that the 'course instructors' conducted continuous assessments during the training course, while 97 percent stated that the attitude of assessors was cooperative and supportive; 99 percent of graduates informed that assessment tools were appropriate for easily performing the final assessment and 99 percent graduates mentioned that the assessment materials, tools and equipment were adequate. On the other hand, 25 percent of graduates informed that the assessment results were given a few days after training, 61 percent mentioned the results were given immediately after training.

About 87 graduates received the certificate after training, of which 32 percent graduates used the certificate and got varieties of benefits: of them, 96 percent mentioned that they find job with the help of certificate, while 78 percent drew higher salary as compared to non-certified employees, 23 percent benefitted for further studies and 11 percent got promotion. In addition to SEIP, 27 percent of graduates possessed skill certificate other than SEIP-supported training program.

Among the SEIP graduates under Tranche-1 who did not get the certificate mentioned the reasons for not getting the certificate. It appears that 57 percent of graduates applied for certificate but did not manage time to collect them, while 16 percent did not feel the necessity of certificate, 11 percent applied for certificate, but did not get them due to administrative complexity at the training institute. While another 11 percent tried to collect the certificate, but the relevant desk official was not available.

Job search and employment: Regarding the job search and employment status, about 56 percent of graduates under Tranche-1 searched the job after SEIP graduation, while 44 percent informed that they did not search the job. Among the graduates who search the job, about 61

percent searched 3-4 employers to find the job, while 18 percent searched 5-6 employers, 16 percent searched for less than three employers, and 6 percent graduates searched 7-9 employers. In the case of methods they used, 62 percent used private networking to get the job, while 45 percent used online media, 39 percent considered job fair, 33 percent used newspaper advertisements, 23 percent used information from the Job Placement Office of the training institute, 22 percent mentioned friends and relatives, and 15 percent vacancy notice and course instructors separately. On average, the graduates faced four interviews, ranging from 1 to 8 interviews.

Among the graduates who searched the job, 47 percent faced different challenges, among them, 84 percent mentioned lack of job opportunities, 32 percent lack of skills as per employer's requirement, 22 percent mentioned skill mismatch with the job market.

Among SEIP graduates under Tranche-1 who did not search the job after SEIP graduation, they also mentioned their reasons for not searching the job. About 70 percent aimed to start self-employment, while 11 percent mentioned continuing their existing job, 8 percent mentioned pursuing higher studies, 7 percent did not look for a job due to family problems, 4 percent wanted to continue the study.

About 20 percent of graduates under Tranche-1 were working in any organization before attending in SEIP-supported training, whereas 81 percent were not working in any organization. Among 600 SEIP graduates under Tranche-1 who participated in the second tracer study, 62 percent of graduates were employed, including 52 percent wage-employed and 10 percent self-employed. Whereas, 38 percent of graduates were unemployed.

Wage-employment: Among 314 wage-employed SEIP graduates under Tranche-1, 53 percent informed that their current job was their first job. About 56 percent mentioned that 1–6 months' time after SEIP graduation was required to get the job, 34 percent got the job after 6 months of SEIP graduation. The remaining 10 percent of graduates mentioned that they rejoined their previous job. About 56 percent mentioned they got support from SEIP Job Placement/Coordinator Office to find the job. Among the wage-employed graduates, 98 percent were employed in Government/Public Organizations, 2 percent in Private Organizations and only one percent were employed in Non-Government Organizations. In terms of the nature of the contract agreement between graduate and employer, about 56 percent mentioned their job was permanent, 42 percent mentioned temporary, while only 1.27 percent mentioned part-time. About 50 percent of wage-employed graduates were working in their home town/district, while 50 percent had to migrate to another place for doing the job.

There were 12 job sectors identified during retracing the SEIP graduates under Tranche-1 through the second tracer study, of which maximum 21 percent were employed in the service sector, 14.3 percent in the IT Sector, 14 percent in RMG and Textile, 6 percent in Sales and Marketing, 3.2 percent in Construction and another 3.2 percent were working in Workshop. Other job sectors were Food and Beverage (1.9 percent), Light Engineering (1.3 percent), Transport (1.3 percent), Leather and Footwear (1.0 percent), Tourism and Hospitality (1.0 percent) and Shipbuilding (0.3 percent).

There were 18 job posts/designations identified through retracing the SEIP graduates under Tranche-1. Of them, 24 percent hold the post of Officer, while 9 percent worked as Operator, 6.7 percent as Technical Assistant, 6.4 percent Executive, followed by Skilled Worker (6 percent), Helper (5 percent), Data Entry Operator (4.5 percent), Operator (4 percent), Office Employee (4 percent), Electrician (4 percent), Technician (3.8 percent), Driver (3.8 percent), Salesman (3.5 percent), Assistant Operator (3.2 percent), Graphics Designer (3.2 percent), Apprentice (3.2 percent).

Regarding the reasons to choose the current job, about 62 percent chose the current job due to good working conditions. 61 percent chose this option due to the handsome salary. 53 percent

mentioned suitable job location, 42 percent mentioned reputed organization, 24 percent chose due to job security, 20 percent mentioned their interest in the job field, 18 percent chose the job to hold a good position, 15 percent mentioned most suitable training, and 10 percent chose being influenced by the family. Besides, four percent said that they chose the current job due to having a SEIP certificate, and 2.2 percent chose the current job as suggested by the Job Placement/Coordinator Office under the SEIP program.

The average job experience of the wage-employed SEIP graduates under Tranche-1 was 2.94 years, including 2.9 years for male and 3.31 years for female graduates. About 37 percent of wage-employed SEIP graduates under Tranche-1 reported that they were working more than 48 hours a week and 34 percent of them received remuneration for overtime. According to the 2006 Labor Act of Bangladesh, the average working hours for adult workers in Bangladesh is 48 hours in a week. Workers who work overtime on ordinary workdays should be paid 1.5 times the hourly pay for the first hour of overtime worked, and 2 times the hourly pay for each additional hour worked. From the study findings, it is also revealed that the wage-employed SEIP graduates under Tranche-1, who worked more than 48 hours a week, were also getting remuneration from their employers for overtime. It indicates that overtime activities of wage-employed SEIP graduates and remuneration for overtime are aligned with Bangladesh Labor Act, 2006.

Income of wage-employed graduates: The average monthly wage/salary in the current job of wage-employed SEIP graduates under Tranche-1 considering during the second tracer study period was 12924 BDT, which was higher (13040 BDT) for male than that of female (10684 BDT) employed graduates. While the average monthly wage/salary in the previous job before SEIP training was 6759 BDT, which was also higher (6937 BDT) for males than that for females (3162 BDT) for female employed graduates. About 52 percent of income/wage/salary in the current job of the wage-employed SEIP graduates had increased as compared with their previous job before SEIP training.

Promotion of wage-employed graduates: About 6.4 percent of SEIP graduates under Tranche-1 got promotion in the job after SEIP graduation, while 93.6 percent of graduates did not get any promotion. The major reasons for not getting promotion were: about 77 percent of graduates mentioned no promotion opportunity, while 21 percent mentioned qualifications did not match with the job, 12 percent mentioned skills were not up to the mark, etc.

Job history of wage-employed graduates: Among the wage-employed graduates (314), about 45.5 percent (143) of graduates changed their first job after SEIP graduation, while 54.5 percent (171) did not change. The average frequency of changing the first job was 2.15 times ranging from 1 to 5 times. Frequently mentioned reasons for changing the first job were: too low salary as reported by 71 percent graduates, followed by to get better job (47%). Other reasons were irregular payment (16 percent), no-work-no-pay (14 percent), no job security (8.4 percent), Covid-19 pandemic (8.4 percent), the job was irrelevant with training and experience (7.7 percent), health problems (6.3 percent) (Table-7.35b).

Regarding the question of whether the graduates intended to continue their current job, about 87 percent of wage-employed SEIP graduates under Tranche-1 mentioned that they intended to continue their current job, while the remaining 13 percent of graduates were not interested to continue (Table-7.35b).

Skill matching with current job: About 66 percent of wage-employed graduates mentioned that knowledge and skills acquired from SEIP training were relevant to their current job. However, 68 percent of wage graduates under Tranche-1 required more skills to perform the job effectively. The frequently mentioned name of skills required was: hands-on-skills as reported by 79 percent of graduates, followed by problem-solving skills (34 percent), communication skills (31 percent), independent thinking (26 percent), skills on working attitude (18 percent),

theoretical knowledge (15 percent) and numeracy & literacy skills (8 percent). According to the proportion of graduates mentioning the need for skills, **male** was slightly higher than that **of male**.

Job performance: To the question of whether any difference was observed in job performance between wage-employed SEIP graduates and non-SEIP graduates, about 96 percent of SEIP graduates observed the difference, while the remaining four percent did not observe the difference. All wage-employed SEIP graduates under Tranche-1 reported that their employers were satisfied in different degrees with the performance of the graduates in the job, including 79 percent satisfied, 20 percent highly satisfied and one percent moderately satisfied. In terms of the current job prospect, 98 percent of graduates said "good" at various levels, including 15% said "very good," 47 percent said "good," and 37 percent said, "fairly good." On the other hand, the remaining 2 percent mentioned that the prospects were poor. About 99.7 percent of graduates mentioned that the working condition of their current job was good at different levels, with 22 percent mentioning "very good," 46 percent mentioning "good," and 32 percent mentioning "fairly good" (Table-7.35d).

Self-employed graduates: Out of 600 SEIP graduates under Tranche-1, 9.8 percent (59) were found in self-employment. They were involved in various types of self-employment activities. Frequently mentioned sectors were freelancing (27 percent), tailoring and garments (25.4 percent), trading/small business (18.6 percent), IT support service (6.8 percent), electrical installation and maintenance (5 percent), food processing and marketing (3.4 percent), and Servicing (1.7 percent). The male-female distribution shows that self-employed women (65 percent) were basically involved in tailoring and garments than that of male (5 percent), whereas more self-employed males were involved in trading/small business (25.6 percent), IT support service (10.3 percent) and freelancing (39 percent) than that of self-employed female.

About one-third (32 percent) got some support from the job placement office /coordinator to start their self-employment-related activities. Four reasons were the main for selecting self-employment-related activities. These reasons are: business can be performed independently (31 percent), self-interest (48 percent), the opportunity to earn more income (14 percent), and family business (5 percent).

About 34 percent of graduates required 1-6 months to start self-employment activities after SEIP graduation, 54 percent of graduates required more than six months, while the remaining 12 percent of graduates were continuing their previous self-employment activities. In terms of work location of the self-employment activities, 81 percent of graduates were working in their home town/district, and 14 percent migrated to another place for self-employment activities.

About 29 percent of SEIP graduates under Tranche-1 had trade license in favour of Self-employment activity. Simultaneously, all of them reported that they had bank accounts and TIN certificates in favour of their self-employment-related activities/business.

Detail Findings of SEIP Graduate Survey under Tranche-1

7.1. INTRODUCTION

The tracer study of SEIP graduates who completed SEIP-supported training under Tranche-1 was conducted through face-to-face interviews with 600 sample graduates at their workplaces throughout the country using the electronic version of the pre-designed structured questionnaire. The sample of graduates were selected through a phone call survey from the database of SDCMU-SEIP provided SEIP graduates under Tranche-1 who were already traced by means of first tracer study to get a comparative picture of the changes of their employment status over time. The relevant questionnaire was pre-tested with the participation of sample graduates in Dhaka City and subsequently approved by the SDCMU-SEIP. A group of well-trained enumerators was deployed in the field and collected the data from the graduates using the

electronic version questionnaire uploaded to Tablet device through KoboToolBox software. The summary of findings from the SEIP graduate survey under Tranche-1 is presented below:

7.2. GRADUATE PROFILE

As profile of SEIP graduates, three variables are considered viz. gender, education of the graduates and marital status. Relevant data are shown in Figure-7.1, Tables-7.1 and 7.2, 7.3 and 7.4.

7.2.1. Gender of graduates: The tracer study was conducted with 600 SEIP graduates under Tranche-1, of which 74 percent were male and 26 percent female. No SEIP graduate was found from transgender (Figure-7.1).

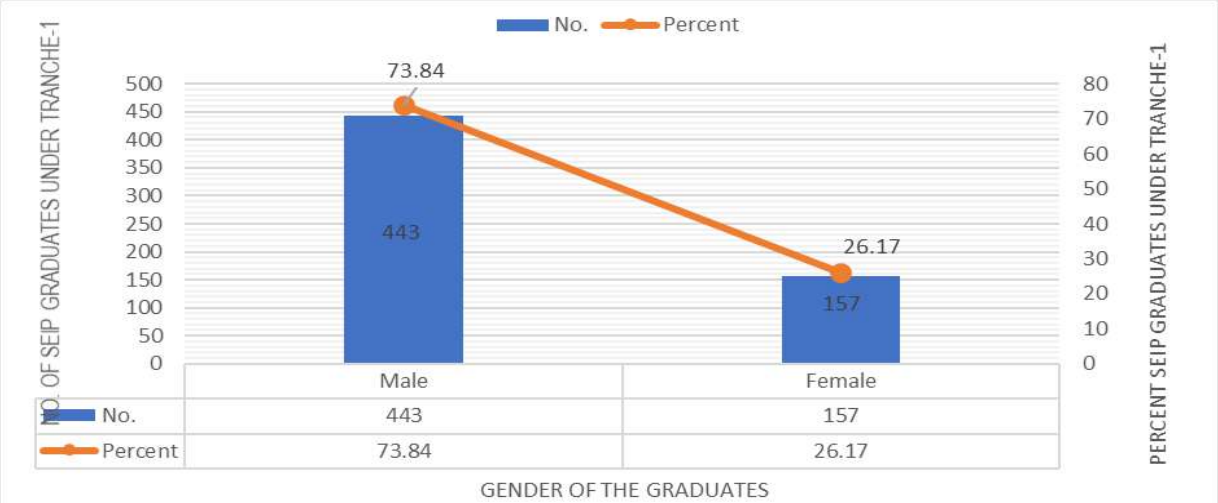

Figure-7.1: Gender-wise distribution of SEIP graduates under Tranche-1 participated in the Second Tracer Study

7.2.2. Education: Data on the educational attainment of SEIP graduates under Tranche 1 at the time of enrollment is provided in Table-7.1 and 7.2. From the gender-wise distribution of SEIP graduates under Tranche-1 as depicted in Table-7.1, it is seen that about 1.1 percent of the SEIP graduates completed class IV or less. The minimum requirement for admission into the SEIP program is class V. The condition of minimum qualification required for admission is not complied with at least 1.1 percent of SEIP graduates, while 10.3 percent completed class V-X. The table also shows that about 17.2 percent of SEIP graduates completed SSC or above levels of education, while about 20.8 percent completed HSC or equivalent. It was also revealed from the findings, 6.8 percent completed Diploma or equivalent, while 31.3 percent completed graduation and 12.5 percent completed post-graduation. It can be mentioned that SSC is the minimum admission requirement for IT-related courses, while HSC or above is needed for professional customer care services in call centres.

Table-7.1: Educational attainment of SEIP graduates under Tranche-1 at the time of enrollment in the SEIP supported training course by gender

Education level	SEIP Graduates under Tranche-1 as respondents					
	Male [N=443]		Female [N=157]		Total [N=600]	
	Number	Percent	Number	Percent	Number	Percent
Less than Class V	1	0.2	5	3.1	6	1.1
Class V-VIII	25	5.6	22	14.0	47	7.8
Class IX-X	5	1.1	10	6.3	15	2.5
SSC	70	15.8	33	21.0	103	17.2
HSC	91	20.5	34	21.7	125	20.8
Diploma	34	7.7	7	4.5	41	6.8
Graduation	160	36.1	28	17.8	188	31.3
Post-Graduation	57	12.9	18	11.5	75	12.5
Total	443	100.0	157	99.9	600	100.0

From the employment-wise distribution of SEIP graduates under Tranche-1 as depicted in Table-7.2, it is seen that 62 percent were employed, including 52 percent wage employed and 10 percent self-employed. On the other hand, 38 percent of graduates were unemployed. Among wage-employed graduates, the maximum, 40 percent, completed graduation that was higher than that of self-employed (22 percent) and unemployed (22 percent), followed by 21 percent wage-employed graduates who completed HSC or equivalent was higher than that of unemployed (23 percent) and self-employed (12 percent). Maximum, 26 percent, of graduates completed SSC under unemployment, which was higher than that of both self-employed (17 percent) and wage-employed, graduates (11 percent).

Table-7.2. Distribution of SEIP graduates under Tranche-1 by educational qualification and employment status

Education level	SEIP graduates under Tranche-1 as respondents					
	Wage employed		Self-employed		Unemployed	
	Number	Percent	Number	Percent	Number	Percent
Less than Class V	2	0.3	0	0.0	4	0.7
Class V-VIII	12	2.0	15	2.5	20	3.3
Class IX-X	4	0.7	3	0.5	8	1.3
SSC	33	5.5	10	1.7	60	10.0
HSC	65	10.8	7	1.2	53	8.8
Diploma	22	3.7	4	0.7	15	2.5
Graduation	125	20.8	13	2.2	50	8.3
Post-Graduation	51	8.5	7	1.2	17	2.8
Total	314	52.3	59	9.8	227	37.8

7.2.3. Marital status: According to the data, approximately 60% of the SEIP graduates (359 under Tranche 1) interviewed in the second tracer study for retracing were married, 40% were unmarried, and only 0.12% of graduates (1) were widows or widowers (Figure 7.2).

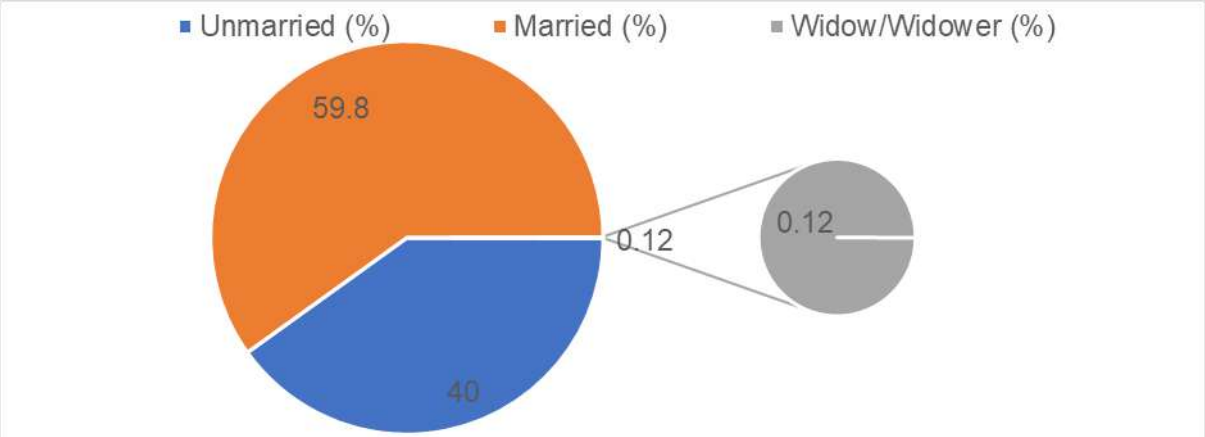

Figure-7.2: Mariata status of SEIP graduates under Tranche-1 participated for retracing in the second tracer study under Tranche-2

7.3. DISADVANTAGED INFORMATION

7.3.1. Ethnicity: As reported, a total of 3 SEIP graduates under Tranche-1 (0.5 percent) out of 600, interviewed belonged to an ethnic community during the second tracer study (Table-7.3). All three ethnic graduates were female and came from the Chakma ethnic community.

Table-7.3: Gender-wise distribution of BIGM graduate by ethnicity group

Sl. No.	Option & response	Gender-wise response [N=600] on ethnicity					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**SEIP graduates under Tranche-1 belonging to any ethnic community?**						
	Yes	0	0	3	1.91	3	0.5
	No	443	100	154	98.09	597	99.5
	Total	443	100	157	100	600	100
(b)	**Type of ethnicity**						
	Chakma	0	0.0	3	100.0	3	100.0
	Total	0	0.0	3	100.0	3	100.0

7.3.2. Disability: As reported none of SEIP graduates under Tranche-1 interviewed as respondents was found belonging to physically challenged group during the time of survey (Table-7.4).

Table-7.4: Gender-wise distribution of SEIP graduates by disability

Option & response	Gender-wise response [N=600] on disability					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	0	0	0	0	0	0
No	443	100.0	157	100.0	600	100.0
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.4. ENROLLMENT UNDER SEIP TRAINING

7.4.1. Sources of information for enrollment: There were various sources of enrollment information. SEIP's advertisement was the main source of enrollment information about SEIP-supported skills training, as mentioned by 47 percent of SEIP graduates under Tranche-1. While approximately 19% of graduates mentioned friends and colleagues, 11 percent mentioned social media, and 10% mentioned employers. On the other hand, 10 percent of graduates heard the information from relatives followed by 8 percent mentioning posters, festoons, banners, and flyers, job fair (1.3 percent) and relatives (10 percent) (Table-7.5).

It can be mentioned here that about 57 percent of SEIP graduates under Tranche-1 mentioned SEIP-supported events as their source of enrollment information. In terms of sources of enrollment information, both male and female graduates had more or similar distributions, as shown in Table 7.5a.The distribution of SEIP graduates under Tranche-1 in terms of getting sources of enrollment information by employment status is presented in Table-7.5b.

Table-7.5a: Gender-wise distribution of SEIP graduates under Tranche-1 by sources of getting information about SEIP training

Source of information	Male [N=443]		Female [N=157]		Total [N=600]	
	Number	Percent	Number	Percent	Number	Percent
SEIP advertisement	209	47.1	73	46.5	282	47.0
Social media	50	11.2	14	8.9	64	10.6
Job Fair	7	1.5	1	0.6	8	1.3
Trainers	6	1.3	1	0.6	7	1.1
Employer	6	1.3	2	1.2	8	1.3
Friends/colleagues	87	19.6	27	17.2	114	19.0
Relatives	42	9.4	17	10.8	59	9.8
Poster/Festoon/ Banner/ Flyers	29	6.5	20	12.7	49	8.1
Others	7	1.5	2	1.27	9	1.5

Source of information	Male [N=443]		Female [N=157]		Total [N=600]	
	Number	Percent	Number	Percent	Number	Percent
Total	**443**	**100**	**157**	**100.**	**600**	**100**

Table 7.5b: Sources of information about SEIP supported training by employment

Sources	Wage-employed		Self-employed		Unemployed		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
SEIP advertisement	134	42.7	27	45.8	121	53.3	282	47.0
Social Media	36	11.5	4	6.8	24	10.6	64	10.7
Job fair	5	1.6	2	3.4	1	0.4	8	1.3
Trainers	5	1.6	2	3.4	0	0.0	7	1.2
Employers	6	1.9	0	0.0	2	0.9	8	1.3
Friends	76	24.2	10	16.9	28	12.3	114	19.0
Relatives	29	9.2	7	11.9	23	10.1	59	9.8
Posters	18	5.7	6	10.2	25	11.0	49	8.2
Others	5	1.6	1	1.7	3	1.3	9	1.5
Total	314	100.0	59	100.0	227	100.0	600	100.0

7.4.2. Courses undertaken: As per retracing 600 SEIP graduates under Tranche-1, total 74 training courses were identified through second tracer study (Table-7.6). The courses were: Graphics Design as reported by 13 percent of graduates, followed by Web Design and Development (9 percent), Electrical Installation and Maintenance (6 percent), Dress Making and Tailoring (6 percent), IT Support Services (5 percent), IT Support Technician (5 percent), Sewing Machine Operator (5 percent), Welding and Fabrication (4 percent), Mason (3 percent), Quality Control Supervisor (2 percent), Fashion Designing (2 percent), Fire Safety Management and Risk Assessment (2 percent), Machine Shop Practice (2 percent), Plumbing and Pipe Fitting (2 percent), etc. Other courses completed by the graduates under Tranche-1 are presented in Table-7.6a.

Table-7.6a: Course-wise distribution of SEIP graduates under Tranche-1

Sl. No.	Course name	SEIP Graduates under Tranche-1					
		Male [N=443]		Female [N=157]		Total [N=600]	
		No.	%	No.	%	No.	%
1	Affiliate and e-commerce marketing	4	0.9	1	0.6	5	0.8
2	Android application development	3	0.7	1	0.6	4	0.7
3	Apparel Merchandising Basics	1	0.2	1	0.6	2	0.3
4	Auto CAD	1	0.2	0	0.0	1	0.2
5	Auto Mechanics	1	0.2	0	0.0	1	0.2
6	Back-office program	2	0.5	1	0.6	3	0.5
7	Basic Woven Structure	1	0.2	0	0.0	1	0.2
8	Beauty Parlor	0	0.0	1	0.6	1	0.2
9	Brick laying	1	0.2	0	0.0	1	0.2
10	CAD (2D & 3D)	1	0.2	0	0.0	1	0.2
11	Call Center & Business Processing Outsourcing	7	1.6	3	1.9	10	1.7
12	CNC Operation and Programing	1	0.2	0	0.0	1	0.2
13	Computer Basics	1	0.2	0	0.0	1	0.2
14	Customer Support Service	6	1.4	2	1.3	8	1.3
15	Digital Marketing Course	2	0.5	0	0.0	2	0.3
16	Dress making and Tailoring	4	0.9	29	18.5	33	5.5
17	Electrical Installation and Maintenance	36	8.1	1	0.6	37	6.2
18	Electrical & Navigation Equipment Installation	1	0.2	0	0.0	1	0.2

Sl. No.	Course name	SEIP Graduates under Tranche-1					
		Male [N=443]		Female [N=157]		Total [N=600]	
		No.	%	No.	%	No.	%
19	Electronics	10	2.3	0	0.0	10	1.7
20	Engineering Drawing	1	0.2	0	0.0	1	0.2
21	English and Business Communication	5	1.1	0	0.0	5	0.8
22	Fashion Designing	3	0.7	10	6.4	13	2.2
23	Finance and Marketing	1	0.2	0	0.0	1	0.2
24	Fire Safety Management and Risk Assessment	8	1.8	4	2.6	12	2.0
25	Food and Beverage Production	1	0.2	0	0.0	1	0.2
26	Fundamentals of Yarn Manufacturing	1	0.2	0	0.0	1	0.2
27	Garments Quality Assurance System	5	1.1	5	3.2	10	1.7
28	Graphics Design	58	13.1	18	11.5	76	12.7
29	House Keeping	1	0.2	1	0.6	2	0.3
30	Industrial Engineering & Yarn Manufacturing	1	0.2	0	0.0	1	0.2
31	IT Support Services	18	4.1	10	6.4	28	4.7
32	IT Support Technician	24	5.4	4	2.6	28	4.7
33	Knitting Machine Operator	2	0.5	0	0.0	2	0.3
34	Lasting & Assembling Operation (Footwear)	1	0.2	0	0.0	1	0.2
35	Lathe Machine Operator	2	0.5	0	0.0	2	0.3
36	Machine Shop Practice	12	2.7	1	0.6	13	2.2
37	Market Analysis & Export Promotion	4	0.9	1	0.6	5	0.8
38	Mason	12	2.7	3	1.9	15	2.5
39	Mastering Customer Service	3	0.7	1	0.6	4	0.7
40	Mechanical Fitter	2	0.5	0	0.0	2	0.3
41	Merchandising	3	0.7	0	0.0	3	0.5
42	Mid-Level Management (RMG)	3	0.7	6	3.8	9	1.5
43	Mid-Level Supervisor	6	1.4	4	2.6	10	1.7
44	Mobile Apps Development	7	1.6	0	0.0	7	1.2
45	Motor Driving with Basic Maintenance	3	0.7	0	0.0	3	0.5
46	Operator Training for Knit Sewing Machine	1	0.2	1	0.6	2	0.3
47	Operator Training for Woven Sewing Machine	0	0.0	4	2.6	4	0.7
48	Pattern and Design	2	0.5	0	0.0	2	0.3
49	Plumbing and Pipe Fitting	12	2.7	0	0.0	12	2.0
50	Practice of Commercial Activities	0	0.0	2	1.3	2	0.3
51	Production Planning & Control	8	1.8	0	0.0	8	1.3
52	Professional Back-Office Service	1	0.2	0	0.0	1	0.2
53	Professional Customer Service	3	0.7	3	1.9	6	1.0
54	Program Language	2	0.5	0	0.0	2	0.3
55	Quality Control Management	8	1.8	0	0.0	8	1.3
56	Quality Control Supervisor	9	2.0	4	2.6	13	2.2
57	Refrigeration & Air Conditioning	3	0.7	0	0.0	3	0.5
58	Rod Binding	10	2.3	0	0.0	10	1.7
59	Scaffolding	0	0.0	1	0.6	1	0.2
60	Search Engine Optimization	10	2.3	0	0.0	10	1.7
61	Server Management	4	0.9	0	0.0	4	0.7
62	Setting & Assembling Operation (Leather Goods)	3	0.7	0	0.0	3	0.5
63	Sewing Machine Operator	4	0.9	26	16.6	30	5.0
64	Social Compliance	3	0.7	0	0.0	3	0.5
65	Software Designer	1	0.2	0	0.0	1	0.2
66	Steel Binding & Fabrication	2	0.5	1	0.6	3	0.5
67	Supervisor Management Skill Development	1	0.2	0	0.0	1	0.2

Sl. No.	Course name	SEIP Graduates under Tranche-1					
		Male [N=443]		Female [N=157]		Total [N=600]	
		No.	%	No.	%	No.	%
68	Supply Chain Management	1	0.2	0	0.0	1	0.2
69	Tele Marketing	0	0.0	1	0.6	1	0.2
70	Textile and Apparel Merchandising	1	0.2	1	0.6	2	0.3
71	Tiles and Marbles Works	7	1.6	0	0.0	7	1.2
72	Web Design and Development	48	10.8	5	3.2	53	8.8
73	Welding & Fabrication	26	5.9	0	0.0	26	4.3
74	Woven Sewing Machine operator	2	0.5	0	0.0	2	0.3
Total	**74**	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.4.3. Course duration: To the question of whether the duration of the training course was sufficient, about 47 percent SEIP graduates under Tranche-1 stated that the duration of the training course was sufficient, while 53 percent of graduates suggested that the course duration needed to be increased (Table-7.6b).

Table-7.6b: Distribution of SEIP graduates under Tranche 1 by the appropriateness of training duration

Level of appropriateness	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Sufficient	209	47.2	74	47.2	283	47.2
Need to increase the course duration	234	52.8	83	52.8	317	52.8
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.4.3. Type of training institute:

During the retracing of SEIP graduates under Tranche 1, 63 percent of graduates enrolled in government training institutes, while 33 percent enrolled in private training institutes, with 2.2 percent mentioning NGO and 1.3 percent mentioning Industry Association training institutes (Table 7.7). Females outnumbered males (75 percent) in the proportion of graduates enrolled in the government-training institute, while the proportion was reversed in private organizations, where males outnumbered females (20 percent). On the other hand, among graduates enrolled in NGO and industry training institutes, the proportion of male and female students was more or less similar (Table 7.7).

Table-7.7: Gender-wise distribution of SEIP graduates under Tranche 1 by type of training institutes where the graduates attended for SEIP training

Type of training institute	SEIP graduates under Tranche-1 retraced					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Government	261	58.9	118	75.2	379	63.2
Private	168	37.9	32	20.4	200	33.3
NGO	9	2.0	4	2.5	13	2.2
Industry	5	1.1	3	1.9	8	1.3
Total	443	100.0	157	100.0	600	100.0

7.5. TRAINING DELIVERY AND FACILITIES

7.5.1. Relevancy of training courses: According to the opinion of SEIP graduates under Tranche-1 retraced in the second tracer study, the training course was basically relevant. According to Table-7.8, approximately 98 percent thought the course was relevant to different degrees, with about 50 percent describing it as relevant, 38 percent describing it as moderately relevant, and 10 percent describing it as highly relevant. Only 2.0 percent thought that the course they were taught was not relevant (Table-7.8).

Table-7.8: Distribution of SEIP graduates under Tranche-1 by their opinion on relevancy of training course to the job market

Level of relevancy	SEIP graduates under Tranche-1 retraced					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly relevant	42	9.5	19	12.1	61	10.2
Relevant	225	50.8	74	47.1	299	49.8
Moderately	165	37.2	62	39.5	227	37.8
Not relevant	6	1.4	2	1.3	8	1.3
Not	5	1.1	0	0.0	5	0.8
Total	**443**	**100.0**	**157**	**100.0**	600	100.0

7.5.2. Quality of teaching methods/lecture delivery: In response to a question about the quality of teaching methods or lecture delivery followed by instructors during training, about 95 percent of SEIP graduates said the quality of teaching and lecture delivery was very good to excellent, with 51 percent saying it was very good, 28 percent saying it was good, and 17 percent saying it was excellent. Three percent of graduates mentioned fair and 1 percent mentioned poor quality. As per the proportion of graduates, females' responses were slightly higher than that of male graduates in terms of very good and good, while male responses were slightly higher than that of females in terms of excellent and fair responses (Table 7.9).

Table-7.9: Quality of teaching methods/lecture delivery followed by the instructors during training course

Quality level	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Excellent	76	17.2	23	14.7	99	16.5
Very good	220	49.7	84	53.5	304	50.7
Good	122	27.5	46	29.3	168	28.0
Fair	21	4.7	3	1.9	24	4.0
Poor	4	0.9	1	0.6	5	0.8
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.5.3. Adequacy of training materials and other resources supplied during training:

Regarding the adequacy of training materials and other resources as supplied during the training course, 98 percent of the SEIP graduates under Tranche-1 participated in the tracer study as respondents thought that the training materials were adequate in different degrees, including 81 percent mentioned moderately adequate, 14 percent highly adequate and 3 percent mentioned slightly adequate. Conversely, only three percent uphold the view not adequate. Table 7.10 shows that the proportion of female graduates who mentioned moderately adequate responses was more or less similar to that of male graduates.

Table-7.10: Adequacy of teaching materials and other resources during training course

Adequacy level	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly adequate	63	14.2	22	14.0	85	14.2
Moderately adequate	357	80.6	130	82.8	487	81.2
Slightly adequate	13	2.9	4	2.6	17	2.8
Not adequate	6	1.4	1	0.6	7	1.2
Not at all adequate	4	0.9		0.0	4	0.7
Total	**443**	**443**	**100.0**	**157**	**100.0**	**600**

7.5.4. Satisfaction on the training environment: Regarding satisfaction with the training environment prevailing during the training course at the training institute, 87 percent of the SEIP graduates under Tranche-1 that participated in the second tracer study thought that the training environment was satisfactory at different levels, including 75 percent mentioned satisfied, 12 percent graduates upholding the view of highly satisfied. 12 percent mentioned being moderately satisfied (Table-7.11). The proportion of graduates, male was higher than that of female; conversely mentioning highly satisfied response, female was higher than that of male.

Table-7.11: Satisfaction on training environment during training course

Satisfaction level	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	56	12.6	18	11.5	74	12.3
Satisfied	329	74.3	122	77.7	451	75.2
Neutral	55	12.4	17	10.8	72	12.0
Dissatisfied	1	0.2	0	0.0	1	0.2
Highly dissatisfied	2	0.5	0	0.0	2	0.3
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.5.5. Satisfaction on the scope of practice during demonstration: Regarding the response about the scope of practice during the demonstration of the job at the training institute level. About 96 percent of graduates mentioned that they were satisfied at different levels, including about 77 percent mentioning satisfied and 19 percent mentioning highly satisfied. About 19 percent of graduates upheld the view with neutral, and 3 percent expressed a dissatisfied response (Table-7.12).

Table-7.12: Satisfaction on the scope of practice during demonstration

Satisfaction level	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	79	17.8	33	21.0	112	18.7
Satisfied	343	77.4	119	75.8	462	77.0
Neutral	13	2.9	4	2.6	17	2.8
Dissatisfied	6	1.4	1	0.6	7	1.2
Highly dissatisfied	2	0.5	0	0.0	2	0.3
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.5.6. Satisfaction on trainer-trainee relationship: On the trainer-trainee relationship during their training course, about 97 percent of SEIP graduates under Tranche-1 thought that the relationship was acceptable at different levels, including 15 percent mentioning perfectly acceptable and 82 percent mentioning acceptable. Two percent reported neutral and one percent mentioned unacceptable (Table-7.13). The proportion of graduates shows males and females were more or less similar.

Table-7.13: Attitude of SEIP graduates under Tranche-1 about trainer-trainee relationship during training course

Attitude level	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Perfectly acceptable	69	15.6	23	14.7	92	15.3
Acceptable	360	81.3	130	82.8	490	81.7
Neutral	9	2.0	3	1.9	12	2.0
Unacceptable	4	0.9	1	0.6	5	0.8
Totally unacceptable	1	0.2	0	0.0	1	0.2
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.5.7. Overall satisfaction on SEIP supported training course: It appears that about 96 percent of SEIP graduates under Tranche-1 who participated in the second tracer study were found satisfied with the overall training course at different degrees, including 82 percent mentioned satisfied and 14 percent said highly satisfied. 3 percent of graduates upheld the view of neutral. Female graduates had a higher proportion of highly satisfied graduates than male graduates. Conversely, among graduates who mentioned a satisfied response, the male response was higher than that of the female response (Table-7.14).

Table-7.14: Overall satisfaction on SEIP supported training course

Satisfaction level	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Highly satisfied	55	12.4	28	17.8	83	13.8
Satisfied	367	82.8	126	80.3	493	82.2
Neutral	13	2.9	2	1.3	15	2.5
Dissatisfied	7	1.6	1	0.6	8	1.3
Highly dissatisfied	1	0.2		0.0	1	0.2
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.5.8. Received Further Training after SEIP Graduation: Regarding the question of participation in further skills training after SEIP graduation, about 18 percent of graduates under Tranche-1 attained further training, while 83 percent did not participate in any further training after SEIP graduation (Table-7.15).

To the question of what kind of further training they attained after SEIP graduation, it appears that among the graduates who participated in the second tracer study, one individual graduate of them attained more than one type of further training as presented in Table-7.15, which means they provided multiple responses on the issue. About 59 percent of graduates participated in IT skill training, while 56 percent mentioned Job-related training, 18 percent mentioned Communication skills training, 15 percent Office Management, 12 percent mentioned Leadership skills training. Females outnumbered males in the proportion of SEIP graduates under Tranche-1 who attained further training.

Table-7.15: Distribution of SEIP graduates under Tranche-1 attained in further training after SEIP graduation

Sl. No.	Options and opinions	SEIP graduates under Tranche-1					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Received further training after SEIP graduation**						
	Yes	83	18.7	22	14.1	105	17.5
	No	360	81	135	85.9	495	82.5
	Total	**443**	**100**	**157**	**100**	**600**	**100**
(b)	**Kinds of training received further after SEIP graduation [N=83 for male, N=22 for female and N=105 for total]**						
	Job related training	43	51.8	16	72.7	59	56.2
	IT skill	51	61.4	11	50.0	62	59.0
	Communication skill	13	15.7	6	27.3	19	18.1
	Leadership skill	7	8.4	6	27.3	13	12.4
	Office Management	11	13.3	5	22.7	16	15.2
	Others	11	13.3	1	4.5	12	11.4
	Multiple response						

7.5.9. Eagerness to participate further training to build up a better career: In spite of a substantially high level of satisfaction with the existing training course, a large majority of SEIP graduates (72 percent) were interviewed for retracing as respondents in the total sample under Tranche-1 mentioned that they need further training to build up a better career. The distribution

of data on the need for further training shows that the proportion of male and female SEIP graduates required to have further training was more or less similar (Table-7.16). To a question on the type of training, they further need, 53 percent of them reported that they need practical skills training relevant to their job without mentioning the sector/area, while 41 percent need IT skills training. Other types of training were: entrepreneurship training (12 percent), communication skills (9 percent), and social skills (7), etc.

Table-7.16: Gender-wise distribution of SEIP graduates under Tranche by their need to further training to build up a better career

Sl. No.	Statement	Male		Female		Total	
		No.	%	No.	%	No.	%
(a)	**Require further training to build up a better career?**						
	Yes	320	72.2	113	72.0	433	72.2
	No	123	27.8	44	28.0	167	27.8
	Total	**443**	100.0	**157**	100.0	**600**	100.0
(b)	**Kind of training further needed**						
	Practical skill training relevant to the job	230	71.9	89	78.8	319	53.17
	IT skills	195	60.9	53	46.9	248	41.33
	Communication skills	44	13.8	10	8.8	54	9.00
	Entrepreneurship	55	17.2	18	15.9	73	12.17
	Social skills	28	8.8	14	12.4	42	7.00
	Others	15	4.7	3	2.7	18	3.00
	Multiple response						

7.5.10. Received stipend: To a question of any stipend money received from SEIP-supported training, 89 percent of SEIP graduates under Tranche-1 participated in the second tracer study as respondents reported that they received stipend from SEIP-supported training. Conversely, 11 percent claimed that they did not get stipend money (Table-7.17). Some of the FGD participants also claimed that after a long period, they did not get the stipend. They also explained that after completing SEIP supported training course, the respective training institute collected the signatures of the graduates on the stipend money distribution sheet and told them the authority would distribute stipend money to the graduates after releasing money from the entity/higher authority. However, after a long period, the authority of training-providing institutes did never call them to receive the stipend money.

Table-7.17: Stipend money obtained from SEIP supported training

Type of response	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	388	87.6	145	92.4	533	88.8
No	55	12.4	12	7.6	67	11.2
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.6. ASSESSMENT OF TRAINING AND CERTIFICATION

7.6.1. Continuous assessment during SEIP supported training course: There was a continuous assessment of learners by the instructors during the training course. To a question, about 97 percent of graduates under Tranche-1 reported that the continuous assessment was

conducted during the training period. The proportion of graduates mentioning continuous assessment was the same for both males and females (Table-7.18).

7.6.2. Appropriateness of assessment tools: Regarding the question of the appropriateness of the assessment tools used by the assessors, about 99 percent of SEIP graduates informed that assessment tools used by the assessor were appropriate for easily performing the final assessment.

7.6.3. Adequacy of assessment materials, tools and equipment: Regarding the adequacy of assessment materials, tools and equipment supplied during the assessment, 99 percent mentioned adequate, including 88 percent mentioning adequate attitude, 9 percent fully adequate and 2 percent mentioning somewhat adequate (Table-7.18).

7.6.4. Attitude of assessors during final (summative) assessment: In terms of the attitude of the assessors during the final assessment, about 97 percent of graduates informed that the attitude of assessors was cooperative and supportive. The proportion of graduates mentioning the attitude of assessors, female was a little bit higher (97.5 percent) than that of male graduates (96.2 percent) (Table-7.18).

7.6.5. Time of assessment results published: Regarding the time of assessment results given by the assessors/training institutes, 61 percent of SEIP graduates under Tranche-1 informed that the assessment results were given immediately after the assessment, while 39 percent mentioned a few days after training (Table-7.18).

Table-7.18: Distribution of SEIP graduates under Tranche-1 in terms of assessment on various issues during training course

Sl. No.	Options and opinions	SEIP graduates under Tranche-1 retraced					
		Male		Female		Total	
		No.	%	No.	%	No.	%
(a)	**Whether the course instructors conducted continuous assessment**						
	Yes	429	96.8	152	96.8	581	96.8
	No	14	3.2	5	3.2	19	3.2
	Total	443	100.0	157	100.0	600	100.0
(b)	**Whether the final assessment tools (demonstration, oral & written) used by the assessors were appropriate for easy performing during summative assessment**						
	Yes	436	98.4	155	98.7	591	98.5
	No	7	1.6	2	1.3	9	1.5
	Total	443	100.0	157	100.0	600	100.0
(d)	**Whether the assessment materials, tools and equipment during assessment are adequate**						
	Fully adequate	38	8.6	13	8.3	51	8.5
	Adequate	388	87.6	139	88.5	527	87.8
	Somewhat adequate	12	2.7	4	2.5	16	2.7
	No adequate	3	0.7	1	0.6	4	0.7
	Not adequate at all	2	0.5	0	0.0	2	0.3
	Total	443	100.0	157	100.0	600	100.0
(d)	**Whether the attitude of assessors was cooperative and supportive**						
	Yes	426	96.2	153	97.5	579	96.5
	No	17	3.8	4	2.5	21	3.5
	Total	443	100.0	157	100.0	600	100.0
(e)	**When the assessment results were given**						
	Immediately after assessment	273	61.6	92	58.6	365	60.8
	Few days after assessment	170	38.4	65	41.4	235	39.2
	Total	443	100.0	157	100.0	600	100.0

7.6.6. Certificate and Its Benefits: After graduation, certificates are provided. About 87 SEIP graduates under Tranche-1 received the certificate, of whom 32 percent of graduates used the

certificate and the remaining 54 percent did not use the certificate as per (Table-7.19). The proportion of graduates mentioning used the certificate, and got varieties of benefits. Regarding a question on what type of benefits they got for their certificate, 96 percent mentioned that they find the job with the help of certificate, while 78 percent drew higher salary as compared to non-certified employees, 23 percent benefitted from further studies and 11 percent got promotions. On the other hand, a little bit proportion (1.5 percent) of graduates reported that they got loans using the SEIP certificate (Table-7.19).

Table-7.19: Distribution of SEIP graduates under Tranche-1 by receiving certificate from SEIP supported training

Sl. No.	Options & opinions	SEIP graduates under Tranche-1 retraced					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether the graduates got certificate from SEIP supported training** [N=443 for male, N=157 for female and N=600 for Total]						
	Yes	397	89.6	122	77.7	519	86.5
	No	46	10.4	35	22.3	81	13.5
	Total	443	100.0	157	100.0	600	100.0
(b)	**Whether the graduates used the certificate** [N=397 for male, N=122 for female and N=519 for Total]						
	Yes	161	36.3	33	21.0	194	32.3
	No	236	53.3	89	56.7	325	54.2
	Total	397	89.6	122	77.7	519	86.5
(c)	**Benefits received using the certificate** [N=161 for male, N=33 for female and N=194 for Total]						
	Help to find a job	156	96.9	31	93.9	187	96.4
	Drawing higher salary	39	24.2	5	15.2	44	22.7
	Benefit for getting loan	3	1.9	0	0.0	3	1.5
	Benefit for promotion	18	11.2	4	12.1	22	11.3
	Benefits of further studies	122	75.8	30	90.9	152	78.4
	Others	31	19.3	6	18.2	37	19.1
	Multiple response						

7.6.7. Reasons for not getting the SEIP certificate: The SEIP graduates under Tranche-1, who did not get the certificate, also mentioned their reasons for not getting the certificate, as per Table-7.20. 57 percent of graduates informed that they applied for the certificate but did not manage time to collect it from the training institute, 16 percent of graduates did not feel the necessity of certificate, 11 percent mentioned they applied for the certificate but didn't get it due to administrative complexity at the training institute. Another 11 percent informed that they tried to collect the certificate, but the relevant desk official was not available at the training institute.

Table-7.20: Gender-wise distribution of SEIP graduates under Tranche-1 in terms of reasons for not getting the certificate

Options and opinion	SEIP graduates as respondents					
	Male [N=46]		Female [N=35]		Total [N=81]	
	No.	%	No.	%	No.	%
Didn't feel necessity	10	21.7	3	8.6	13	16.0
Applied for certificate, but didn't get due to administrative complexity,	4	8.7	5	14.3	9	11.1
No time to collect the certificate	20	43.5	19	54.3	39	48.1
Relevant desk official was not available	5	10.9	4	11.4	9	11.1
Others	4	8.7	2	5.7	6	7.4
Total	**46**	**100.0**	**35**	**100.0**	**81**	**100.0**

7.6.8. Additional Skills Certificate: In addition to SEIP, some graduates received skill certificates from other agencies. In response to a question, about 27 percent of SEIP graduates under Tranche-1 were found to have possessed additional skill certificates other than SEIP-supported training programs. The proportion of graduates who possessed additional certificates, male was higher (30 percent) than that of female (20 percent) (Table-7.21).

Table-7.21: Distribution of SEIP graduates under Tranche-1 in terms of received any certificate other than SEIP

Type of response	SEIP graduates under Tranche-1 as respondents					
	Male		Female		Total	
	Number	Percent	Number	Percent	Number	Percent
Yes	132	29.8	31	19.7	163	27.2
No	311	70.2	126	80.3	437	72.8
Total	443	100.0	157	100.0	600	100.0

7.7. JOB SEARCH AND EMPLOYMENT STATUS

7.7.1. Job search after training: Regarding the question of looking for any job after SEIP graduation, 56 percent of graduates mentioned they searched for job, while 44 percent informed that they did not search job immediately after completion of SEIP-supported training. The proportion of graduates searching for jobs, male was higher (60 percent) than that of female (46 percent) (Table-7.22). To a question of how many employers had to search to get the job, 61 percent searched 3-4 employers, while 18 percent searched 5-6 employers, 16 percent searched less than 3 employers, and 6 percent searched 7-9 employers (Table-7.22).

Table-7.22: Gender-wise distribution of SEIP graduates under Tranche-1 by job search

Sl. No.	Options & opinions	SEIP graduates as respondents					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether looking for job after completion of the SEIP supported training**						
	Yes	266	60.0	72	45.9	338	56.3
	No	177	40.0	85	54.1	262	43.7
	Total	443	100.0	157	100.0	600	100.0
(b)	**No. of employers approached to get the job** [N=266 for male, N=72 for female and N=338 for total]						
	Less than 3 employers	37	13.9	16	22.2	53	15.7
	3-4 employers	160	60.2	46	63.9	206	60.9
	5-6 employers	52	19.5	7	9.7	59	17.5
	7-9 employers	17	6.4	3	4.2	20	5.9
	Total	266	100.0	72	100.0	338	100.0

The graduates, who searched for jobs immediately after training, mentioned the names of methods for job searching. About 62 percent used private networking to get the job, while 45 percent used online media, 39 percent considered job fair, 33 percent searched the job through newspaper advertisements, 23 percent searched through job placement office of the training institute, 22 percent got the job through friends and relatives, 15 percent used vacancy notice and course instructors separately (Table-7.23). To a question of how many interviews they faced to get the job, the graduates, on average, faced four interviews ranging from 1 to 8 interviews. The number of interviews faced was higher for male (4.2 interviews) than that of female (3.4 interviews).

Table-7.23: Distribution of SEIP graduates under Tranche-1 by job search and gender

Sl. No.	Options & opinions	SEIP graduates under Tranche-1 as respondents					
		Male [N=266]		Female [N=72]		Total [N=338]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Methods of job search used**						
	Job placement/ Coordinator office	83	31.2	20	27.8	103	30.5
	Through job fair	113	42.5	19	26.4	132	39.1
	Newspaper Advertise	93	35.0	18	25.0	111	32.8
	Using online portal	126	47.4	25	34.7	151	44.7
	Vacancy notice	45	16.9	5	6.9	50	14.8
	Course Instructor	42	15.8	8	11.1	50	14.8
	Private networking	169	63.5	41	56.9	210	62.1
	Friends and relatives	63	23.7	12	16.7	75	22.2
	Multiple response						
(b)	**No. of interview faced to get the job**						
	Minimum (No.)	1		1		1	
	Maximum (No.)	8		6		8	
	Average (No.)	4.2		3.4		4.0	
	Standard deviation	3.618		2.358		3.333	

Regarding the question of getting any support from the job placement officer/coordinator for searching for jobs, about 30.5 percent of graduates under Tranche-1 reported that they got the support, while 69.5 percent mentioned they didn't get any support from them (Table-7.24).

Table-7.24: Gender-wise distribution of SEIP graduates under Tranche-1 by getting support from job placement officer/coordinator for searching the job

Type of response	SEIP graduates under Tranche-1 as respondents					
	Male [N=266]		Female [N=72]		Total [N=338]	
	Number	Percent	Number	Percent	Number	Percent
Yes	83	31.2	20	27.8	103	30.5
No	183	68.8	52	72.2	235	69.5
Total	266	100.0	72	100.0	338	100.0

7.7.2. Challenges faced to search the job: Among SEIP graduates (338 out of 600) under Tranche-1 who searched for jobs after SEIP graduation also stated whether they faced challenges during the job search. Regarding a question about facing any challenges during the job search, 47 percent mentioned they faced challenges, while 53 percent didn't face any challenges. To a question of what kind of challenges they faced, among them, 84 percent mentioned a lack of job opportunities, 32 percent mentioned lack of skills as per employer's requirement, 22 percent mentioned skill mismatch with the job market. While 6 percent mentioned undervalue of the certificate that they achieved through SEIP-supported training (Table-7.25).

Table-7.25: Gender-wise distribution of SEIP graduates under Tranche-1 in terms of challenges faced during job search

Sl. No.	Options & opinions	SEIP graduates under Tranche-1 as respondents					
		Male [N=266]		Female [N=72]		Total [N=338]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether any challenges faced during search the job?**						
	Yes	123	46.2	35	48.6	158	46.7
	No	143	53.8	37	51.4	180	53.3
	Total	266	100.0	72	100.0	338	100.0
(b)	**Kinds of challenges faced during search the job** [N=123 for male, N=35 for female and N=158 for total]						

	Lack of skills as per employers	42	34.1	8	22.9	50	31.6
	Skill mismatch with job market	26	21.1	8	22.9	34	21.5
	Lack of job opportunity	101	82.1	31	88.6	132	83.5
	Undervalue of certificate	8	6.5	1	2.9	9	5.7
	Others	5	4.1	1	2.9	6	3.8
	Multiple response						

7.7.3. Reasons for not looking for a job after SEIP graduation: Among SEIP graduates (262 out of 600) under Tranche-1 who did not search for jobs after SEIP graduation also stated their reasons for not looking for a job after SEIP graduation. About 70 percent mentioned that they didn't search for job aiming to start self-employment activities, while 11 percent mentioning to continue their existing job, 8 percent mentioning to pursue higher studies, 7 percent mentioned that they didn't look for a job due to family problem, 4 percent wanted to continue the study. On the other hand, 2 percent mentioned that the training was not useful to get a desirable job, 1.0 percent mentioned unwillingness and 0.4 percent mentioned that they attained the training only for stipend (Table-7.26).

Table-7.26: Gender-wise distribution of SEIP graduates under Tranche-1 in terms of reasons for not looking for a job after training

Options	SEIP graduates under Tranche-1 as respondents					
	Male [N=177]		Female [N=85]		Total [N=262]	
	Number	Percent	Number	Percent	Number	Percent
To continue existing job	21	11.9	8	9.4	29	11.1
To start self-employment	133	75.1	51	60.0	184	70.2
To continue the study	8	4.5	3	3.5	11	4.2
To pursue the higher studies	15	8.5	6	7.1	21	8.0
Unwillingness	1	0.6	2	2.4	3	1.1
Attained in the training only for stipend	1	0.6	0	0.0	1	0.4
Family problem	0	0.0	17	20.0	17	6.5
Training was not useful to get a desirable job	3	1.7	2	2.4	5	1.9
Multiple response						

7.7.4. Working in any organization before SEIP supported training: To the question of whether the graduates were in any organization before attending the SEIP-supported training, 19.5 percent of 600 SEIP graduates under Tranche-1 reported that they were working in any organization, whereas 80.5 percent mentioned they were not working in any organization before SEIP-supported training (Table-7.27). The proportion of graduates mentioning they were working in any organization before SEIP training, male was higher than that of female.

Table-7.27: Gender-wise distribution of SEIP graduates under Tranche-1 in terms of working in any organization before SEIP supported training

Type of response	SEIP graduates under Tranche-1 as respondents					
	Male [N=266]		Female [N=72]		Total [N=338]	
	Number	Percent	Number	Percent	Number	Percent
Yes	93	21.0	24	15.3	117	19.5
No	350	79.0	133	84.7	483	80.5
Total	**443**	**100.0**	**157**	**100.0**	**600**	**100.0**

7.7.5. Employment status of SEIP graduates under Tranche-1: Among 600 SEIP graduates under Tranche-1 considered as respondents in the second tracer study, 62 percent were found employed, including 52 percent wage-employed and 10 percent self-employed. Among 54 percent wage-employed, 47 percent were male and 5 percent female. Whereas among 10 percent self-employed, 7 percent of graduates were male and 3 percent female. On the other hand, 38 percent of graduates were found unemployed, including 20 percent male and 18 percent female. Considering the gender-wise distribution, 74 percent of graduates were identified male, including 47 percent wage-employed, 7 percent self-employed and 20 percent unemployed; while 26 graduates were identified female, including 5 percent wage-employed, 3 percent self-employed and 18 percent unemployed (Table-7.27).

Table-7.27: Gender-wise distribution of SEIP graduates under Tranche-1 by employment status

Gender	Wage-employed		Self-employed		Unemployed		Total	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Male	284	47.3	39	6.5	120	20.0	443	73.8
Female	30	5.0	20	3.3	107	17.8	157	26.2
Total	**314**	**52.3**	**59**	**9.8**	**227**	**37.8**	**600**	**100.0**

7.8. WAGE-EMPLOYMENT STATUS

7.8.1. Current job status: Among 314 wage-employed SEIP graduates under Tranche-1, 53 percent reported that their current job was their first job. The proportion of wage-employed graduates, the female was slightly higher than that of male (Table-7.28). Regarding the required time to find jobs after SEIP graduation, 56 percent mentioned 1-6 months, 34 percent mentioned that they got the job after 6 months of the SEIP graduation. While the remaining 10 percent of graduates mentioned that, they rejoined their previous job. To the question of getting any support from the SEIP Job Placement/Coordinator Office to find the job, 56 percent mentioned they got support, while 69 percent mentioned they didn't get support in this regard (Table-7.28).

Among the wage-employed graduates, 98 percent were employed in Government/Public Organizations, 2 percent in Private Organizations and only one percent were employed in Non-Government Organization. To another question of what was the nature of the contract agreement between graduate and employer, about 56 percent mentioned permanent, 42 percent mentioned temporary, while only 1.27 percent mentioned part-time and only 0.3 percent graduate (1) mentioned no work-no money. In terms of the work location of the wage-employed graduates, 50 percent were working in their home town/district, and 50 percent migrated to another place for doing the job (Table-7.28).

Table-7.28: Distribution of SEIP graduates under Tranche-1 by current job status and gender

Sl. No.	Options & opinions	Wage-employed SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether the current job was the first job after SEIP graduation?**						
	Yes	150	52.8	17	56.7	167	53.2
	No	134	47.2	13	43.3	147	46.8
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100**
(b)	**Time required to find the current job** after SEIP graduation						
	1-6 months	162	57.0	13	43.3	175	55.8
	After 6 months	94	33.2	14	46.7	108	34.4
	Rejoining the previous job	28	9.8	3	10.0	31	9.8
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(b)	**Got any support from SEIP Job Placement Office/Coordinator to get the current**						

	job						
	Yes	79	27.8	7	23.3	86	27.4
	No	194	68.3	21	70.0	215	68.5
	Not applicable	11	3.9	2	6.7	13	4.1
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(c)	**Nature of the employer's organization**						
	Government	278	97.9	28	93.3	306	97.5
	Private	4	1.4	2	6.7	6	1.9
	NGO	2	0.7	0	0.0	2	0.6
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(d)	**Nature of contract agreement with employers**						
	Permanent	159	56.0	17	56.7	176	56.05
	Temporary	122	42.9	11	36.7	133	42.36
	Part-time	3	1.1	1	3.3	4	1.27
	No work no money	0	0.0	1	3.3	1	0.32
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(e)	**Location of the workplace**						
	Home town/district	139	48.94	18	60.00	157	50.00
	Migrated to another place	127	44.72	12	40.00	139	44.27
	Others	18	6.34		0.00	18	5.73
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**

7.8.2. Job sector of wage-employed graduates: The wage-employed SEIP graduates under Tranche-1 were working in various job sectors as presented in Table-7.29. There were 12 job sectors identified, of which about 21 percent was employed in Service sector, followed by 14.3 percent mentioned IT Sector, 14 percent mentioned RMG and Textile Sector, 6 percent in Sales and Marketing Sector, 3.2 percent in Construction Sector and another 3.2 percent were working in Workshop. Other job sectors were Food and Beverage (1.9 percent), Light Engineering (1.3 percent), Transport (1.3 percent), Leather and Footwear (1.0 percent), Tourism and Hospitality (1.0 percent) and only a negligible proportion (0.3 percent) in Shipbuilding sector. In addition to that, a large proportion (31.5 percent) of SEIP graduates under Tranche-1 interviewed in the second tracer study mentioned that they were salary employed in other job sectors, but could not specify the job sectors.

Table-7.29: Distribution of wage-employed graduates under Tranche-1 by their current job sector and gender

Sl. No.	Job sector	Wage-employed SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
1	RMG and Textile	38	13.4	6	20.0	44	14.0
2	IT Sector	43	15.1	2	6.7	45	14.3
3	Construction	9	3.2	1	3.3	10	3.2
4	Light Engineering	4	1.4	0	0.0	4	1.3
5	Leather and Footwear	3	1.1	0	0.0	3	1.0
6	Shipbuilding	1	0.4	0	0.0	1	0.3
7	Tourism and hospitality	2	0.7	1	3.3	3	1.0
8	Transport	4	1.4	0	0.0	4	1.3
9	Sales and Marketing	18	6.3	1	3.3	19	6.1
10	Food and beverage	6	2.1	0	0.0	6	1.9
11	Workshop	10	3.5	0	0.0	10	3.2
12	Services	55	19.4	11	36.7	66	21.0
13	Others	91	32.0	8	26.7	99	31.5
-	**Total**	**284**	**100.0**	**30**	**100.0**	**314**	**100**

7.8.3. Current Position in the Job: The wage-employed SEIP graduates under Tranche-1 were working in various job sectors holding different posts/designations as presented in Table-7.30. There were 18 job posts/designations identified. Of them, 24 percent hold the post of Officer while 9 percent were Operators, 6.7 percent were Technical Assistant, 6.4 percent were Executive, followed by Skilled Worker (6 percent), Helper (5 percent), Data Entry Operator (4.5 percent), Operator (4 percent), Office Employee (4 percent), Electrician (4 percent), Technician (3.8 percent), Driver (3.8 percent), Salesman (3.5 percent), Assistant Operator (3.2 percent), Graphics Designer (3.2 percent) and Apprentice (3.2 percent).

Table-7.30: Distribution of wage-employed graduates by their current position/ designation in the job by gender

Sl. No.	Job sector	Wage-employed SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
1	Executive	20	7.0	0	0.0	20	6.4
2	Officer	64	22.5	11	36.7	75	23.9
3	Technical Assistant	19	6.7	2	6.7	21	6.7
4	Technician	12	4.2	0	0.0	12	3.8
5	Office employee	13	4.6	0	0.0	13	4.1
6	Skilled worker	16	5.6	3	10.0	19	6.1
7	Operator	26	9.2	1	3.3	27	8.6
8	Assistant Operator	8	2.8	2	6.7	10	3.2
9	Helper	16	5.6	0	0.0	16	5.1
10	Welder	1	0.4	0	0.0	1	0.3
11	Electrician	13	4.6	0	0.0	13	4.1
12	Computer operator	13	4.6	0	0.0	13	4.1
13	Driver	12	4.2	0	0.0	12	3.8
14	General sewing machine operator	1	0.4	0	0.0	1	0.3
15	Graphics designer	10	3.5	0	0.0	10	3.2
16	Data entry operator	13	4.6	1	3.3	14	4.5
17	Apprentice	9	3.2	1	3.3	10	3.2
18	Salesman	8	2.8	3	10.0	11	3.5
19	Others	10	3.5	6	20.0	16	5.1
-	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**

7.8.4. Reasons for choosing the current job: Responding to a question about why the graduates chose their current job, about 62 percent mentioned that they chose their current job due to good working conditions, 61 percent chose it due to a handsome salary, 53 percent mentioned a suitable job location, 42 percent mentioned a reputed organization, 24 percent mentioned job security, 20 percent mentioned an interested job field, 18 percent chose the job to hold a good position, 15 percent mentioned that the current job was the most suitable with the training, and 10 percent said they chose their current job because they were influenced by their family. Four percent of graduates mentioned that they had the SEIP certificate, and 2.2 percent chose the current job as suggested by the Job Placement/Coordinator Office under the SEIP program (Table-7.31).

Table-7.31: Distribution of wage employed graduates by reasons for choosing the current job and gender

Sl. No.	Reasons	Wage-employed SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
1	Suggested by job placement officer	5	1.8	2	6.7	7	2.2

Sl. No.	Reasons	Wage-employed SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
2	Handsome salary	175	61.6	15	50.0	190	60.5
3	Suitable job location	151	53.2	16	53.3	167	53.2
4	Good working condition	172	60.6	21	70.0	193	61.5
5	Reputed organization	120	42.3	12	40.0	132	42.0
6	Most suitable to training	39	13.7	8	26.7	47	15.0
7	Interested job field	55	19.4	7	23.3	62	19.7
8	Job security	63	22.2	12	40.0	75	23.9
9	Good position	49	17.3	8	26.7	57	18.2
10	Family influence	28	9.9	4	13.3	32	10.2
11	SEIP certificate	11	3.9	1	3.3	12	3.8
-	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**

7.8.5. Experience in the job: In terms of job experience, a maximum of 55 percent of graduates had 1-3 years of job experience, followed by 19 percent mentioned 3-5 years, 11 percent mentioned 5-8 years, another 11 percent mentioned less than 1 year and about 5 percent graduates mentioned they had 10+ years job experience. It was also revealed from the findings that on average 2.94 years was the job experience of the wage-employed SEIP graduates under Tranche-1 who were retraced through the second tracer study (Table-7.32).

Table-7.32: Distribution of wage-employed graduates by experience in job and gender

Sl. No.	Reasons	Wage-employed SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Frequency of response on job experience in year**						
1	Less than 1 year	30	10.6	3	10.0	33	10.5
2	1-3 year	158	55.6	15	50.0	173	55.1
3	3-5 years	55	19.4	5	16.7	60	19.1
4	5-8 years	28	9.9	6	20.0	34	10.8
5	8+ years	13	4.6	1	3.3	14	4.5
-	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(b)	**Year of job experience**						
	Minimum (year)	0.3		0.2		0.2	
	Maximum (year)	14		10		14	
	Average (year)	2.9		3.31		2.94	
	Standard deviation	2.3		2.27		2.31	

7.8.6. Working hours and remuneration for overtime: Regarding the question of whether the graduates were working more than 48 hours a week, 37 percent of SEIP graduates under Tranche-1 were working more than 48 hours a week, while 63 percent of graduates were not working more than 48 hours a week. To another question of whether they received any remuneration from employers for overtime, 34 percent of graduates mentioned that they received such remuneration for overtime. According to Bangladesh Labor Act, 2006, all employees are allowed to work for 8 hours in a single day. Thus, the average working hours for an adult worker in Bangladesh is 48 hours in a week. Workers who work overtime on ordinary workdays should be paid 1.5 times the hourly pay for the first hour of overtime worked, and 2 times the hourly pay for each additional hour worked. From the findings of the tracer study, it was revealed that the proportion of wage-employed SEIP graduates under Tranche-1 who were working more than 48 hours a week, were also getting remuneration from their employers for overtime. It was indicated that overtime activities of wage-employed SEIP graduates and remuneration for overtime are aligned with the Bangladesh Labor Act, 2006.

Table-7.33: Distribution of wage-employed SEIP graduates under Tranche 1 by working hours and remuneration obtained from employers

Sl. No.	Reasons	Wage-employed SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether working more than 48 hours a week?**						
	Yes	105	37.0	11	36.7	116	36.9
	No	179	63.0	19	63.3	198	63.1
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(b)	**Whether receiving any remuneration for overtime from employer?**						
	Yes	35	33.3	4	36.4	39	33.6
	No	70	66.7	7	63.6	77	66.4
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**

7.8.7. Income earned from current and previous job:

It was revealed from the findings of the second tracer study with the participation of wage-employed SEIP graduates under Tranche-1 aimed at retracing them, the average monthly wage/salary in the current job during the study period was 12924 BDT, which was higher (13040 BDT) for male than that of female (10684 BDT) employed graduate. While the average monthly wage/salary in the previous job before SEIP training was 6759 BDT, which was also higher (6937 BDT) for males than that of females (3162 BDT) for female employed graduates. From these findings, it was also revealed that about 52 percent of income/wage/salary in the current job of the SEIP graduates had increased as compared with the previous job before SEIP training (Table-7.34).

Table-7.34: Distribution of wage employed graduates by salary/income from current and previous job

Sl. No.	Reasons	Wage-employed SEIP graduates under Tranche-1		
		Male [N=284]	Female [N=30]	Total [N=314]
(a)	**Monthly wage/salary in current job after SEIP graduation**			
-	Average income (BDT)	13040	10684	12924
(b)	**Monthly salary/wage received from previous job before SEIP training**			
-	Average Income (BDT)	6937	3162	6759
(c)	**Change of income in current job after SEIP graduation as compared with previous job before SEIP training**			
-	Increased (%) over previous job	53.2	29.6	52.3

7.8.8. Promotion of wage-employed graduates: Regarding the question of whether the graduates got any promotion in the job after SEIP graduation, 6.4 percent mentioned that they got promotions, while the rest 93.6 percent of graduates did get no promotion. Among the graduates who didn't get any promotion, they also mentioned the reasons for not getting any promotion, about 77 percent mentioned no opportunity, followed by 21 percent mentioned qualifications didn't match the job, 12 percent mentioned skills not up to the mark, 7 percent mentioned undervalue of certificate and 2 percent mentioned employers were not satisfied (Table-7.35a).

Table-7.35a: Promotion related information

Sl. No.	Options & opinions	SEIP graduates under Tranche-1					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Got any promotion since joining in the job after SEIP graduation?**						

Sl. No.	Options & opinions	SEIP graduates under Tranche-1					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
	Yes	16	5.6	4	13.3	20	6.4
	No	268	94.4	26	86.7	294	93.6
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(b)	**If no, reasons for not getting promotion** [N=268 for male, N=26 for female and N=294 for total]						
	No opportunity	207	77.2	19	73.1	226	76.9
	Employers not satisfied	4	1.5	1	3.8	5	1.7
	Qualification does not match	56	20.9	7	26.9	63	21.4
	Undervalue of certificate	17	6.3	2	7.7	19	6.5
	Skills not up to the mark	31	11.6	4	15.4	35	11.9
	Others	13	4.9	2	7.7	15	5.1
	Multiple Response						

7.8.9. Job history of wage-employed graduates: A total of 314 SEIP graduates (52.3 percent out of 600) under Tranche-1 were retraced as wage-employed. Among the wage-employed graduates, about 45.5 percent (143) reported that they changed their job since their first job after SEIP graduation, while the remaining 54.5 percent (171) did not change, e.g., they were continuing their first job until to study period. The average frequency of changing the first job was 2.15 times which ranged from 1 to 5 times. The average frequency of changing the job was higher for female graduates (2.58 times) than that of male (2.11 times). The graduates who changed their first job also mentioned the reasons for change. The frequently mentioned reasons were: too low salary as reported by 71 percent of graduates, while 47 percent mentioned aiming to get better job. Other reasons were irregular payment (16 percent), no-work-no-pay (14 percent), no job security (8.4 percent), Covid-19 pandemic (8.4 percent), the job was irrelevant with training and experience (7.7 percent), health problems (6.3 percent) (Table-7.35b).

Regarding the question of whether the graduates intended to continue their current job, about 87 percent of wage-employed SEIP graduates under Tranche-1 mentioned that they intended to continue their current job, while the remaining 13 percent of graduates were not interested to continue (Table-7.35b).

Table-7.35b: Distribution of wage-employed SEIP graduates under Tranche-1 in terms of job change and related information

Sl. No.	Options & opinions	SEIP graduates under Tranche-1					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether changed the job since first job by SEIP graduates?**						
	Yes	131	46.1	12	40.0	143	45.5
	No	153	53.9	18	60.0	171	54.5
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(b)	**If yes, frequency of change the job?**						
	Minimum (times)	1		1		1	
	Maximum (times)	5		5		5	
	Average (times)	2.11		2.58		2.15	
	Standard deviation	0.997		1.24		1.023	
(c)	**Reasons for changing the job**						
	[N=131for male, N=12 for female and N=143 for total]						
	Salary was too low	93	71.0	8	66.7	101	70.6
	Not relevant with training and experience	11	8.4	0	0.0	11	7.7

Sl. No.	Options & opinions	SEIP graduates under Tranche-1					
		Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
	Irregular payment	20	15.3	3	25.0	23	16.1
	Get the better job	63	48.1	4	33.3	67	46.9
	No work-No pay	18	13.7	2	16.7	20	14.0
	No job security	12	9.2	0	0.0	12	8.4
	Effect of Covid-19 Pandemic	10	7.6	2	16.7	12	8.4
	Unsuitable working environment	19	14.5	1	8.3	20	14.0
	Health problem	9	6.9	0	0.0	9	6.3
	Others	3	2.3	2	16.7	5	3.5
	Multiple response						
(d)	**Intend to continue the current job?**						
	Yes	247	87.0	26	86.7	273	86.9
	No	37	13.0	4	13.3	41	13.1
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**

7.8.10. Skill matching with current job: About 66 percent of wage-employed graduates mentioned that knowledge and skills acquired through SEIP training were relevant to their current job. However, 68 percent of wage graduates under Tranche-1 required more skills to perform the job effectively. The most frequently mentioned skills required were: hands-on-skills as reported by 79 percent of graduates, followed by problem-solving skills (34 percent), communication skills (31 percent), independent thinking (26 percent), skills on working attitude (18 percent), theoretical knowledge (15 percent) and numeracy & literacy skills (8 percent). The proportion of male graduates mentioning the need for skills was slightly higher than that of female (Table-7.35.c).

Table-7.35c: Distribution of wage-employed SEIP graduates under Tranche-1 in terms of skill matching with the job

Sl. No.	Options & opinions	SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether the knowledge and skills acquired from SEIP training relevant with the current job?**						
	Yes	185	65.1	22	73.3	207	65.9
	No	99	34.9	8	26.7	107	34.1
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(b)	**Need more skills to perform the job effectively?**						
	Yes	195	68.7	17	56.7	212	67.5
	No	89	31.3	13	43.3	102	32.5
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(c)	**If yes, name of those skills** [N=195 for male, N=17 for female and N=212 for total]						
	Hands-on-skills	155	79.5	12	70.6	167	78.8
	Communication skills	61	31.3	4	23.5	65	30.7
	Problem solving skills,	68	34.9	5	29.4	73	34.4
	Independent thinking	47	24.1	7	41.2	54	25.5
	Theorical knowledge	26	13.3	5	29.4	31	14.6
	Working attitude	34	17.4	5	29.4	39	18.4
	Numeracy and literacy skills	15	7.7	2	11.8	17	8.0
	Others	8	4.1	0	0.0	8	3.8
	Multiple response						

7.8.11. Role of SEIP training in enhancing job performance: Regarding the question of whether they observed any difference in job performance between wage-employed SEIP graduates and non-SEIP graduates, about 96 percent of SEIP graduates observed the difference, while the remaining 4 percent mentioned they didn't observe the difference. All wage-employed SEIP graduates under Tranche-1 reported that their employers were satisfied to different degrees with the performance of graduates in the job, including 79 percent satisfied, 20 percent highly satisfied and one percent moderately satisfied. In terms of the current job prospect, 98 percent of graduates said "good" at various levels, including 15% "very good," 47 percent "good," and 37 percent "fairly good." On the other hand, the remaining 2 percent mentioned that the prospects were poor. To a question of what was the impression about working condition of their current job, about 99.7 percent graduates mentioned that the working condition of their current job was good at different levels, including 22 percent "very good," 46 percent "good," and 32 percent "fairly good" (Table-7.35d).

Table-7.35d: Distribution of wage-employed SEIP graduates under Tranche-1 in terms of job performance

Sl. No.	Options & opinions	SEIP graduates under Tranche-1					
		Male [N=284]		Female [N=30]		Total [N=314]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Observed any difference on the job performance between a SEIP graduate and a non-SEIP graduate?**						
	Yes	273	96.1	28	93.3	301	95.9
	No	11	3.9	2	6.7	13	4.1
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(b)	**Graduates' response on the extent of employers' satisfaction on the performance of graduates in the job**						
	Highly satisfied	51	18.0	11	36.7	62	19.7
	Satisfied	229	80.6	19	63.3	248	79.0
	Moderately satisfied	4	1.4	0	0.0	4	1.3
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(c)	**Prospects of the current job**						
	Very good	36	12.7	10	33.3	46	14.6
	Good	137	48.2	10	33.3	147	46.8
	Fair	107	37.7	9	30.0	116	36.9
	Poor	4	1.4	1	3.3	5	1.6
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**
(e)	**Impression about the working condition of the current job**						
	Very good	58	20.4	12	40.0	70	22.3
	Good	133	46.8	11	36.7	144	45.9
	Fair	92	32.4	7	23.3	99	31.5
	Poor	1	0.4	0	0.0	1	0.3
	Total	**284**	**100.0**	**30**	**100.0**	**314**	**100.0**

7.9. SELF-EMPLOYMENT STATUS

7.9.1. Self-employment activities: Out of a total of 600 SEIP graduates under Tranche-1, 9.8 percent (59) were found in self-employment. They were involved in various types of self-employment activities. Frequently mentioned sectors were freelancing (27 percent), tailoring and garments (25.4 percent), trading/small business (18.6 percent), IT support service (6.8 percent), electrical installation and maintenance (5 percent), food processing and marketing (3.4 percent), and servicing (1.7 percent). The male-female distribution shows that self-employed women (65%) were involved in tailoring and garments than male (5%), whereas self-employed males were involved in trading or small business (25.6 percent), IT support service (10.3 percent), and freelancing (39 percent) than self-employed females (5 percent, 0%, and 5%, respectively (Table 7.35).

Table-7.35: Distribution of self-employed SEIP graduates under Tranche-1 by their type of self-employment and gender

Sl. No.	Self-employment type	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		No.	%	No.	%	No.	%
1	Food processing and marketing	1	2.6	1	5.0	2	3.4
2	Tailoring and garments	2	5.1	13	65.0	15	25.4
3	Electrical installation & maintenance	3	7.7	0	0.0	3	5.1
4	Freelancing	15	38.5	1	5.0	16	27.1
5	Plumbing	1	2.6	0	0.0	1	1.7
6	IT support service	4	10.3	0	0.0	4	6.8
7	Trading/small business	10	25.6	1	5.0	11	18.6
8	Servicing	1	2.6	0	0.0	1	1.7
9	Others	2	5.1	4	20.0	6	10.2
-	**Total**	**39**	100.00	**20**	100.0	59	100.0

To a question on getting any support from SEIP, about two-thirds (68 percent) of self-employed graduates reported that they did not get any support from the job placement office/coordinator to start their self-employment-related activities, while about one-third (32 percent) got some support from the job placement office. Those who were self-employed mentioned their reasons for selecting self-employment-related activities. Four reasons were major in this case. These reasons are: businesses can be performed independently (31 percent), self-interest (48 percent), the opportunity to earn more income (14 percent), and family businesses (5 percent), etc. (Table-7.36).

When asked how long it takes to start self-employment activities after graduating from SEIP, 34% of graduates said it takes 1-6 months, while 54% said it takes more than six months. The remaining 12 percent mentioned that they were continuing their previous self-employment activities (Table-7.36).

In terms of the work location of the self-employment activities, 81 percent of graduates were working in their home town/district, and 14 percent migrated to another place to do the self-employment activities (Table-7.36).

Table-7.36: Distribution of self-employed SEIP graduates under Tranche-1 to start self-employment related activities

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Getting any support from SEIP to start self-employment**						
	Yes	14	35.9	5	25.0	19	32.2
	No	25	64.1	15	75.0	40	67.8
	Total	**39**	100.0	**20**	100.0	**59**	100.0
(b)	**Reasons for selecting self-employment**						
	Self interest	16	41.0	12	60.0	28	47.5
	Opportunity to earn more income	8	20.5	0	0.0	8	13.6
	Independent business	12	30.8	6	30.0	18	30.5
	Family business	2	5.1	1	5.0	3	5.1
	Others	1	2.6	1	5.0	2	3.4
	Total	**39**	100.00	**20**	100.0	59	100.0
(c)	**Time required to start self-employment after SEIP graduation**						
	1-6 months	13	33.3	7	35.0	20	33.9
	More than 6 months	21	53.8	11	55.0	32	54.2
	Continuing the previous activities	5	12.8	2	10.0	7	11.9

	Total	**39**	100.00	**20**	100.0	59	100.0
(d)	**Location of self-employment activities (business)**						
	Home town/district	33	84.6	15	75.0	48	81.4
	Migrated to another place	5	12.8	3	15.0	8	13.6
	Other places	1	2.6	2	10.0	3	5.1
	Total	**39**	100.0	**20**	100.0	**59**	100.0

7.9.2. Legal Issues of self-employment: As their answers to a question about having a trade license in favor of self-employment activity indicated, about 29 percent of SEIP graduates under Tranche-1 said they had the trade license. Simultaneously, all of them reported that they had bank accounts and TIN Certificate in favor of their self-employment-related activities or businesses (Table-7.37).

Table-7.37: Legal issues of Self-employment activities of SEIP graduates under Tranche-1 retraced during second tracer study

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether having trade license?**						
	Yes	16	41.0	1	5.0	17	28.8
	No	23	59.0	19	95.0	42	71.2
	Total	**39**	100.0	**20**	100.0	**59**	100.0
(b)	**Whether having bank account?**						
	Yes	16	41.0	1	5.0	17	28.8
	No	23	59.0	19	95.0	42	71.2
	Total	**39**	100.00	**20**	100.0	59	100.0
(c)	**Whether having TIN certificate?**						
	Yes	16	41.0	1	5.0	17	28.8
	No	23	59.0	19	95.0	42	71.2
	Total	**39**	100.00	**20**	100.0	59	100.0

7.9.3. Relevancy of training with self-employment: Regarding the question of whether the current self-employment activity is relevant to the SEIP-supported training course, as their answers, about 70 percent of SEIP graduates under Tranche-1 reported that the current self-employment activity was relevant to the SEIP-supported training course that they taught. In terms of the extent of useful of SEIP training, all (100 percent) of them reported that SEIP training was useful for operating self-employment activity in different degrees, including 20 percent mentioned very much useful, 37 percent mentioned useful and 44 percent mentioned somewhat useful (Table-3.38).

The proportion (30 percent) of graduates who mentioned their self-employment activity was not relevant to the SEIP training, they also mentioned the reasons for starting irrelevant self-employment activity. The frequently mentioned reasons were: it was independent business (56 percent), opportunity to earn more income (50 percent), self-interest (39 percent), and motivated by job placement office (28 percent). However, 22 percent of self-employed graduates mentioned that they didn't find a relevant business as self-employment (Table-3.38).

Table-7.38: Distribution of self-employed SEIP graduates under Tranche-1 by relevancy of training with self-employment

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether the self-employment activity relevant with SEIP supported training course?**						
	Yes	26	66.7	15	75.0	41	69.5
	No	13	33.3	5	25.0	18	30.5

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
	Total	**39**	100.0	**20**	100.0	**59**	100.0
(b)	**Extent of usefulness of SEIP training for self-employment activity**						
	Very much useful	5	19.2	3	20.0	8	19.5
	Useful	8	30.8	7	46.7	15	36.6
	Somewhat useful	13	50.0	5	33.3	18	43.9
	Total	**26**	**100.0**	**15**	**100.0**	**41**	**100.0**
(c)	**If not relevant, reasons for starting the irrelevant self-employment activity** [N=13 for male, N=5 for female and N=18 for total]						
	Self interest	4	30.8	3	60.0	7	38.9
	Opportunity to earn more income	6	46.2	3	60.0	9	50.0
	Independent business	8	61.5	2	40.0	10	55.6
	Motivated by job placement office	3	23.1	2	40.0	5	27.8
	Didn't find a relevant business	2	15.4	2	40.0	4	22.2
	Multiple response						

7.9.4. Working hours and income of self-employed graduates

(a) Working hours: Regarding the question of whether the graduate was working more than 48 hours a week, 37 percent of SEIP graduates under Tranche-1 were working more than 48 hours a week, while 63 percent of graduates were not working more than 48 hours a week. In response to another question about whether they received any remuneration from their employers for overtime, 34% of graduates stated that they did. According to Bangladesh's Labor Act of 2006, all employees are permitted to work for 8 hours in a single day. Thus, the average working hours for adult workers in Bangladesh are 48 hours a week. Workers who work overtime on ordinary workdays should be paid 1.5 times the hourly pay for the first hour of overtime worked, and 2 times the hourly pay for each additional hour worked. From the findings of the tracer study, the proportion of wage-employed SEIP graduates under Tranche-1 who were working more than 48 hours a week, shows they were also getting remuneration from their employers for overtime. That indicates that overtime activities of wage-employed SEIP graduates and their remuneration for overtime are aligned with the Bangladesh Labor Act, 2006.

(b) Income earned from self-employment: It was revealed from the findings of second tracer study with the participation of wage-employed SEIP graduates under Tranche-1 aimed at retracing them, that the average monthly wage/salary in the current job during the study period was 12924 BDT, which was higher (13040 BDT) for male than that of female (10684 BDT). The average monthly wage or salary in the previous job before SEIP training was 6759 BDT, which was also higher (6937 BDT) for male than that of female (3162 BDT) for female employed graduates. From these findings, it was also revealed that about 52 percent of the income/wage/salary in the current job of the SEIP graduates increased as compared with their previous job before SEIP training (Table-7.34).

Table-7.39: Income of self-employed SEIP graduates under Tranche-1

Sl. No.	Reasons	Self-employed SEIP graduates		
		Male [N=39]	Female [N=20]	Total [N=59]
(a)	**Weekly workings hours spent in the self-employment activity**			
-	Average working hours a weak	45.74	33.65	41.64
(b)	**Gross monthly income from current self-employment activity**			
-	Average income (BDT)	39743.59	10075.00	29686.44
(c)	**Gross monthly income at the beginning of self-employment**			

Sl. No.	Reasons	Self-employed SEIP graduates		
		Male [N=39]	Female [N=20]	Total [N=59]
-	Average income (BDT)	16051.28	6340.00	12759.32
(d)	**Change of income from current self-employment activity as compared with income at the beginning of self-employment**			
-	Increased (%) over beginning	40.4	62.9	43.0
(e)	**Gross monthly turnover from current self-employment activity**			
-	Average income (BDT)	194205.13	23400.00	136305.08
(f)	**Gross monthly turnover at the beginning of self-employment**			
-	Average income (BDT)	87910.26	13300.00	62618.64
(g)	**Change of monthly turnover from current self-employment activity as compared with the turnover at the beginning of self-employment**			
-	Increased (%) over beginning	45.3	56.8	45.9

7.9.5. Satisfaction on self-employment: When asked how satisfied they were with their current self-employment activities, approximately 80% of self-employed graduates in Tranche 1 were satisfied to different degrees, with 61 percent stating that they were satisfied, 7% stating that they were highly satisfied, and 12% stating that they were moderately satisfied. Conversely, 20 percent of graduates were not satisfied, including 15 percent dissatisfied and 5 percent highly dissatisfied. Regarding the question of whether the self-employed graduates intended to continue their current self-employment activities, about 87 percent of self-employed graduates mentioned that they intended to continue their current self-employment, while the remaining 13 percent of graduates were not interested in continuing the current self-employment activities (Table-7.40).

Table-7.40: Distribution of self-employed SEIP graduates under Tranche-1 by extent of satisfaction on current self-employment

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Extent of satisfaction on existing self-employment activity?**						
	Highly satisfied	4	10.3	0	0.0	4	6.8
	Satisfied	25	64.1	11	55.0	36	61.0
	Moderately satisfied	4	10.3	3	15.0	7	11.9
	Dissatisfied	6	15.4	3	15.0	9	15.3
	Highly dissatisfied	0	0.0	3	15.0	3	5.1
	Total	**39**	**100.0**	**20**	**100.0**	**59**	**100.0**
(b)	**Intention to continue the existing self-employment activity?**						
	Yes	36	92.3	20	100.0	56	94.9
	No	3	7.7	0	0.0	3	5.1
	Total	**39**	**100.0**	**20**	**100.0**	**59**	**100.0**

The self-employed SEIP graduates under Tranche-1 also mentioned the problems that they faced to operate their self-employment activities or businesses. The frequently mentioned problems were: shortage of finance as reported by 68 percent graduates, while 32 percent mentioned Covid-19 Pandemic, 17 percent mentioned electricity interruption, 9 percent mentioned competition with others and 3.4 percent mentioned lack of skilled manpower. Conversely, about 20 percent mentioned that they didn't face any problems to operate their self-employment activities (Table-7.40).

Table-7.41: Distribution of self-employed SEIP graduates under Tranche-1 by problem faced to operate the self-employment

Problems	Self-employed SEIP graduates under Tranche-1					
	Male [N=39]		Female [N=20]		Total [N=59]	
	Number	Percent	Number	Percent	Number	Percent
Electricity interruption	6	15.4	4	20.0	10	16.9
Short of finance	27	69.2	13	65.0	40	67.8
Covid-19 Pandemic	15	38.5	4	20.0	19	32.2

Competition with others	3	7.7	2	10.0	5	8.5
Lack of skilled manpower	2	5.1	0	0.0	2	3.4
Didn't face any problem	9	23.1	3	15.0	12	20.3
Multiple response						

7.9.6. Employment generation and capacity building: The self-employed SEIP graduates under Tranche-1 mentioned about the number of active workers engaged in their self-business, including paid workers and family members and the findings are present in Table-7.43. To the question of 'how many paid workers' engaged in the self-employment activity, out of 59, about 68 percent of graduates reported that they had no paid workers in their self-employment activity. While the remaining 32% of graduates said, they had paid workers in their self-employment in different numbers, including 17% who said they had 1-2 workers, 7% who said they had 3-4 workers, and about 9% who said they had five or more workers. Similarly, in terms of family members working in the self-business, about 93 percent graduates mentioned one family member, 14 percent mentioned 2 members, 2 percent mentioned 3 members and another 2 percent mentioned 4 members were working in the self-business.

Table-7.43: Distribution of self-employed SEIP graduates under Tranche-1 by employment generation in the self-business

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Number of paid workers in the self-employment activity**						
	0 worker	22	56.4	18	90.0	40	67.8
	1-2 workers	8	20.5	2	10.0	10	16.9
	3-4 workers	4	10.3	0	0.0	4	6.8
	5+ workers	5	12.8	0	0.0	5	8.5
	Total	**39**	100.0	**20**	100.0	**59**	100.0
(b)	**Family members working in the self-business**						
	1 member	33	84.6	16	80.0	49	83.1
	2 members	5	12.8	3	15.0	8	13.6
	3 members	0	0.0	1	5.0	1	1.7
	4 members	1	2.6	0	0.0	1	1.7
	Total	**39**	**100.0**	**20**	**100.0**	**59**	**100.0**

When asked if they needed more skill training, 78 percent of the 59 graduates desired more skills training to operate the self-business more effectively. Frequently mentioned types of desired skills training and these were: Business plan/proposal preparation as mentioned by 51 percent of graduates, followed by entrepreneurship training (31 percent), product sales and marketing (12 percent), up-skilling training (7 percent) (Table-7.44).

Table-7.44: Distribution of self-employed SEIP graduates under Tranche-1 by capacity building of self-business

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether required more skills training to operate the self-business more effectively?**						
	Yes	33	84.6	13	65.0	46	78.0
	No	6	15.4	7	35.0	13	22.0
	Total	**39**	**100.0**	**20**	**100.0**	**59**	**100.0**
(b)	**Types of desired skills training?**						
	Entrepreneurship training	10	25.6	8	40.0	18	30.5
	Business plan/ proposal	22	56.4	8	40.0	30	50.8

	preparation						
	Product sales and marketing	5	12.8	2	10.0	7	11.9
	Up-skilling training	2	5.1	2	10.0	4	6.8
	Total	**39**	**100.0**	**20**	**100.0**	**59**	**100.0**

7.8.7. Formally employed before self-employment:

In response to the question of "whether the self-employed graduates were formally employed (wages or salaries) prior to current self-employment," approximately 14 percent of the 59 graduates reported that they were formally wage or salary employed. They also mentioned the reasons for leaving the formal job. Frequently mentioned reasons were: To become an employer as mentioned by 50 percent of graduates, while 50 percent mentioned that their formal job was not relevant to skills training, followed by family objection (38 percent), temporary job (38 percent), unsuitable location of the job (25 percent), unsuitable working environment (25 percent), no-work, no-pay (25 percent), to earn more money (13 percent) and Covid-19 Pandemic (13 percent) (Table-7.45).

Table-7.45: Distribution of self-employed SEIP graduates under Tranche-1 by formally employed before self-employment

Sl. No.	Options & opinions	Self-employed SEIP graduates under Tranche-1					
		Male [N=39]		Female [N=20]		Total [N=59]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether formally employed (wage/salary) before existing self- employment?**						
	Yes	7	17.9	1	5.0	8	13.6
	No	32	82.1	19	95.0	51	86.4
	Total	**39**	**100.0**	**20**	**100.0**	**59**	**100.0**
(b)	**If yes, reasons for leaving the formal (wage/salaried) job**						
	Earning more money	1	14.3	0	0	1	12.5
	Becoming an employer	3	42.9	1	100.0	4	50.0
	Unsuitable location	2	28.6	0	0	2	25.0
	Not relevant with skills training	4	57.1	0	0	4	50.0
	Unsuitable working environment	2	28.6	0	0	2	25.0
	Family objection	3	42.9	0	0	3	37.5
	Temporary job	3	42.9	0	0	3	37.5
	No-work-no pay	2	28.6	0	0	2	25.0
	Covid-19 pandemic	1	14.3	0	0	1	12.5
	Total	**7**	**100.0**	**1**	**100.0**	**8**	**100.0**

7.10. UNEMPLOYMENT STATUS

Among 600 SEIP graduates under Tranche-1 interviewed through the second tracer study, 37.8 percent (227) were retraced unemployment and they were asked about different aspects: duration of unemployment, reasons for unemployment, formal job offer, reasons for not involving in self-employment and future plan. The findings in these regards are presented below:

7.10.1. Duration of unemployment: About 89 percent of unemployed graduates under Tranche-1 mentioned that they were unemployed for 9 years or above, while about 9 percent for 1-5 years, and 2.2 percent of graduates were unemployed for 5-8 years (Table-7.46).

Table-7.46: Distribution of self-employed SEIP graduates under Tranche-1 by duration of unemployment

Year of unemployed	Unemployed SEIP graduates under Tranche-1					
	Male [N=120]		Female [N=107]		Total [N=227]	
	Number	Percent	Number	Percent	Number	Percent

1-5 Year	13	10.8	7	6.5	20	8.8
5-8 Year	4	3.3	1	0.9	5	2.2
9+ year	103	85.8	99	92.5	202	89.0
Total	**120**	**100.0**	**107**	**100.0**	**227**	**100.0**

7.10.2. Reasons for unemployment: To the question of 'what were the reasons for unemployment', as their answers, out of 227, about 82 percent of unemployed SEIP graduates mentioned they didn't get any job offer, while 23 percent didn't get their desired job, followed by too low salary (11 percent), voluntary unemployment (10 percent), pursuing higher education (7 percent). Other reasons were unsuitable location (4 percent), job not relevant with training (4 percent), lack of connection with employer (4 percent), inadequate help from job placement office (3 percent), Covid-19 Pandemic (2 percent) and seeking overseas job (0.4 percent) (Table-7.47).

Table-7.47: Distribution of self-employed SEIP graduates under Tranche-1 by reasons for unemployment

Reasons for unemployment	Unemployed SEIP graduates under Tranche-1					
	Male [N=120]		Female [N=107]		Total [N=227]	
	Number	Percent	Number	Percent	Number	Percent
Voluntary unemployment	7	5.8	15	14.0	22	9.7
Inadequate help from Job Placement office	7	5.8	0	0.0	7	3.1
Didn't get any job offer	98	81.7	87	81.3	185	81.5
Didn't get desired job	29	24.2	24	22.4	53	23.3
Too low salary	12	10.0	12	11.2	24	10.6
Unsuitable location	4	3.3	4	3.7	8	3.5
Job not relevant with training	6	5.0	2	1.9	8	3.5
Lack of connection with employer	5	4.2	3	2.8	8	3.5
Covid-19 Pandemic	1	0.8	4	3.7	5	2.2
Pursuing higher education	10	8.3	5	4.7	15	6.6
Seeking overseas job	1	0.8	0	0.0	1	0.4
Others	1	0.8	7	6.5	8	3.5
Total	**120**	**100.0**	**107**	**100.0**	**227**	**100.0**

7.10.3. Received formal job offer and reasons for not accepting the offer: Regarding the question of "whether they got any formal job offer after SEIP graduation," 19 percent of unemployed SEIP graduates under Tranche-1 mentioned they got formal (wage/salary) offers after SEIP graduation. Conversely, approximately 82 percent of unemployed graduates stated that they did not receive any formal job offer after SEIP graduation. The graduates who received the formal job offer, also explained why they did not accept it. Frequently mentioned reasons were: low salary (74 percent), temporary job (33 percent), pursuing higher education (26 percent), unsuitable location (12 percent), job offer not from a reputed organization (10 percent), no-work, no-pay job (10 percent), COVID-19 pandemic (7 percent), and skill mismatch (5 percent) (Table-7.48).

Table-7.48: Distribution of unemployed SEIP graduates under Tranche-1 by formal job offer before self-employment

Sl. No.	Options & opinions	Unemployed SEIP graduates under Tranche-1					
		Male [N=120]		Female [N=107]		Total [N=227]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Got formal (wage/salary) job offer after SEIP graduation?**						
	Yes	22	18.3	20	18.7	42	18.5
	No	98	81.7	87	81.3	185	81.5
	Total	120	100.0	107	100.0	227	100.0
(b)	**If yes, reasons for not accepting such job offer**						

	[N=22 for male, N=20 for female, N=42 for total]						
	Low salary	19	86.4	12	60.0	31	73.8
	Unsuitable location	3	13.6	2	10.0	5	11.9
	Skill mismatch	2	9.1	0	0.0	2	4.8
	Offer not from a reputed organization	3	13.6	1	5.0	4	9.5
	Temporary job	7	31.8	7	35.0	14	33.3
	No work no pay job	2	9.1	2	10.0	4	9.5
	Covid-19 Pandemic	1	4.5	2	10.0	3	7.1
	Pursuing higher education	6	27.3	5	25.0	11	26.2
	Multiple response						

7.10.4. Reasons for not starting self-employment: The unemployed SEIP graduates under Tranche-1 were asked the question 'what were the reasons for not starting self-employment', their answers were the mentioned various reasons. Frequently mentioned reasons were: lack of proper guidance (62 percent), didn't get effective advice from the job placement office (62 percent), didn't get any support from family (59 percent), didn't lack the finance to start the self-business (53 percent), lack of motivation (44 percent), and lack of idea to start self-employment (32 percent) (Table-7.49).

Table-7.49: Distribution of unemployed SEIP graduates under Tranche-1 by reasons for not involving in self-employment activities

Sl. No.	Options & opinions	Unemployed SEIP graduates under Tranche-1					
		Male [N=120]		Female [N=107]		Total [N=227]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether tried to start self-employment?**						
	Yes	20	16.7	14	13.1	34	15.0
	No	100	83.3	93	86.9	193	85.0
	Total	**120**	**100.0**	**107**	**100.0**	**227**	**100.0**
(b)	**If yes, reasons for not starting self-employment activity** [N=20 for male, N=14 for female, N=34 for total]						
	Lack of finance	12	60.0	6	42.9	18	52.9
	Lack of proper guidance	13	65.0	8	57.1	21	61.8
	Didn't get effective advice from Job placement officer/ Coordinator	16	80.0	5	35.7	21	61.8
	Lack of motivation	11	55.0	4	28.6	15	44.1
	Lack of idea	5	25.0	6	42.9	11	32.4
	Didn't get any support from family	13	65.0	7	50.0	20	58.8
	Multiple response						

7.10.5. Future plan of the unemployed graduate: The unemployed SEIP graduates under Tranche-1 were also asked the question 'what was their future plan'. They mentioned a number of future plans. Frequently mentioned future plans were: seeking an expected job (88 percent), up-skilling training (15 percent), planning to start a business (10 percent), and having no idea about future plans (4.4 percent) (Table-7.50).

Table-7.50: Distribution of unemployed SEIP graduates under Tranche-1 by future plan

Future plan	Unemployed SEIP graduates under Tranche-1					
	Male [N=120]		Female [N=107]		Total [N=227]	
	Number	Percent	Number	Percent	Number	Percent
Seeking expected job	111	92.5	88	82.2	199	87.7
Up-skilling	21	17.5	14	13.1	35	15.4
Starting a business	11	9.2	12	11.2	23	10.1
No idea about future plan	3	2.5	7	8.5	10	4.4
Total	**120**	**100.0**	**107**	**100.0**	**227**	**100.0**

7.11. Social Development and Women Empowerment:

To the question of decision-making by the women SEIP graduates under Tranche-1 on various family issues at the household level, such women graduates stated diversified responses. The respective findings are given below:

7.11.1. Children's education: On children's education, only 84 percent of women graduates reported that women either solely or jointly with their husband and/or male members took the decision on children's education, including 6.4 percent solely by women graduate, 48 percent jointly by male and female members of the household, and 29.3 percent jointly by women graduate and her husband. Conversely, 1.3 percent of women graduates stated that male members took the decision (Table-7.51).

7.11.2. Marriage of daughter/son: Regarding marriage of daughter or son, about 73 percent of women graduates reported that either the women graduate solely or jointly with their husband or male members of the household took the decision, with 46 percent jointly male or female members of their household, 24 percent women graduate along with her husband, and 3 percent solely from women graduate. On the other hand, 1.3 percent took their decisions solely from male members and 25 percent mentioned that this issue was not applicable to them (Table-7.51).

7.11.3. Purchase of assets and properties: On purchase of assets and properties, about 90 percent of women graduates reported that either the women graduate solely or jointly with their husband and/or male members of the household took the decision on purchasing of assets and properties, including 5 percent said solely by women graduate, 26 percent jointly by women graduate along with her husband, and 60 percent jointly by male and female members of their household. On the other hand, 2 percent took decisions solely by male members (Table-7.51).

7.11.4. Spending money earned by women graduate: On spending money earned by women graduates, approximately 88 percent of women graduates reported that either the women graduate solely or jointly with husband and/or male members of the household made decisions on spending money earned by women graduates, with 30 percent mentioning solely by women graduates, 17 percent mentioning jointly by the women graduate along with her husband, and 41 percent mentioning jointly by male and female members of their household. Conversely, only 7.6 percent graduate reported that the issue was not applicable for them (Table-7.51)..

Table-7.51: Distribution of women SEIP graduates under Tranche-1 by decision making at household levels on specific family issues

Sl. No.	Options & opinions	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a)	**Who took decision on children's education**								
	Solely by women graduate	4	13.3	0	0.0	6	5.6	10	6.4
	Solely by male member	0	0.0	0	0.0	2	1.9	2	1.3
	Jointly by male and female members	10	33.3	9	45.0	56	52.3	75	47.8
	Jointly by graduate and her husband	7	23.3	8	40.0	31	29.0	46	29.3
	Not applicable	9	30.0	3	15.0	12	11.2	24	15.3
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(b)	**Who took decision on marriage of daughter/son**								
	Solely by women graduate	0	0.0	0	0.0	5	4.7	5	3.2
	Solely by male member	1	3.3	0	0.0	1	0.9	2	1.3
	Jointly by male and female members	10	33.3	10	50.0	52	48.6	72	45.9

Sl. No.	Options & opinions	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
	Jointly by graduate and her husband	7	23.3	5	25.0	26	24.3	38	24.2
	Not applicable	12	40.0	5	25.0	23	21.5	40	25.5
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(c)	**Who took decision on purchase of household assets and properties**								
	Solely by women graduate	1	3.3	1	5.0	5	4.7	7	4.5
	Solely by male member	2	6.7	1	5.0	0	0.0	3	1.9
	Jointly by male and female members	15	50.0	10	50.0	69	64.5	94	59.9
	Jointly by graduate and her husband	7	23.3	6	30.0	28	26.2	41	26.1
	Not applicable	5	16.7	2	10.0	5	4.7	12	7.6
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(d)	**Who spent money that earned by women graduates**								
	Solely by women graduate	11	36.7	6	30.0	30	28.0	47	29.9
	Solely by male member	1	3.3	0	0.0	2	1.9	3	1.9
	Jointly by male and female members	11	36.7	7	35.0	47	43.9	65	41.4
	Jointly by graduate and her husband	5	16.7	6	30.0	16	15.0	27	17.2
	Not applicable	2	6.7	1	5.0	12	11.2	15	9.6
	Total	30	100.0	20	100.0	107	100.0	157	100.0

7.11.5. Role of women graduates for selecting training course: Regarding the question of 'how to choose the SEIIP-supported training course, as their answers, about 93 percent mentioned their own choice, while 2.5 percent were informed as influenced by their husband, and 4.5 percent were influenced by family members (Table-7.52).

Table-7.52: Course selection process by women SEIP graduates under Tranche-1

Selection process	Wage-employed		Self-employed		Unemployed		Total	
	No.	%	No.	%	No.	%	No.	%
By own choice	30	100.0	20	100.0	96	89.7	146	93.0
Influences by husband	0	0.0	0	0.0	4	3.7	4	2.5
Influenced by family members	0	0.0	0	0.0	7	6.5	7	4.5
Total	30	100.0	20	100.0	107	100.0	157	100.0

7.11.6. Social status and involvement in community-based association: Only 95.5 percent mentioned that the social status of women graduates improved after receiving SEIP-supported training, in response to a question about whether the social status of women graduates increased. Conversely, 4.5 percent women graduates mentioned that their social status had not increased. In response to another question about involvement in any social association or NGO, 13 percent of female graduates said they were members, while 87 percent said they were not. Whereas a negligible proportion (0.6 percent) of female graduates were members of trade bodies, only 2% were members of any trade union or employee association (Table 7.53).

Table-7.53: Distribution of women SEIP graduates and involvement in community-based association

Sl. No.	Options and opinions	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a)	**Whether the social status increased after SEIP supported training**								
	Yes	28	93.3	19	95.0	103	96.3	150	95.5
	No	2	6.7	1	5.0	4	3.7	7	4.5

Sl. No.	Options and opinions	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(b)	**Member of any social association/NGO**								
	Yes	6	20.0	3	15.0	12	11.2	21	13.4
	No	24	80.0	17	85.0	95	88.8	136	86.6
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(c)	**Whether a member of Trade Body**								
	Yes	0	0.0	1	5.0	0	0.0	1	0.6
	No	30	100.0	19	95.0	107	100.0	156	99.4
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(d)	**Whether a member of Trade Union/Employees' Association**								
	Yes	3	10.0	0	0.0	0	0.0	3	1.9
	No	27	90.0	20	100.0	107	100.0	154	98.1
	Total	30	100.0	20	100.0	107	100.0	157	100.0

7.11.7. Women's mobility

When asked if they had difficulty going outside alone, approximately 97.5 percent of female SEIP graduates under Tranche 1 stated that they did not have any difficulty going outside alone. Conversely, 2.5 percent of graduates mentioned they faced such difficulties. To another question about facing difficulty going outside for job/employment, about 97.5 percent of women graduates mentioned that they faced difficulties going outside for job/employment, while 2.5 percent mentioned they didn't face such difficulties (Table-7.54).

Table-7.54: Women's mobility related information

Sl. No.	Options & opinions	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a)	**Whether facing any difficulty to go outside alone**								
	Yes	0	0.0	0	0.0	4	3.7	4	2.5
	No	30	100.0	20	100.0	103	96.3	153	97.5
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(b)	**Facing any difficulty to go outside for job/employment**								
	Yes	28	93.3	18	90.0	107	100.0	153	97.5
	No	2	6.7	2	10.0	0	0.0	4	2.5
	Total	30	100.0	20	100.0	107	100.0	157	100.0

7.11.8. Women's discrimination

Regarding the question of whether they received any formal appointment letter, about 17 percent of women SEIP graduates under Tranche-1 mentioned that they received a formal appointment letter for the job from the employer, while 75 percent didn't get such a letter. Conversely, about 8 percent mentioned that this issue was not applicable to them. Similarly, when asked if women graduates received the same salary that men were getting, about 11% said they did, while 87% said they did not. Conversely, about 1.3 percent of women graduates mentioned that they were getting a lower salary than that of male graduates, while another 1.3 percent mentioned that this issue was not applicable to them (Table-7.55).

Table-7.55: Women's discrimination related information

Sl. No.	Options & opinions	Wage-employed		Self-employed		Unemployed		Total	
		No.	%	No.	%	No.	%	No.	%
(a)	**Whether received a formal appointment letter from employer?**								
	Yes	23	76.7	4	20.0	0	0.0	27	17.2
	No	6	20.0	5	25.0	107	100.0	118	75.2
	Not applicable	1	3.3	11	55.0	0	0.0	12	7.6
	Total	30	100.0	20	100.0	107	100.0	157	100.0
(b)	**Getting same salary as compared with male counterpart**								

	Yes	17	56.7	0	0.0	0	0.0	17	10.8
	No	9	30.0	20	100.0	107	100.0	136	86.6
	Less	2	6.7	0	0.0	0	0.0	2	1.3
	Not applicable	2	6.7	0	0.0	0	0.0	2	1.3
	Total	30	100.0	20	100.0	107	100.0	157	100.0

7.12. Impact of COVID-19 Pandemic

7.12.1. Impact of COVID-19 Pandemic on employment: To the question of whether the COVID-19 pandemic affected the job or employment of the graduates, out of 600 SEIP graduates under Tranche-1, about 53 percent claimed that their job or employment was affected by the Covid-19 pandemic, while 36 percent mentioned that it was not affected, whereas 11 percent mentioned that this issue was not applicable to them. To a question of how the COVID-19 pandemic affected their job or employment, about 74 percent mentioned that they faced a credit burden, followed by reduced working hours (21 percent), reduced wage or salary (15 percent), laid-off employees (8 percent), credit difficulties for loan repayment (8 percent), reduced other benefits from employment by employers (7 percent), etc. (Table-7.56).

Table-7.56: Impact of Covid-19 Pandemic on job/employment

Sl. No.	Options & opinions	SEIP graduates under Tranche-1					
		Male [N=443]		Female [N=157]		Total [N=600]	
		Number	Percent	Number	Percent	Number	Percent
(a)	**Whether he Convid-19 Pandemic affected the job/employment**						
	Yes	241	54.4	77	49.0	318	53.0
	No	163	36.8	52	33.1	215	35.8
	Not applicable	39	8.8	28	17.8	67	11.2
	Total	443	100.0	157	100.0	600	100.0
(b)	**If yes, type of impact of Covid-19 Pandemic on job/employment** [N=241 for male, N=77 for female, N=318 for total]						
	Reduced wage/salary	41	17.0	8	10.4	49	15.4
	Reduced other benefits from employer/ employment	19	7.9	2	2.6	21	6.6
	Job loss	4	1.7	2	2.6	6	1.9
	Stop promotion	12	5.0	1	1.3	13	4.1
	Laid off employees	21	8.7	3	3.9	24	7.5
	Reduced working hours	60	24.9	6	7.8	66	20.8
	Credit burden	176	73.0	60	77.9	236	74.2
	Created difficulties for loan repayment	17	7.1	7	9.1	24	7.5
	Under employment	10	4.1	1	1.3	11	3.5
	Demotion	2	0.8	0	0.0	2	0.6
	Stop increment	8	3.3	1	1.3	9	2.8
	Others	4	1.7	8	10.4	12	3.8
	Multiple response						

7.12.2. Ways to tackle adverse effect of Covid-19 Pandemic: Out of 318 SEIP graduates affected by the COVID-19 pandemic, 318 found different ways to deal with the negative effects of the pandemic. Frequently mentioned ways were: 57 percent of graduates mentioned dissaving, followed by getting financial support from friends and relatives (25 percent), selling labor at a reduced rate (21 percent), and taking loans (22 percent). Other ways were: shifting family members to village (5 percent), selling some household assets (9 percent), taking government relief (4 percent), hard-hit-no help from others (5 percent) and inability to pay house rent (1.3 percent) (Table-7.57)

Table-7.57: Distribution of SEIP graduates under Tranche-1 in terms of ways to tackle adverse effect of Covid-19 Pandemic

Ways to tackle adverse effect	SEIP graduates under Tranche-1					
	Male [N=64]		Female [N=12]		Total [N=76]	
	Number	Percent	Number	Percent	Number	Percent
Shifted family to village	4	6.3	0	0.0	4	5.3
Sold some household assets	6	9.4	1	8.3	7	9.2
Dissaving	37	57.8	6	50.0	43	56.6
Took loan	12	18.8	5	41.7	17	22.4
Financial support from friends and relatives	17	26.6	2	16.7	19	25.0
Government relief	2	3.1	1	8.3	3	3.9
Hard-hit, no help from others	4	6.3	0	0.0	4	5.3
Sale of labor at reduced rate	13	20.3	3	25.0	16	21.1
Inability to pay house rent	0	0.0	1	8.3	1	1.3
Total	64		12		76	
Multiple response						

7.12.3. Sufferings of family members from Covid-19 disease: To the question of whether any family member suffered from Covid-19 disease, as their answers given by 600 SEIIP graduates under Tranche-1 retraced through the second tracer study, only 6 percent claimed that their family members suffered from Covid-19 disease, while 94 percent did not. To the question of 'how many households suffered', as reported, the average 1.74 members per household of the graduates suffered ranged from 1 to 5 members per household. The proportion of male graduates ((1.71) mentioning the number of household members infected by Covid-19 was higher than that of female (1.86) (Table-7.58).

Table-7.58: Sufferings of family members from Covid-19 disease

Sl. No.	Option & opinion	SEIP graduates under Tranche-1 as respondents					
		Male [N=443]		Female [N=157]		Total [N=600]	
		Number	Percent	Number	Percent	Number	Percent
(a)	Whether any of the family members suffered from Covid-19 disease						
	Yes	28	6.3	7	4.5	35	5.8
	No	415	93.7	150	95.5	565	94.2
	Total	**443**	100.0	**157**	100.0	**600**	100.0
(b)	Number of household members suffered from Covid-19 disease						
	Minimum (no.)	1		1		1	
	Maximum (no.)	5		4		5	
	Average (no.)	1.71		1.86		1.74	
	Standard Deviation	1.049		1.215		1.067	

CHAPTER- VIII

FINDINGS ON EMPLOYERS' SURVEY

Summary of Findings

A face-to-face interview was conducted with 200 employers of SEIP graduates who participated in the tracer study. About 48% of employers are in large industries, 17% are in medium industries, 13% are in small industries, and 22% are in micro-industries. They are mainly from IT, garments and textiles, leather and footwear, food processing and marketing, garages and workshops, and others.

SEIP graduates' wages: The majority of employers are of the opinion that SEIP graduates' wages are higher than those of non-SEIP graduates due to their better knowledge and skills.

It reveals that all the employers of SEIP graduates are satisfied with the performance and skills of SEIP graduates working in their organizations. Their average satisfaction score is calculated at 4.34 on a 5-point Likert scale. As far as productivity is concerned, SEIP graduates are more productive than non-SEIP graduates in their industries or organizations. Against the backdrop of excellent overall performance, most employers are interested in hiring SEIP graduates. This intention was higher in large and medium industries, at 97% and 91%, respectively. Moreover, about 90% of employers are interested in filling their organizations with skilled workers who have completed the SEIP program.

In spite of good performances in productivity, according to employers, SEIP graduates were still facing some challenges: inadequate skills in their job in the changing working environment, skills obtained that were not always relevant to the job, inadequate subject matter knowledge, etc.

COVID-19 Impact: COVID-19 has an adverse impact on SEIP graduates. About half of the employers thought that COVID-19 had an impact on graduates' employment status. Impacts: reduction of wages or salaries, reduction of benefits other than wages or salaries, job loss, stoppage of promotion, reduction of working hours, demotion, etc. The coping strategies adopted are: employees had to shift to their families' village, sell household assets, withdraw savings, take loans, and seek financial support from friends and relatives.

Detail Findings of Employers' Survey under Tranche-2

8.1 Introduction

A face-to-face interview with a sample of 7,000 SEIP graduates was conducted as part of the quantitative survey of the SEIP graduates under Tranche-2 in order to evaluate the effects of SEIP on the long-term development of the labor force and the families of those participants. A total of 200 SEIP graduates' employers were also interviewed concurrently to gauge the performance level of the employed graduates at their places of employment. The following subheadings have been used to present the survey findings from employers:

8.2 Profile of the employer

Employer status by gender shows that only 12 percent of employers (24) were female and the rest 88 percent (176) were male (Table 8.1). Considering the nature of the organizations, the organizations were subdivided into government, private, and NGO sectors, where the private sector is dominant. Out of 200 employers of SEIP graduates who participated in the tracer study, maximum 96.0 percent were employers of private organizations. Whereas, 3.5 percent were government employers, and only 0.5 percent were non-governmental organizations (NGO)

employers (Table 8.1). There are no sizable variations between male and female employers with respect to the nature of organizations where the SEIP graduates were employed.

Considering the size of the industries, the employers were again subdivided according to micro, small, medium and large industry. Out of 200 employers of SEIP graduates, about 48.5 percent were employers in large industries, followed by micro-industry (22 percent), medium industry (16.5 percent), and small industry (13 percent) (Table 5.1). The distribution of employers by gender shows that most female employers (45.8 percent) were involved in the micro-industry, whereas most male employers (53.4 percent) were involved in the large industry.

Table 8.1. Employers' distribution by the organization

Sl. No.	Types of the institution	Male		Female		Total	
		Number	Percent	Number	Percent	Number	Percent
(a) Nature of the organization							
	Government	6	3.4	1	4.2	7	3.5
	Private	169	96.0	23	95.8	192	96.0
	NGO	1	0.6	0	0.0	1	0.5
Total		**176**	**100.0**	**24**	**100.0**	**200**	**100.0**
(b) Size of the industries							
	Micro-industry	33	18.8	11	45.8	44	22.0
	Small industry	22	12.5	4	16.7	26	13.0
	Medium industry	27	15.3	6	25.0	33	16.5
	Large industry	94	53.4	3	12.5	97	48.5
Total		**176**	**100.0**	**24**	**100.0**	**200**	**100.0**

8.3 Sector-wise of employer: Employers of SEIP graduates were involved in different industrial sectors, such as IT, garments and textile, leather and footwear, food processing and marketing, garage and workshop and others. As shown in Table 8.2, the largest sector where employers were involved in food processing and marketing, where about 26% of employers were involved. The next most important industrial sectors were: garments and textile (23%), IT (8.5%), garage and workshop (7.5%), light engineering (6.5%), leather and footwear (6%), construction (3.5%), etc. Of the total industrial sectors, 48.5% were large industries with more than 120 workers in each industrial unit, 22% were micro-industries having 15 workers or less in each unit, 16.5% were medium industries having 51-120 workers in each unit and 13% small industries with 16-50 workers in each unit. Food processing and Garments & textile are the major industrial sectors in large industries, while IT is the major sector in medium industries, and light engineering is the major sector in micro-industries.

Table 8.2. Sector-wise distribution of the industries

Sector	Micro-industry		Small industry		Medium industry		Large industry		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
IT	6	13.6	1	3.8	9	27.3	1	1.0	17	8.5
Garments & Textile	1	2.3	6	23.1	5	15.2	34	35.1	46	23
Construction	2	4.5	5	19.2	0	0.0	0	0.0	7	3.5
Light Engineering	9	20.5	2	7.7	2	6.1	0	0.0	13	6.5
Lather & Footwear	1	2.3	0	0	3	9.1	8	8.2	12	6
Ship building	0	0	0	0	1	3.0	0	0	1	0.5
Management of tourism industries	0	0	0	0	0	0	0	0	0	0
Agri industries	0	0	0	0	0	0	0	0	0	0

Food processing & marketing	2	4.5	0	0	5	15.2	45	46.4	52	26
Garage and workshop	9	20.5	5	19.2	1	3.0	0	0.0	15	7.5
Others	14	31.8	7	26.9	7	21.2	9	9.3	37	18.5
Total	**44**	**100.0**	**26**	**100.0**	**33**	**100**	**97**	**100**	**200**	**100**
%	22.0	-	13.0	-	16.5	-	48.5	-	100	-

8.4 Employers' opinion about SEIP graduates' wages: According to more than 50% of employers, SEIP graduates' wages were higher than those of non-SEIP graduates, including about 2% who said that SEIP graduates' salaries were much higher. On the other hand, 2% of employers thought that compared to non-SEIP graduates, SEIP graduates had low wages and the remaining 47% were of the opinion that both SEIP and non-SEIP graduates earn the same amount. Thus, the outcome of the SEIP training is that a substantial proportion of graduates using their knowledge and skills got a higher salary compared to non-SEIP graduates (Figure 8.1).

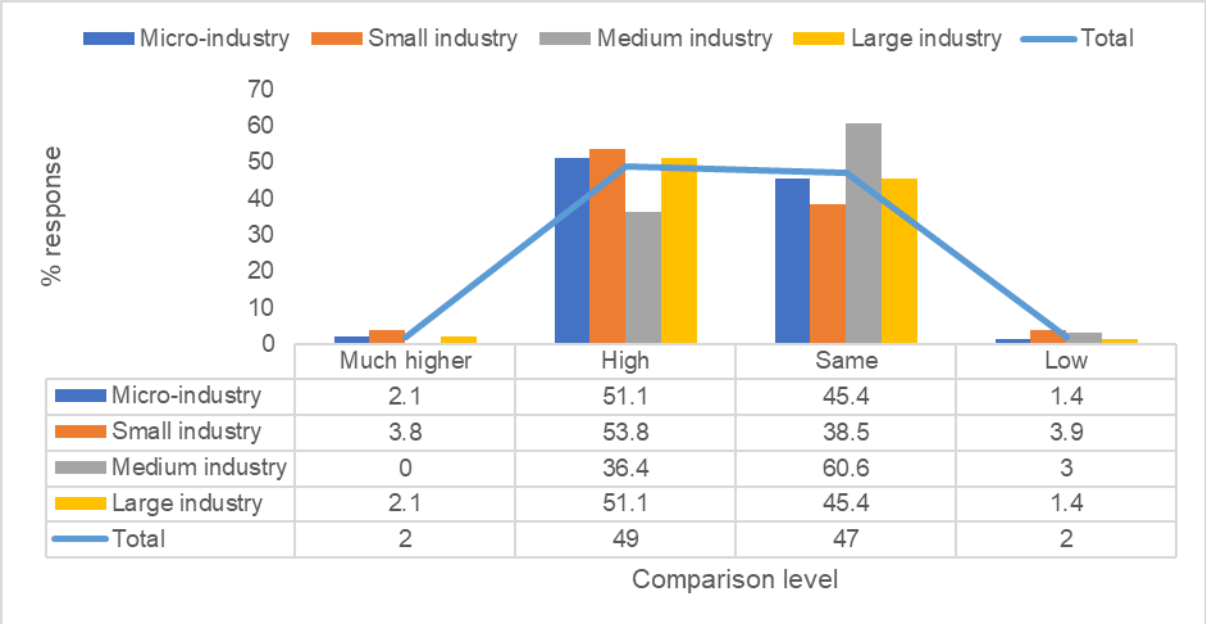

Figure 8.1: Comparison between SEIP graduates and non-SEIP graduates on wages

8.5 Overall performance of SEIP graduates: Data on employers' satisfaction with the overall performances of SEIP graduates are presented in Table 8.3. It reveals that all of the employers employing SEIP graduates were satisfied with the performance and skills of the SEIP graduates working in their organization. They were asked to mention the extent of satisfaction they obtained from the performance and skills of the SEIP graduates. Their responses are presented in Table 8.3.

Table 8.3. Employers' satisfaction on overall performance of the SEIP graduates in the industries

Sl. No.	Responses	Micro-industry		Small industry		Medium industry		Large industry		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
(a) Whether employers were satisfied on overall performance of the SEIP graduates											
1 2	Yes	44	100.0	26	100	33	100	97	100	200	100
	No	0	0.0	0	0	0	0	0	0	0	0
	Total	**44**	**100.0**	**26**	**100**	**33**	**100**	**97**	**100**	**200**	**100**
(b) Level of employers' satisfaction on the performance of the SEIP graduates											

1 2 3 4 5	Highly satisfied	9	20.5	4	15	12	20	35	36	60	30
	Satisfied	35	79.5	22	85	21	64	62	64	140	70
	Neutral	0	0.0	0	0	0	0	0	0	0	0
	Unsatisfied	0	0	0	0	0	0	0	0	0	0
	Extremely unsatisfied	0	0	0	0	0	0	0	0	0	0
Total		**44**	**100.0**	**26**	**100**	**33**	**100**	**97**		**200**	**100**
Satisfaction score		4.20	-	4.16	-	4.36	-	4.36	-	4.34	-

As revealed, about 30% of SEIP graduates in the total were highly satisfied, while 70% were satisfied, the average being 4.34 on a 5-point Likert scale. Industry-wide distribution of satisfaction levels shows that the average score was highest for large and medium industries at 4.36 each, while in small and micro industries, the rates were lower at 4.16 and 4.20 respectively (Figure 8.2). Thus, employers were satisfied with the performance of SEIP graduates.

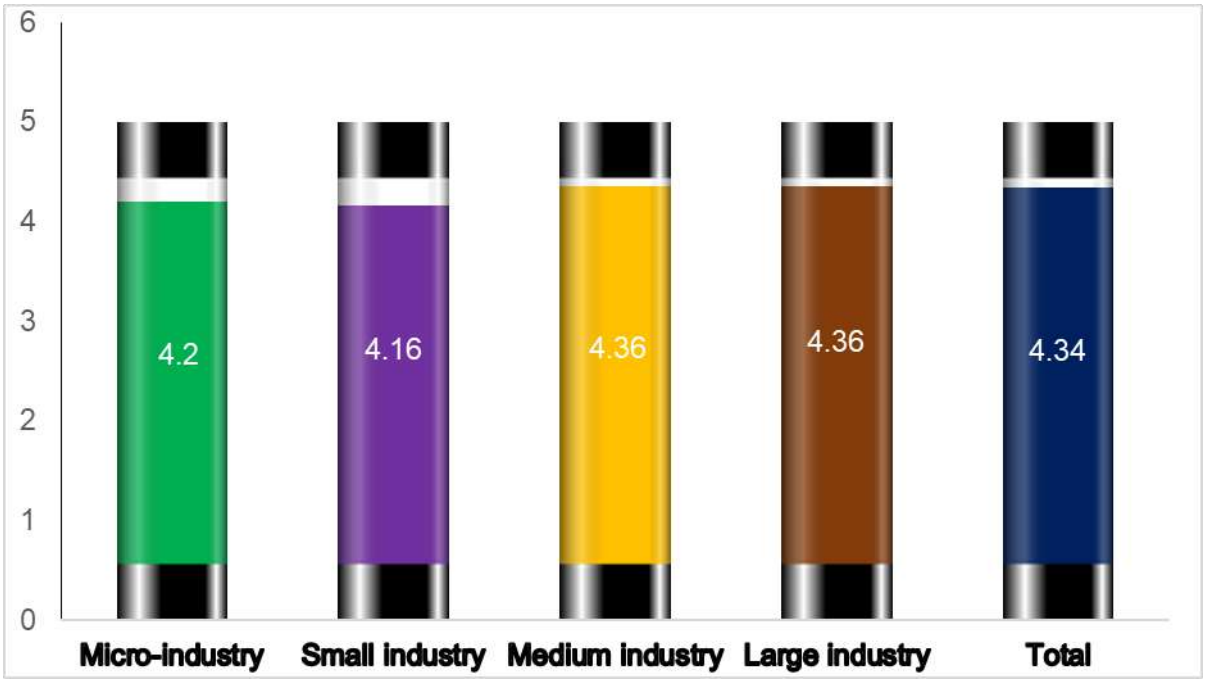

Figure 8.2: Employers' satisfaction on the performance of the SEIP graduates

8.6 Performance in productivity: According to 77% of employers, SEIP graduates were more productive than non-SEIP graduates in their industries or organizations. Sector-wise data shows that the proportion of graduates in large industries was higher than that of non-SEIP graduates. According to employer ratings, 14% of SEIP graduates made a very good performance in terms of productivity, while 81% good. Thus, the proportion of graduates performing very good or good was 95%. There were none who made bad performances or extremely bad. Obviously, graduates were ranked as efficient at their jobs.

Table 8.4. Performance in productivity of SEIP graduates in their industries

Sl. No.	Responses	Micro-industry		Small industry		Medium industry		Large industry		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
(a) Whether the SEIP graduates were more productive than non-SEIP graduate in the industries											
1	Yes	32	72.7	20	76.9	24	72.7	78	80.4	154	77.0
2	No	12	27.3	6	23.1	9	27.3	19	19.6	46	23.0
Total		**44**	**100.0**	**26**	**100.0**	**33**	**100.0**	**97**	**100.0**	**200**	**100.0**
(b) Whether the performance of the SEIP graduates were different from the non SEIP											

Sl. No.	Responses	Micro-industry		Small industry		Medium industry		Large industry		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
graduates' performance											
1	Yes	36	81.8	22	84.6	23	69.7	79	81.4	160	80.0
2	No	8	18.2	4	15.4	10	30.3	18	18.6	40	20.0
Total		**44**	**100.0**	**26**	**100.0**	**33**	**100.0**	**97**	**100.0**	**200**	**100.0**
(c) Level of difference between the SEIP graduates and the non SEIP graduates performance											
1	Very good	5	13.9	5	22.7	3	13.0	9	11.4	22	13.8
2	Good	29	80.6	12	54.5	19	82.6	69	87.3	129	80.6
3	Average	2	5.6	5	22.7	1	4.3	1	1.3	9	5.6
4	Bad	0	0	0	0	0	0	0	0	0	0
5	Extremely bad	0	0	0	0	0	0	0	0	0	0
Total		**36**	**100.0**	**22**	**100.0**	**23**	**100.0**	**79**	**100.0**	**160**	**100.0**
(d) Whether the SEIP graduates efficient in their work regarding employer's expectation											
1	Yes	43	97.7	24	92.3	33	100.0	96	99.0	196	98.0
2	No	1	2.3	2	7.7	0	0.0	1	1.0	4	2.0
Total		**44**	**100.0**	**26**	**100.0**	**33**	**100.0**	**97**	**100.0**	**200**	**100.0**

8.7 Intention to hire more SEIP graduates by employers: In the backdrop of the excellent overall performance of SEIP graduates, more than 85% of employers were interested in hiring SEIP graduates. This intention was higher in large and medium industries, at 97% and 91%, respectively. The intention rate was lower in micro and small industries at 61% and 85%, respectively. According to 86.5% of employers, SEIP graduates did not show any lack of skills (8.7).

Table 8.5. Interest in hiring more SEIP graduates in the industries

Sl. No.	Responses	Micro-industry		Small industry		Medium industry		Large industry		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
(a) Whether the employer interest to hire more SEIP graduates											
	Yes	27	61.4	22	84.6	30	90.9	94	96.9	173	86.5
	No	17	38.6	4	15.4	3	9.1	3	3.1	27	13.5
Total		**44**	**100.0**	**26**	**100.0**	**33**	**100.0**	**97**	**100.0**	**200**	**100.0**
(b) Whether the SEIP graduates showed lacking of skill in their work											
	Yes	7	15.9	4	15.4	6	18.2	10	10.3	27	13.5
	No	37	84.1	22	84.6	27	81.8	87	89.7	173	86.5
Total		**44**	**100.0**	**26**	**100.0**	**33**	**100.0**	**97**	**100.0**	**200**	**100.0**

8.8. Interest to take all skilled graduates: Regarding the question of whether or not employers are interested in sealing their organizations with skilled workers, in response, 88% of employers reported that they are interested in sealing their organizations fully with skilled employees. Among them, 96.9 percent were from large industries, 81.8% from medium industries, 84.6% from small industries and 75% from micro industries. Thus, the larger the industries, the higher the proportion of skilled workers to be recruited. On the other hand, 12% of owners were reluctant to seal their organizations with fully skilled workers (Table 8.6).

Table 8.6. Interest of employers to seal their organization with fully skilled employees

Sl. No.	Response	Micro-industry		Small industry		Medium industry		Large industry		Total	
		No.	%	No.	%	No.	%	No.	%	No.	%
1	Yes	33	75.0	22	84.6	27	81.8	94	96.9	176	88.0

2	No	11	25.0	4	15.4	6	18.2	3	3.1	24	12.0
Total		44	100.0	26	100.0	33	100.0	97	100.0	200	100.0
%		**22.0**		**13.0**		**16.5**		**48.5**		**100.0**	

8.9 Employers' visit to training centers: Employers of SEIP graduates become more interested in the SEIP training program. As part of that, they have expressed their desire to visit training institutes. In the tracer study, it was found that about 58% of employers of SEIP graduates visited SEIP training centers. On the other hand, 42% did not undertake any visits there (Table 8.7). In addition, as reported, more than three-fourths of the employers had knowledge about the curriculum of the SEIP program. However, few employers were found to be members of the employers' committee prevailing in the training centers. Regarding a question regarding their desire to get workers from training centers, about 94% of the employers responded that they wanted skilled manpower, while the remaining 6.5% wanted semi-skilled labor (Table 8.7).

Table 8.7. Visiting of SEIP training centers by the employers

Sl. No.	Responses	Employers	
		No.	**%**
(a) Whether or not the employer visited the SEIP training centers			
	Yes	116	58.0
	No	84	42.0
Total		**200**	**100.0**
(b) Whether or not the employers' have knowledge about the curriculum of the SEIP program			
	Yes	153	76.5
	No	40	20.0
	Visited but didn't know about the curriculum	7	3.5
Total		**200**	**100.0**
(c) Membership of the employer committee of any SEIP training institutes			
	Yes	40	20.0
	No	152	76.0
	Not applicable	8	4.0
Total		**200**	**100.0**

8.10 Challenges faced: In spite of good performances in productivity, according to employers, SEIP graduates were still facing some challenges, which are as follows: inadequate skills in their job in the changing working environment, skills obtained that are not always relevant to the job, inadequate subject matter knowledge, etc. (Table 8.9).

Table 8.9. Employers' response on the challenges faced by the SEIP graduates in the industries

Sl. No.	Challenges	Number	Percent
1.	Inadequate skills in their job	181	90.5
2.	Skills not relevant to the job	13	6.5
3.	Inadequate subject matter knowledge	3	1.5
4.	Inadequate communication/ interpersonal skills	2	1.0
8.	Others	1	0.5
Total		**200**	**100.0**

8.11 COVID-19 Impact: COVID-19 has an adverse impact on SEIP graduates. A total of 48% of employers thought that COVID-19 had an impact on employment status; while according to 52% of employers, there was no impact (Table 8.10). In response to a question on the specific effects of COVID-19, all employers mentioned that they had to reduce wages or salaries. Other effects mentioned by them were: reduced benefits other than wages and salaries (63.5%), job loss (18.7%), stoppage of promotion (16.7%), reduced working hours (5.2%), demotion (2.1%), etc (Table 8.11). According to them, employees had to shift to their families' villages (86.5%), sell household assets (31.2%), withdraw savings (20.8%), take loans (10.4%), financial support from friends and relatives (7.3%) (Table 8.12).

Table 8.10. Impact of Covid-19 Pandemic in job/employment by employment status

Sl. No.	Responses	Micro-industry		Small industry		Medium industry		Large industry		Total	
		No.	%	No.	%	No.	%	No.	%	No	%
1	Yes	28	63.6	18	69.2	21	63.6	29	29.9	96	48.0
2	No	16	36.4	8	30.8	12	36.4	68	70.1	104	52.0
Total		44	100.0	26	100.0	33	100.0	97	100.0	200	100.0

Table 8.11. Impact of Covid-19 Pandemic in job/employment by employment status

Sl. No	Impact	Number	Percent
1.	Reduced wage/salary	96	100.0
2.	Reduced other benefits from employer/ employment	61	63.5
3.	Job loss	18	18.7
4.	Stop promotion	16	16.7
5.	Laid off employees	0	0
6.	Reduced working hours	5	5.2
8.	Demotion	2	2.1
Total		**96**	**100.0**
Multiple answer			

Table 8.12. Ways to tackle the adverse effect of Covid-19 on employment

Sl. No	Impact	Number	Percent
1.	Family was shifted to village	83	86.5
2.	Sale of household asset(s)	30	31.2
3.	Dissaving	20	20.8
4.	Loan	10	10.4
5.	Financial support from friends and relatives	7	7.3
Total		**96**	**100.0**
Multiple answer			

CHAPTER IX

SERVICE (TRAINING) QUALITY GAP

9.1. Introduction: The service Quality Gap is defined as a method of assessing the differences between the expectations and perceptions of SEIP graduates under Tranche-2 with respect to the different levels of satisfaction the graduates have obtained from different training service parameters. A total of 15 training service parameters were considered. These are as follows: (i) Relevance of training or course with the job market, (ii) Satisfaction with teaching-learning methods, (iii) Clarity of training or course by trainers for the understanding of the trainees, (iv) Satisfaction on trainer-trainee relationship, (v) Adequacy of training materials and facilities, (vi) Satisfaction on the performance of trainers, (vii) Satisfaction on training environment, (viii) Satisfaction on skills that acquired from training/course, (ix) Satisfaction on training assessment tools/methods, (x) Satisfaction on Assessors, (xi) Satisfaction on certificate obtained from SEIP, (xii) Satisfaction on Job Placement Officer/ Coordinator for searching job/employment, (xiii) Applicability of training/course in the practical field, (xiv) Satisfaction with the job/employment, and (xv) Satisfaction on the employer. But, before a discussion on the service quality gap (SQG), we shall measure the satisfaction obtained by different categories of graduates from training services.

9.2. Satisfaction of SEIP graduates under Tranche-2: The SEIP graduates were asked to express their opinion on each of the above-mentioned 15 training service parameters using a 5-point Likert scale: highly satisfied, satisfactory, moderately satisfied, not satisfied, and highly satisfied. User Satisfaction Index in terms of Graduates' Satisfaction Index (GSI) has been calculated for SEIP graduates under Tranche-2 using weighted average satisfaction (or relevance) for each parameter and presented in Table 9.1. As shown, the highest level of satisfaction is calculated for the trainer-trainee relationship at 4.06 on a 5-point scale. For the trainer-trainee relationship, about 98.5% of SEIP graduates under Tranche-2 were satisfied, including about 17.7% with high level of satisfaction. This is followed by training environment and clarity made by trainers for the understanding of trainers at 4.03 each, adequacy of training materials and facilities at 4.02, and quality of assessors and performance of trainers at 4.01 each. On the other hand, the lowest GSI was calculated for the performance of the Job Placement Office for searching jobs at 3.67. About 67% of them were found satisfied and 13% were dissatisfied with the job placement office. This is followed by employers' behaviour at 3.75 and job/employment issues at 3.78. The average satisfaction of SEIP graduates under Tranche-2 for all 15 indicators is calculated at 3.94 on a 5-point Likert scale.

Table 9.1: GSI of Tranche 2 Graduates

Training Service Parameter / Parameters with attribute of assessing rating scale	Parameter	**Highly Satisfied**	**Satisfied**	**Moderately Satisfied**	**Not Satisfied**	**Highly Dissatisfied**	**USI**
Relevance of training with the job market	P1	17.73	65.13	14.75	1.95	0.43	3.98
Satisfaction on teaching-learning methods	P2	16.30	69.55	12.02	2.03	0.10	4.00
Clarity of course by trainers for understanding of the trainees	P3	16.45	71.52	10.27	1.62	0.15	4.03
Satisfaction on trainer-trainee relationship	P4	17.67	71.87	9.00	1.38	0.08	4.06
Adequacy of training materials and facilities	P5	15.70	72.05	10.52	1.52	0.22	4.02
Satisfaction on performance of trainers	P6	15.47	72.27	10.65	1.47	0.15	4.01

Satisfaction on training environment	P7	16.98	70.62	10.97	1.28	0.15	4.03
Satisfaction on skills that acquired from training	P8	15.38	71.00	11.93	1.55	0.13	4.00
Satisfaction on training assessment tools/methods	P9	13.38	72.83	11.73	1.88	0.17	3.97
Satisfaction on Assessors	P10	16.10	70.87	11.28	1.68	0.07	4.01
Satisfaction on certificate obtained from SEIP	P11	17.47	64.70	13.70	3.57	0.57	3.95
Satisfaction on Job Placement Officer/ Coordinator for searching job	P12	15.33	51.57	20.63	10.02	2.45	3.67
Applicability of training/course in practical field	P13	12.20	66.98	16.05	3.95	0.82	3.86
Satisfaction with the job/employment	P14	23.38	46.95	17.40	8.65	3.62	3.78
Satisfaction on employer	P15	25.65	43.95	15.57	9.62	5.22	3.75
Average USI		-	-	-	-	-	3.94

9.3. Satisfaction of EDC-University graduates under Tranche-2: A total of 302 EDC graduates were interviewed, and their overall satisfaction (GSI) was calculated at 3.67 on a 5-Point scale. This means that they were overall satisfied with different parameters used in assessing satisfaction scores. It can be said that the number of sample graduates was selected from three universities: BRACU, BUTEX and EWU, where the SEIP training program designed for these institutes, has been organized. According to Table 9.2, the trainer-trainee relationship received the highest satisfaction score of 4.22, followed by the training environment at 4.21 and employers' behaviour at 4.01. On the other hand, the lowest score was found for the job placement office at 2.93, followed by the adequacy of training materials at 3.21 and applicability of training in the practical field.

Table 9.2: GSI of EDC-University Graduates

Training Service Parameter Parameters with attribute of assessing rating scale	Para meter	**Highly Satisfied**	**Satisfied**	**Moderately Satisfied**	**Not Satisfied**	**Highly Dissatisfied**	**USI**
Relevance of training with the job market	P1	14.90	43.05	39.74	1.32	0.99	3.70
Satisfaction on teaching-learning methods	P2	6.29	46.69	40.73	5.63	0.66	3.52
Clarity of course by trainers for understanding of the trainees	P3	12.25	51.66	33.77	1.99	0.33	3.74
Satisfaction on trainer-trainee relationship	P4	29.47	63.91	5.96	0.33	0.33	4.22
Adequacy of training materials and facilities	P5	5.96	33.77	39.07	17.55	3.64	3.21

Satisfaction on performance of trainers	P6	8.28	49.01	39.74	2.65	0.33	3.62
Satisfaction on training environment	P7	29.47	57.62	12.25	0.33	0.33	4.16
Satisfaction on skills that acquired from training/course	P8	11.59	49.34	36.75	1.99	0.33	3.70
Satisfaction on training assessment tools/methods	P9	8.28	50.66	37.09	2.65	1.32	3.62
Satisfaction on Assessors	P10	12.91	70.86	15.23	0.66	0.33	3.95
Satisfaction on certificate obtained from SEIP	P11	15.23	37.09	33.77	9.60	4.30	3.49
Satisfaction on Job Placement Officer/ Coordinator for searching job/employment	P12	2.32	29.47	39.40	16.56	12.25	2.93
Applicability of training/course in practical field	P13	7.62	38.41	32.12	11.59	10.26	3.22
Satisfaction with the job/employment	P14	21.52	52.32	21.19	3.31	1.66	3.89
Satisfaction on employer	P15	24.83	56.29	15.23	2.32	1.32	4.01
Average GSI							3.67

9.4. Satisfaction of BIGM graduates under Tranche-2: The relevant information for this section was collected from a sample of 100 BIGM graduates using the same 15 training parameters. The relevant data are presented in Table 9.3. As shown, the highest score is calculated for parameters on job/employment at 4.27, followed by training environment at 4.23, and trainer-trainee relationship at 4.21. The minimum average score for the job placement office in the job search is 3.19, for training materials and facilities is 3.61, for training assessment and tools is 3.66, and for the teaching-learning method is 3.71. Thus, these issues would need to be considered in improving the SEIP program. The overall satisfaction for all parameters for BIGM graduates was 3.91 on a 5-point Likert scale.

Table 9.3: GSI of BIGM Graduates under Tranche-2

Service Parameters Parameters with attribute of assessing rating scale	Parameter	**Highly Satisfied**	**Satisfied**	**Moderately Satisfied**	**Not Satisfied**	**Highly Dissatisfied**	**USI**
Relevance of training/course with the job market	P1	14.00	47.00	38.00	1.00	0.00	3.74
Satisfaction on teaching-learning methods	P2	3.00	67.00	28.00	2.00	0.00	3.71
Clarity of training/course by trainers for understanding of the trainees	P3	18.00	55.00	26.00	1.00	0.00	3.90
Satisfaction on trainer-trainee relationship	P4	30.00	61.00	9.00	0.00	0.00	4.21

Adequacy of training materials and facilities	P5	7.00	50.00	40.00	3.00	0.00	3.61
Satisfaction on performance of trainers	P6	18.00	54.00	25.00	3.00	0.00	3.87
Satisfaction on training environment	P7	37.00	49.00	14.00	0.00	0.00	4.23
Satisfaction on skills that acquired from training/course	P8	8.00	57.00	34.00	1.00	0.00	3.72
Satisfaction on training assessment tools/methods	P9	6.00	58.00	32.00	4.00	0.00	3.66
Satisfaction on Assessors	P10	16.00	63.00	21.00	0.00	0.00	3.95
Satisfaction on certificate obtained from SEIP	P11	24.00	60.00	16.00	0.00	0.00	4.08
Satisfaction on Job Placement Officer/ Coordinator for searching job/employment	P12	6.00	38.00	45.00	1.00	0.00	3.19
Applicability of training/course in practical field	P13	32.00	52.00	14.00	2.00	0.00	4.14
Satisfaction with the job/employment	P14	37.00	54.00	8.00	1.00	0.00	4.27
Satisfaction on employer	P15	18.00	67.00	15.00	0.00	0.00	4.03
Average USI							3.91

Data on the comparison of weighted average satisfaction of different parameters by components is shown in Table 9.4. As shown, the Graduate Satisfaction Index (GSI) for SEIP graduates under Tranche-2 was higher than that of EDC and BIGM. The average GSI for SEIP graduates under Tranche-2 was 3.94, while for EDC-Universities and BIGM, the average was 3.67 and 3.91 respectively. Also, the average satisfaction of SEIP graduates under Tranche -2 (GSI) was higher compared to that of SEIP graduates under Tranche-1. Compared to 3.94, the average GSI for SEIP graduates under Tranche 1 was lower at 3.84. Thus, it appears that the SEIP training was organized better (Table 9.5).

Table 9.4: GSI between Tranche2, EDC-University and BIGM

Parameters with attribute of assessing rating scale	USI by components			
	Parameter	Tranche 2	EDC	BIGM
Relevance of training with the job market	P1	3.98	3.70	3.74
Satisfaction on teaching-learning methods	P2	4.00	3.52	3.71
Clarity of training by trainers for understanding of the trainees	P3	4.03	3.74	3.90
Satisfaction on trainer-trainee relationship	P4	4.06	4.22	4.21
Adequacy of training materials and facilities	P5	4.02	3.21	3.61
Satisfaction on performance of trainers	P6	4.01	3.62	3.87
Satisfaction on training environment	P7	4.03	4.16	4.23
Satisfaction on skills that acquired from training	P8	4.00	3.70	3.72
Satisfaction on training assessment tools/methods	P9	3.97	3.62	3.66
Satisfaction on Assessors	P10	4.01	3.95	3.95
Satisfaction on certificate obtained from SEIP	P11	3.95	3.49	4.08

Job Placement Office for searching job	P12	3.67	2.93	3.19
Applicability of training in practical field	P13	3.86	3.22	4.14
Satisfaction with the job	P14	3.78	3.89	4.27
Satisfaction on employer	P15	3.75	4.01	4.03
Average GSI		**3.94**	**3.67**	**3.91**

Table 9.5: GSI between Tranche - 2 and Tranche 1

Parameters with attribute of assessing rating scale	GSI			
	Parameter	Tranche 2	Tranche 1	Deviation
Relevance of training with the job market	P1	3.98	3.79	0.19
Satisfaction on teaching-learning methods	P2	4.00	3.91	0.09
Clarity of training by trainers for understanding of the trainees	P3	4.03	3.99	0.04
Satisfaction on trainer-trainee relationship	P4	4.06	3.99	0.07
Adequacy of training materials and facilities	P5	4.02	3.97	0.05
Satisfaction on performance of trainers	P6	4.01	3.96	0.05
Satisfaction on training environment	P7	4.03	3.96	0.07
Satisfaction on skills that acquired from training	P8	4.00	3.91	0.09
Satisfaction on training assessment tools/methods	P9	3.97	3.90	0.07
Satisfaction on Assessors	P10	4.01	3.93	0.08
Satisfaction on certificate obtained from SEIP	P11	3.95	3.87	0.08
Job Placement Office for searching job	P12	3.67	3.58	0.09
Applicability of training in practical field	P13	3.86	3.64	0.22
Satisfaction with the job	P14	3.78	3.60	0.18
Satisfaction on employer	P15	3.75	3.57	0.18
Average GSI	-	3.94	3.84	0.10

9.5: Composite Users' Satisfaction

In order to arrive at a composite satisfaction index, each category of graduates under Tranche-2 is multiplied by a weightage factor determined considering the total number of graduates interviewed, the total number of graduates employed and the equal probability of the sample distribution (weightage factor is discussed in Introduction chapter). Data on composite indices for three categories of graduates are presented in Table 9.6. As shown, the overall composite satisfaction score is 3.95. Among the three categories, the highest satisfaction is calculated for EDC graduates at 4.03, followed by BIGM graduates at 3.99 and SEIP graduates under Tranche-2 at 3.82.

Table 9.6. **Composite Users' Satisfaction Index (CUSI)**

Event	Service Parameters	P1	P2	P3	P4	P5	P6	P7	P8	P9	P10	P11	P12	P13	P14	P15	P16	Average GSI
Tranche 2	Number of Respondents	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	6000	
	GSI	3.98	4.00	4.03	4.06	4.02	4.01	4.03	4.00	3.97	4.01	3.95	3.67	3.86	3.78	3.75	3.97	3.94
EDC-University	Number of Respondents	302	302	302	302	302	302	302	302	302	302	302	302	302	302	302	302	
	GSI	3.70	3.52	3.74	4.22	3.21	3.62	4.16	3.70	3.62	3.95	3.49	2.93	3.22	3.89	4.01	3.68	3.67
BIGM	Number of Respondents	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	
	GSI	3.74	3.71	3.90	4.21	3.61	3.87	4.23	3.72	3.66	3.95	4.08	3.19	4.14	4.27	4.03	4.18	3.91
	CUSI -1	3.77	3.71	3.85	4.12	3.58	3.80	4.10	3.77	3.71	3.93	3.80	3.23	3.70	3.94	3.89	3.90	3.82
	CUSI -2	4.00	4.01	4.05	4.11	4.01	4.03	4.08	4.02	3.99	4.05	3.97	3.66	3.87	3.83	3.81	4.00	4.03
	CUSI -3	3.95	3.96	4.00	4.07	3.95	3.98	4.04	3.97	3.94	4.01	3.92	3.61	3.82	3.80	3.78	3.95	3.99
	Overall Satisfaction																	3.95

9.6: Service Quality Gap

The service quality gap has been assessed using service quality perception and service quality expectations. It involves a number of steps. In the first step, the weighted average satisfaction score is calculated for both perception and expectation. In the second step, the service quality gap is calculated by deducting the perceived service quality score from the expected quality score, and third, it is determined whether the gap is positive or negative. Negative gaps indicate the possibility of improving the program. A weighted average for service quality perception is provided in Table 9.8 and the same is for service quality expectation in Table 9.9. The service quality gap (SQG) is presented in Table 9.10.

In order to use the gap, a reliability test is needed. Cronbach's Alpha is a reliability test conducted in order to measure the internal consistency, i.e., reliability, of the measuring instrument (questionnaire). It is most commonly used when the questionnaire is developed using multiple Likert scale statements, and thus to determine whether the scale is reliable. The following table, given below, is the reliability statistics table, which provides the value for Cronbach's alpha, which in this case is 0.932 and reflects the high reliability of the measuring instrument. Furthermore, it indicates a high level of internal consistency with respect to the specific sample (Table 9.7)

Table 9.7: Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	Number of Items
0.932	0.941	32

Table 9.8: Average Score of Service Quality Perception

Parameters with attribute of assessing rating scale	Parameter	Mean
Relevance of training/course with the job market	P1	3.96
Satisfaction on teaching-learning methods	P2	3.97
Clarity of training/course by trainers for understanding of the trainees	P3	4.01
Satisfaction on trainer-trainee relationship	P4	4.07
Adequacy of training materials and facilities	P5	3.97
Satisfaction on performance of trainers	P6	3.99
Satisfaction on training environment	P7	4.04
Satisfaction on skills that acquired from training/course	P8	3.98
Satisfaction on training assessment tools/methods	P9	3.95
Satisfaction on Assessors	P10	4.01
Satisfaction on certificate obtained from SEIP	P11	3.93
Satisfaction on Job Placement Officer/ Coordinator for searching job/employment	P12	3.63
Applicability of training/course in practical field	P13	3.83
Satisfaction with the job/employment	P14	3.79
Satisfaction on employer	P15	3.77

Table 9.9: Average Score of Service Quality Expectation

Parameters with attribute of assessing rating scale	Parameter	Mean
Relevance of training with the job market	P1	4.37
Satisfaction on teaching-learning methods	P2	4.40
Clarity of training by trainers for understanding of the trainees	P3	4.42
Satisfaction on trainer-trainee relationship	P4	4.42
Adequacy of training materials and facilities	P5	4.39
Satisfaction on performance of trainers	P6	4.40
Satisfaction on training environment	P7	4.40
Satisfaction on skills acquired from training	P8	4.40
Satisfaction on training assessment tools/methods	P9	4.38
Satisfaction on Assessors	P10	4.39
Satisfaction on certificate obtained from SEIP	P11	4.40
Satisfaction on Job Placement Officer/ Coordinator for searching job	P12	4.25
Applicability of training in practical field	P13	4.29
Satisfaction with the job/employment	P14	4.06
Satisfaction on employer	P15	3.96

As shown in Table 9.10, service quality gaps (SQG) for all parameters are negative, indicating the possibility of further improvement in the training program organized by SEIP. The maximum negative gap is reported for the job placement office for searching for a job (-0.62), followed by the certificate obtained from SEIP (-0.47) and the applicability of training in practical fields (-0.46). Data on the service quality gap can be grouped into the following three categories (Table 9.11).

Table 9.10: Service Quality Gap Analysis

Service Parameter	Parameter	**Perceived Service Quality (Mean Performance)**	**Expected Service Quality (Mean Expectation)**	Service Quality Gap (SQG)	Status	Cate -gory
Relevance of training with the job market	P1	**3.96**	4.37	-0.41	-ve	II
Satisfaction on teaching-learning methods	P2	**3.97**	4.40	-0.42	-ve	II
Clarity of training by trainers for understanding of the trainees	P3	**4.01**	4.42	-0.41	-ve	II
Satisfaction on trainer-trainee relationship	P4	**4.07**	4.42	-0.36	-ve	II
Adequacy of training materials and facilities	P5	**3.97**	4.39	-0.42	-ve	II
Satisfaction on performance of trainers	P6	**3.99**	4.40	-0.41	-ve	II
Satisfaction on training environment	P7	**4.04**	4.40	-0.37	-ve	II
Satisfaction on skills that acquired from	P8	**3.98**	4.40	-0.42	-ve	II

training						
Satisfaction on training assessment tools/methods	P9	**3.95**	4.38	-0.43	-ve	II
Satisfaction on Assessors	P10	**4.01**	4.39	-0.38	-ve	II
Satisfaction on certificate obtained from SEIP	P11	**3.93**	4.40	-0.47	-ve	III
Satisfaction on Job Placement Officer / Coordinator for searching job	P12	**3.63**	4.25	-0.62	-ve	III
Applicability of training in practical field	P13	**3.83**	4.29	-0.46	-ve	III
Satisfaction with the job	P14	**3.79**	4.06	-0.26	-ve	I
Satisfaction on employer	P15	**3.77**	3.96	-0.19	-ve	I

For category-1, the gap is satisfactory. Two parameters belong to this category. These are employers' satisfaction and job satisfaction. No attention is needed at this moment for these two parameters. On the other hand, ten parameters belong to category II (Intermediate). Here, SQG is intermediate. Attention is needed to improve the SEIP program. For three parameters, SQG is sizable. Hence, serious attention is needed to improve the SEIP program. In order of preference, these three parameters are: Job Placement Office for searching jobs, certificate from SEIP and assessors' performance (Table 9.11).

Table 9.11: Grouping of Service Quality Gaps

Sl	Interval of SQG	Category	No of parameters	Remarks
1	0.19 – 0.33	I	2	Satisfactory, hence no attention needed at this moment
2	0.34 – 0.45	II	10	SQG is intermediate, attention needed
3	0.46 – 0.62	III	3	SQG is sizable, hence serious attention needed
-	Total	-	15	-

Conclusion: In the Tracer study, some training service quality gaps (SQGs) indicated the difference between service quality perception and service quality expectation. For this purpose, service quality gaps have been assessed for fifteen training service parameters. It is found that all training service quality gaps are negative, indicating the scope for further improvement of the parameters. Among them, three services need special attention for further improvement of their quality. These are Job Placement Office for searching jobs for graduates, certificates from SEIP and assessors' performance.

CHAPTER X

COMPARATIVE FINDINGS

The tracer study of SEIP graduates trained under Tranche-2 as well as the retracing of SEIP graduates trained under Tranche-1 was conducted during the period of December 2021–October 2022. As per study findings, comparative representation among some important variables was illustrated in the following sub-headings:

10.1. Comparison of employment status between Tranche-2 and Tranche-1 graduates as found through second tracer study

The comparative findings in terms of employment status between SEIP graduates trained under Tranche-2 and Tranche-1 as found through the second tracer study conducted in 2022 are depicted in Table 10.1. The findings revealed that 61.8 percent of graduates under Tranche-2 were placed in employment, while 62.1 percent of Tranche-1 graduates were placed in employment. Among the employed graduates, the proportion of wage-employment was found to be slightly higher (52.3%) for Tranche-1 graduates than that for Tranche-2 graduates (49.5%). The reverse situation was found in self-employment, where the proportion of self-employment was also found to be higher (12.3%) for Tranche-2 graduates than that for Tranche-1 graduates (9.8%). In terms of unemployment status, both Tranche-2 graduates (38.2%) and Tranche-1 graduates (37.8%) had similar rates, but Tranche-2 had a slightly higher numerical rate than Tranche-1.

Based on the findings above, it is assumed that Tranche-1 graduates switched from self-employment to wage employment to ensure permanent placement in jobs. One of the reasons for Tranche-1 graduates' low self-employment might be the COVID-19 pandemic, which hampered SEIP graduates' ability to sustain their own businesses.

Table-10.1: Employment status between Tranche-2 and Tranche-1 graduates as found in second Tracer Study conducted in 2022

Employment categories	SEIP graduates identified through Tracer Study-2 in 2022		
	Tranche-2 (%)	Tranche-1 (%)	Difference (% points)
Employment	61.8	62.1	-0.3
(a) Wage-employment	49.5	52.3	-2.8
(b) Self-employment	12.3	9.8	2.5
Unemployment	**38.2**	**37.8**	**0.4**
Total	**100.0**	**100.0**	**-**

10.2. Change of employment status of Tranche-1 graduates over the period from Tracer Study-1 to Tracer Study-2

The comparative findings in terms of the employment status of SEIP graduates trained under Tranche-1 over the period, i.e., between Tracer Study-1 conducted in 2019, and Tracer Study-2, conducted in 2022, are presented in Table-10.2. The findings revealed that 61.9 percent of graduates under Tranche-1 were placed in employment in 2019 as found through the first tracer study which was slightly increased (0.26%) in 2022 as found through the second tracer study. Among the employed graduates, the proportion of wage employment was found 1.93 percent higher in the second tracer study conducted in 2022 (52.33%) as compared with the wage-employment rate of Tranche-1 graduates found through first tracer study conducted in 2019 (50.4%). The reverse situation was observed for self-employed Tranche-1 graduates, where the proportion of self-employment was found 1.67 percent lower in the second tracer as conducted in 2022 (9.83%) than that of the first tracer study conducted in 2019 (11.5%). Regarding Tranche-1 graduates' unemployment rates, Tracer

Study-2 (37.83%) and Tracer Study-1 (38.1%) were found to have similar rates, but Tracer Study-2 was numerically slightly lower than Tracer Study-1.

From the above findings, it was assumed that due to the passing of a long period and experiences, the Tranche-1 graduates identified in 2019 might switch from self-employment to wage employment in 2022, as well as reduce the rate of unemployment over the period.

Table-10.2. Comparison of employment among Tranche-1 graduates between Tracer Study-1 conducted in 2019 and Tracer Study-2 conducted in 2022

Employment categories	Tranche-1 graduates identified through		Change (% points)
	Tracer study-1 (%)	Tracer study-2 (%)	
Employment	61.9	62.16	0.26
(a) Wage-employment	50.4	52.33	1.93
(b) Self-employment	11.5	9.83	-1.67
Unemployment	38.1	37.83	-0.27
Total	100.0	100.0	-

10.3. Comparison of wage/salary of wage-employed graduates between Tranche-2 and Tranche-1 as found through second tracer study

The monthly wage or salary that employed SEIP graduates trained under Tranche-1 and Tranche-2 received in the job before SEIP training and in the current job after SEIP training was compared through the second tracer study that was conducted in 2022. From the findings, it was revealed that wage-employed graduates trained under Tranche-2 received 14,655 BDT as wage/salary in their current job after SEIP training (during the second tracer study), which was 2.38 times higher than the wage/salary wage/salary received before SEIP training. More or less similar representation in the change of wage/salary was also found before and after SEIP training for SEIP graduates trained under Tranche-1 who were retraced through the second tracer study. According to the findings, the average wage or salary of wage-employed graduates trained under Tranche-1 in their current job after SEIP training during the second tracer study was 12,924 BDT, which was 1.91 times higher than that of wage or salary received before SEIP training.

Table-10.3. Comparison of monthly wage/salary of wage-employed graduates between Tranche-2 and Tranche-1 as found in Second Tracer Study conducted in 2022

Types of graduates	Before training (BDT)	Current job after training (BDT)	Increase (times)
SEIP graduates under Tranche-2	6,154	14,655	2.38
SEIP graduates under Tranche-1 (Retraced)	6,759	12,924	1.91

10.4. Change of salary/income of SEIP graduates trained under Tranche-1 over the period

The change in monthly wage or salary and income of wage-employed and self-employed SEIP graduates trained under Tranche-1 has been calculated over the period between Tracer Study-1 as conducted in 2019 and Tracer Study-2 as conducted in 2022. The calculated findings revealed that the average wage or salary of wage-employed graduates trained under Tranche-1 was 12,924 BDT as found in the second tracer study conducted in

2022, which was 1.16 times higher than that of the first tracer study (11,148 BDT) as conducted in 2019. On the other hand, the calculated findings also revealed that the average income of self-employed graduates trained under Tranche-1 was 29,686 BDT as found in the second tracer study conducted in 2022, which was 2.33 times higher than that of the first tracer study (12,741 BDT) as conducted in 2019. As compared to the wage/salary of wage-employed graduates and income of self-employed graduates over the period, the rate of change of income of self-employed SEIP graduates was about double (2.33 times) than that of wage/salary of wage-employed SEIP graduates (1.16 times) trained under Tranche-1.

Table-10.4. Comparison of salary/income of SEIP graduates trained under Tranche-1 between Tracer study-1 (2019) and Tracer study-2 (retraced in 2022)

Employment category	Tracer study-1 (BDT)	Tracer study-2 (BDT)	Increase (times)
Wage/salary of wage-employed graduates (BDT)	11,148	12,924	1.16
Income of self-employed graduates (BDT)	12,741	29,686	2.33

CHAPTER- XI

FINDINGS OF QUALITATIVE SURVEY

The tracer study of SEIP graduates trained under Tranche-2 and the retraced study of SEIP graduates trained under Tranche-1 were conducted from December 2021 to October 2022. They consisted of quantitative and qualitative surveys. The following discussions are the findings of the qualitative survey: Focus Group Discussion (FGD), Key Person Interview (KPI), Case study and physical observation.

11.1. FGD Findings

A total of 23 FGDs were conducted with the participation of SEIP graduates (employed and unemployed), trainers or teachers, heads of training institutes, chief coordinators, job placement officers or coordinators and assessors. These are discussed below:

11.1.1. SEIP graduates (employed and unemployed)

Twelve FGDs with employed and unemployed graduates under Tranche-2 were conducted in Kishoreganj, Khulna, Jashore, Dhaka, Naogaon, Brahmanbaria, Jamalpur, Dinajpur, Sylhet, Gazipur and Jhalkathi. About 8 to 12 participants were present in each FGD session. 102 participants attended the session.

Employed Graduates

The training courses offered by SEIP were relevant to market demand. Graduates received class work and practical training, after which they underwent both formative and summative assessments, obtained stipends and finally got the certificate from SEIP. Also, they received support from the job placement office for getting jobs. Comparatively, SEIP graduates were performing better than non-SEIP graduates. Consequent to the training, their socio-economic status improved.

Challenges they faced during Training

- Training delivery is not up to the mark
- Duration in some courses, such as RAC, welding, Electrical Installations and Maintenance, etc, was short
- Graduates who entered the program before the age of 17 were not permitted to work in reputable industries.
- Some trainees were not serious about learning skills because they only wanted the stipend.
- A good number of graduates did not get adequate support from the job placement office
- Many times, graduates were offered low-salary
- Some graduates start businesses without proper knowledge of business management
- Female graduates' working environment, security and distance were not favourable
- Stipend amount was not sufficient enough to cover their conveyance and accommodation, especially for needy people
- Some of the trainees were not appropriately selected for the respective courses
- Few pieces of the training curriculum were not up to date
- Most of the female graduates were not interested in going far for jobs
- Location specific courses were getting less priority
- SEIP graduate's certificate verification system is absent
- Practical class facilities were not adequate

- Low practice in practical classes
- Industry attachment is absent

Recommendations:

- Training institutes should have subject matter trainers with appropriate skills and experience
- Trainers' skills need to be upgraded through pedagogical/refreshers training
- Industry demand-driven courses should be introduced
- Job placement office should be more pro-active
- Job placement at local as well as outside industry should be explored
- Accommodation, particularly for female and distance trainees
- Modernize the existing assessment and certification system
- After completion of training courses, there should be a provision for an industrial attachment program
- There should be more practical classes for hands-on-skill
- Three-instalment stipend disbursement process should be ensured
- Training institute should undertake job fairs and provide career development guidance

Unemployed graduates

- Reasons behind their unemployment were mostly (i) did not get job offer, (ii) low salary, (iii) expected job, (iv) job security, (v) did not get support from job placement office, (vi) training did not match with industry requirements.
- Weakness of training courses.
- Internship or industry attachment is absent
- Duration of some courses was short
- lack of quality trainer
- In some cases, local industries are not interested to recruit a local graduate
- weak monitoring and follow up of the training programme
- NTVQF level-2 qualification is required for better employment in some courses such as graphic design.
- Some of graduates did not receive stipend.
- In some cases, female graduates' working environment is not secured enough.

Recommendations:

- Conduct market survey to determine the demand for the job opportunities in respective courses in industries both inside and outside the country
- Ensure minimum wage levels for those starting out in the job market.
- Industry should prioritize the recruitment of TVET graduates.
- Business management training should be introduced and targeted at potential entrepreneurs
- Graduates desiring to start a business should be linked with financial institutions for start a business. In this case, Bangladesh Bank can initiate a TVET Development Fund to provide support to these graduates.
- Course curriculum should be updated regularly with industry requirements
- Trainer skills need to be updated as per the requirements of the industry
- Trainers should be familiarized with industry demand
- Course duration needs to be standardized
- Ensure adequate training materials, tools and other facilities
- Homogeneous trainee selection with respect to education should be ensured
- The stipend must cover their transportation and lodging.

- Training institution selection should be based on the SEIP guideline
- Trainee selection should be monitored by SEIP
- Penalty should be introduced for any violation of guidelines by any stakeholder
- Professional monitoring for the sake of quality training delivery is needed
- Trainee selection should be focused on unemployed youth who want to get their job in TVET sector

11.1.2. Trainers/Teachers

There are five (5) FGDs with the sample trainers or teachers working in SEIP-supported training courses: two in Chittagong, and one each in Dhaka, Gaibandha and Natore. A total of 55 participants attended the discussion session, with an average of 11 participants in each FGD.

The trainings they were offering were Refrigeration and air-conditioning (RAC), Electrical Installation and Maintenance (EIM), Welding and fabrication, Electrical navigation and installation, Machine tools operation, Operator training for woven sewing Machine, Electrical and Navigation Equipment, IT support services, Machine shop practice, Mechanical Fitter, Motor driving with basic maintenance, Quality control management (RMG), Scaffolding, Ship Machinery installation, Welding and fabrication, Fashion garments (SMO), Graphics design, Mobile phone servicing, Food processing, Packing technician, Packing technology, Plumbing & pipe fitting, Building painting, Lathe machine operation, Welding. The existing trainee selection criteria are minimum educational qualification depending on courses: class V, SSC and HSC. Ethnic communities, females, and underprivileged groups are getting preference; the trainee age is between 15 to 45 years; generally, each batch trainer and trainee ratio is 2:25, but for BMET courses ratio is 2:30, Trainee NID/birth registration card is mandatory. Finally, trainee selection is made through oral interviews. Notice of trainee admission is circulated in newspapers, social media, poster, Banner, festoon, alumni, mosque, students, staff relatives, and community meetings. In the FGD session trainers/teachers are suggested to give priority to admitting female and qawmi madrasa trainees. Training courses are not completely relevant to the TVET policy (National Skill Development Policy 2011). SEIP does not fully comply with the National skills development policy 2011, which BTEB and NSDA do to provide TVET certificates as per the NTVQF level. This certificate will add value to employment opportunities in the national and international labor market. According to them, on average, 80.4% of graduates were employed.

Challenges

- Desired trainee selection is a very challenging job
- The selection of desired trainees is a difficult task.
- Due to the difficulties of obtaining an NID at the age of 17-20, some trainees are having difficulty gaining admission to the SEIP-supported training program.
- Training materials (consumable materials) are not sufficient
- Industry attachment is not sufficient
- Trainer/instructor and job placement officer salaries are comparatively low
- delay in stipend payment
- It is challenging to get subject matter quality trainer/instructor.
- During COVID-19 pandemic situation, trainers/instructors did not get any salary or funding support from SEIP
- Lack of training on financial management and procurement activity to maintain the project account
- Using the same NID and birth certificate to gain multiple admissions

- Training curriculum-CS and CBLM is industry based, but not aligned with NTVQF level.
- Assessment procedure does not follow TVET policy
- Industry assessors are not following the NSDA assessment system

- **Recommendations:**
- The emphasis should be on hands-on training
- Course durations, both formative and summative, should be determined based on needs
- Updates and revisions of courses should be regularly done
- More opportunities should be given to female and Qawmi Madrasa graduates for admission
- training-related consumable budget needs to be increased
- Need-based residential training facilities should be provided
- Pedagogy training for the teachers and career counseling soft skill training for job placement officer should be provided
- The trainer-to-trainee ratio should follow the international standard (1:10)
- close monitoring (physical and virtual) of training institute activities and associations by SEIP and training institutes by associations
- An industry attachment is needed for at least 10 to 30 days, depending on the courses.
- Training operational costs provided by SEIP need to be increased.
- Lab facilities should be enriched as per market needs
- Demand-driven courses should be incorporated based on market/industry survey
- Provision for upskilling training needs to be introduced for diploma and BSC engineering graduates in some courses
- Business management module should be included in the training program for potential entrepreneurs.
- Graduates who want to start a business should be connected with an MFI. In this case, Bangladesh Bank can initiate a TVET Development Fund to provide support to these graduates.
- Assessment and certification should follow NSDP 2011 and BTEB/NSDA.

11.1.3. Tranche-1 graduates

One FGD for tranche 1 participated by 9 graduates was conducted in Dhaka.

SEIP graduates had completed courses on Plumbing, House Keeping, Professional course, Machine shop practice, Textile and Apparel Merchandising, Welding and motor driving.

Challenges

- **Local demand for a few courses (----) is low.**
- Training curricula for different courses were not up to date (i.e., the Quality Control Management (QCM) course)
- Trainer/teacher training delivery performance was not up to the mark
- The student stipend is insufficient.
- In some cases, the working environment for female graduates was not safe
- Difficulty in getting certificates
- In some cases, skilled workers' and unskilled workers' wages and salaries were the same.

Recommendations:

- Job placement at local industries
- Support female trainees' accommodation
- Assessment and certification systems should be in line with BTEB/NSDA.
- IT and garment-related courses should be available.
- Ensuring graduates' certificates immediately after assessment.
- More awareness campaigns on training and the value of certificates should be undertaken.
- Job placement office's role should be proactive.

11.1.4 Head of Training Institutes

On September 15, 2022, ten heads of training institutes held a focus group discussion (FGD) at the SEIP conference room in Dhaka, taking into account the associations, entities, and training institutes (EDCBRACU, BIGM, BKTTC, UCEP, BITAC, REHAB, Institute of Apparel Research and Technology, BRTC, Ayat skill development center, and COEL).

Challenges:

- Right trainee selection was a big challenge
- Trainer's remuneration received from the training institute for conducting the SEIP-supported training course was low
- Course-wise, the right trainee selection is a big problem.
- Modern tools, equipment and lab facilities were not adequate
- RMG sector laborers were found to be migrating; in this situation continuation of training is a challenge
- Starting salary was almost the same between SEIP and non SEIP graduates
- Industry attachment was absent
- SEIP payment system was slow, which hampered the purchase of lab consumables, instruments, and other facilities.
- No special budget for training centre management, which hampers the sustainability of training institutes
- Entrepreneurship training is absent.

Recommendations

- Curriculum should be updated periodically based on industry demand
- Effective and efficient resources from industry should be involved in the training.
- The national standard assessment procedure should be followed.
- Sector-wise industry attachment programs should be strengthened for effective job placement and employment
- Training budgets should be commensurate with remuneration of trainers and job placement staff, equipment, consumables, etc.
- Trainees' education level should match their respective courses
- Linkage between training institutes and employers is required for training delivery and job placement
- Online monitoring systems should be developed and used for continuous supervision of training program
- SEIP-PIU should undertake a field visit in order to monitor the program
- An exposure visit should be organized for mid-level sectoral personnel of both government and private sectors
- Collaboration with BTEB and NSDA for training and certification should be explored.

- Demand-based residential training facilities should be established, especially for women and disadvantaged group
- The SEIP-graduate stipend payment system should be more transparent to protect the misuse of fund

11.1.5. Job Placement Officers/Coordinators and Chief Coordinator

Two focus group discussions (FGDs) were conducted with 20 job placement officers/coordinators and chief coordinators of BTMA, BACCO, BACI, BAPA, BEIOA, BGMEA, BKMEA, LFMEAB, T and H ISC and REHAB.

SEIP graduates' job placement activities were conducted in two ways: (i) Pre-activities include an orientation program, industry visit and demand assessment for jobs, the preparation of graduates and industry list, job hunting, preparation of employment plan, employers' meetings, mocking, career counselling, etc. This activity would continue up to the last month of training courses. (ii) Post activity includes preparation of interview schedule, arrangement of interviews, placement of selected graduates at industry, replacement of graduates, conducting case studies, and monitoring and following up with the employed graduates. This activity continued for three months, and finally, the report was prepared and shared with SEIP management.

In addition, the job placement office also conducted an employer's committee meeting to determine the vacant positions in the industry. Sometimes, he or she organized a job fair and visited local businesses to learn about job placement opportunities. The mid-level and operator-level job placement rates are 40% and 70%–80% respectively. The effective linkage between the training institute and the industry would help with gainful employment.

Challenges

- Right trainee selection process is a challenge
- The efficiency and commitment of the job placement officer are inadequate.
- Industry attachment and industry visits are absent.
- Current budget for job placement is inadequate
- Absence of job placement guidelines
- Associations and industry provide less cooperation in job placement activities
- In some cases, SEIP graduate’s entry-level salary is low
- Few job placement officers and coordinators are busy with additional charge, for which s/he cannot give appropriate time for job placement activities
- Graduates' demand-driven job location is a real challenge
- In most cases, there is no employment agreement with industries
- In many cases, the working environment for female employees is unsafe.
- Purchase or procurement-related efficiency is low
- The government logo is not on the graduate certificate
- There is no resource pool of trainers and assessors.

Recommendations

- Making provision for an adequate budget for job placement activities
- Making provision for an adequate budget for job placement activities
- Assessment of the industry's skill demand before starting training
- Industry-oriented course curricula should be updated
- Industry-training institute linkages should be established
- Trainers should have work experience in industries with pedagogical experience
- Industry attachment and provision for industry visits are needed
- It is critical to select the right trainee for gainful employment.

- A database for specific manpower requirements in the industry based on courses.
- Employers' committees should be proactive and functional
- Regular job fair should be organized
- Orientation and career counselling are needed regularly
- Awareness campaign should be organized to publicize the skills of SEIP graduates' skills
- Assessment and certification systems for SEIP graduates should be in line with national standard
- Inserting the government logo on the graduate certificate to increase its value
- The resource pool of trainers and assessors should be maintained for quality training delivery
- Job placement office capacity should be enhanced

11.1.6 Assessors

One FGD was conducted with 10 participants from BTMA, BACCO, BACI, BAPA, BEIOA, BGMEA, BKMEA, LFMEAB, T and H ISC and REHAB. Graduates with 80% attendance are eligible for assessment as per the SEIP guidelines. Assessment tools should be available in Bangla for SEIP graduates to better understand. The assessment was conducted in two parts: (i) written test and (ii) practical with oral test. After completion of the assessment, assessor declared the result either competent or not yet competent. The results of assessments are published online, usually with some delay.

Challenges:

- Assessors' quality is not up to the mark
- In some cases, assessment tools, materials, consumables, etc. are insufficient
- Assessors were not friendly enough to cooperate with graduates
- Assessment tools were in English, as a result of which the graduates had difficulty understanding.
- In most of the cases, assessment results were published with delay
- There is no pool of assessor resources.

Recommendations:

- Assessors should be competent enough in their respective courses and have industry-related practical experience
- Adequate quantities of equipment, tools, and consumables should be available for better assessment
- Assessment tools should be in Bangla for a better understanding
- Assessment results should be published instantly after the assessment
- Assessment should be conducted strictly as per the assessment guideline
- Assessment tools should be developed by industry personnel
- A brief training program for quality assessors should be organized.
- Assessors' pools should be maintained confidentially.
- Collaboration with BTEB and NSDA should be initiated.

11.2 Findings of Key Person's Interview (KPI)

A total of 20 Key Persons Interviews were actually conducted instead of a target of 12 KPIs with SDCMU-SEIP, Head of Training Institutes, Bangladesh Technical Education Board (BTEB), National Skills Development Authority (NSDA) and Chamber/Trade bodies.

11.2.1. Head of training Institutes

A total of ten KPIs were conducted with the heads of the training institutes of BMET, REHAB, BEIOA, AEOSIB, PKSF, DTE, and BACI at Chattagram, Dhaka, Gaibandha, Dinajpur, Rangpur and Cumilla.

The SEIP-supported skills training program is relevant to the job market (8th Five-Year Plan) but not fully relevant to the National Skills Development Policy 2011, especially quality assurance and certification processes. The training program was implemented with partner industries and industry associations. The SEIP project offered free skills training, stipend support, job placement and certificate. The findings are as follows:

- Right trainee selection is a real challenge
- Employers' response to recruiting the SEIP graduates, in some cases, is low
- It is difficult to find experienced and pedagogically trained teachers and trainers.
- Some occupations' tools and equipment are inadequate, i.e, welding trade
- The Employers' Committee is not functioning well
- Employers' database is not available
- Job placement office was not up to the mark to render their services
- SEIP assessment is not fully acceptable at the national standard level.
- Sometimes, finding employment for SEIP graduates is challenging.
- Graduates' starting wage is low
- Support for self-employed graduates is absent,
- Industry attachment is not up to the mark
- Few graduates are uninterested in entering the job market
- Students pursuing diplomas, bachelor's, master's, BSc engineering, and other degrees have difficulty attending SEIP-sponsored training courses.
- Most of the graduates are not interested in going outside their own location or district.
- Some graduates, who frequently changed their location and contact number, were not possible to trace
- Some trainers or resource persons do not follow the SEIP curriculum in their training delivery

Recommendations

- Proper strategy should be formulated to select the right trainees
- Proper strategy should be formulated to select the right trainees
- Experienced and pedagogically trained teachers/trainers should be recruited
- Trainers' training should be introduced
- Entrepreneurship and business development training should be started, especially for those graduates who are interested in being self-employed.
- Ensure that adequate training materials, tools, and equipment are available for job demonstrations during practical training.
- Incorporate a new trade or occupation, i.e, RAC, graphics design, CNC machine operation, CD CAM design, PLC machine, Cyber security, etc.
- An industry attachment can last anywhere from 10 to 30 days, depending on the course.
- Create and update employers' databases
- Job placement office should be provided with all types of support services
- BTEB and NSDA-certified assessors should be given preference to perform assessment.

- Aside from SEIP curriculum training, appropriate and efficient industry resource persons are required.
- Updated tools and equipment, i.e, welding trade, IT-related courses, graphics design, etc
- TMS database should be properly maintained and updated

11.2.2. Bangladesh Technical Education Board (BTEB) and National Skills Development Authority (NSDA)

Two KPIs were conducted with the director of BTEB and the executive chairman of NSDA, Dhaka. The SEIP training program lasts 2.5 to 4 months. Naturally, it does not cover the national standard followed by the BTEB and NSDA programs, designed for a period of six months.

Challenges:

- Industry Skills Council (ISCs) involvement was not found in SEIP-supported training.
- Industry Skills Council (ISCs) involvement was not found in SEIP-supported training.
- Course curriculum is not accredited by BTEB and NSDA
- The CBTA method has not been taught to the trainer or assessor.
- Trainer assessors are not certified by BTEB and NSDA
- NTVQF certification is not followed; project certificates do not add value in some cases
- SEIP training program does not fully follow the National Skills Development Policy 2011
- Joint collaboration between BTEB and SEIP for a better quality of training and assessment.

Recommendations

- The SEIP should include those who are really searching for jobs in the sector
- The SEIP should include those who are really searching for jobs in the sector
- Priority should be given to selecting a quality training institute
- There should be direct coordination and monitoring of industry associations/SEIP partners with training institutes
- Area and sector-wise market demand for skills development training should be done through industry mapping
- Industry and training institute linkages should be strengthened
- Associations and entities with proactive roles are necessary for an effective training program
- Tracking of SEIP graduates for success/failure in their employment
- Assessment and certification systems of BTEB and NSDA may be considered
- For quality training, close collaboration with BTEB/NSDA is required.
- Assessment results should be given to the graduates immediately after the assessment
- Awareness, promotion and community mobilization at different levels should be undertaken
- The mindset of trainees, families, relatives, communities, friends and societies should be changed
- Support should be provided to establish a model training institute
- Quality monitoring (online and offline) is necessary
- For developing Labor market information systems (for job seekers, industry, and training institutes).

- Support entrepreneurship program with financial support
- Develop technopreneurs (Entrepreneurs)
- Practice skills training through an apprenticeship program
- Identify new job opportunities and course demands related to the Fourth Industrial Revolution (blockchain, big data, robotics).

11.2.3. Trade/Chamber bodies/PIUs:

A total of 5 KPIs were conducted with the personnel responsible for the development of skilled labor force and employment partnerships with training institutes from BACI, BEOIA, SDCMU-SEIP and BKMEA.

Market demand-driven courses were:

BACI: (i) Masonry, (ii) Electrical Installation and Maintenance (EIM) including house wiring competency, (iii) Steel Binding and Fabrication including welding, (iv) Plumbing, (v) Tiles and Marble fittings, (iv) Building painting, (vii) Aluminum fabrication, (viii) Scaffolding including shuttering, (ix) Road roller operation, (x) Crain & Fork lift, (xi) Duct fitting accessories and refrigeration.

BEOIA: (i) Machinist, (ii) Refrigeration and air condition, (iii) Welding machine and circuit design, (iv) Electrical Installation and Maintenance (EIM), (v) CNC machine operation, (vi) CAD, (vii) CAM design, and (viii) Internet Of Things (IOT)

BKMEA: (i) Apparel Merchandising, (ii) Industrial engineering & lean manufacturing (NE), (iii) Industrial engineering & lean manufacturing (UPS Management), (iv) Production planning & supply chain management, (v) Sewing Machine operation, (vi) Custom bond and documentation, (vi) Enterprise Resource Planning (ERP), and (vii) Predetermined motion time system (PMTS).

Weaknesses-

- Inadequate safety and security of female trainees
- Industry-experienced skill trainers and training institutes were inadequate
- The trainer-trainee ratio is not up to the mark
- Communicative English knowledge and networking skills were poor
- Industry attachment is absent
- Numeracy and literacy competency are not up to the mark
- Female trainees were seldom available for some courses
- Safe accommodation for women is difficult
- In many cases, ineligible trainees with Diplomas, BSC engineering, and under/post-graduate students were selected.
- Some students enrolled in various courses with false information using their NID (smart and old) and birth certificates.
- Unavailability of competent skills trainers for advanced technology such as CAD, CAM Design, PLC, and IOT courses
- Training duration for some courses was not adequate
- Trainees did not always provide accurate information about their current location and employment.
- In some cases, especially for mid-level management and apparel merchandising, there is a skills mismatch between training courses and industry demand.
- The platform for the labor market information database is absent
- The starting wage or salary is usually the bare minimum.

- It is difficult to trace out graduates in many cases due to a lack of correct and updated information
- No industrial zone especially for the light engineering sector.
- No appropriate government support is needed to run the light engineering industry.
- There is no strong linkage between industries and training institutes

Recommendations:

- More SEIP graduates should be employed in their respective industry associations. In this case, industry associations should pay more attention to absorbing their graduates
- Depending on the course requirements, an industry attachment of 10 to 30 days is required, for which supervisors should be financially supported to undertake internships.
- Tools and equipment support at the training institute level should be provided
- Virtual classes can attract trainers from neighbouring countries.
- For some courses, such as welding, CAD, and CAM design, the duration of courses should be increased to 6 months with a trainer-to-trainee ratio at 2:12
- Establish a tooling institute for light engineering sector growth
- Assessment should be at the NTVQF level
- Promotion and awareness campaigns are required for the recognition of SEIP graduates' skills
- There is a need for more research and development activities for the further development of the TVET sector
- Entrepreneurship skills development is needed for self-employed or potentially interested entrepreneurs
- There should be publicity about SEIP graduates' success stories in print and electronic media
- Should develop a strategy to recruit the best graduates as respective industry trainer
- There should be linkage between public and private training institutes to support graduates of light engineering industry
- Training trainers to improve their pedagogical aptitude and upskilling.
- Exchange and exposure visits to model training institutes, both national and international, should be arranged

11.3 Case study

A total of 10 case studies were conducted with highly successful male and female wage-employed, self-employed, unemployed, entrepreneurs, disabled, ethnic and transgender graduates.

Case study 1

In spite of the enemy's bloodshot eyes and numerous barriers, a patriotic and self-respected soldier does not look forward to going to war; just go ahead, Selina Begum is such a widow graduate who proved herself as a successful self-respected graduate by overcoming poverty, unemployment and other problems.

Selina Begum (38) was born in a poor family in 1984 at Sreepur of Jhenaidah district. She was the third child among four children of her parent. Her father was a farmer and her mother was a housewife. It was very hard for her father to maintain the family consisting of

six members. So, the maximum time they spent having their meal one time or two times a day. They didn't get any new dresses at any festivals. Eventually, they didn't take any sick family members to the doctor due to poverty. She had strong willpower at the beginning of her childhood but she could not continue her education after class eight due to the financial difficulties of her family.

After her marriage in 2002, she spent her life happily with her husband and three children. But suddenly her husband passed away due to a heart attack in 2012. After that, Selina Begum's life was in crisis. So, being disoriented, disappointed and mentally disturbed, she left her husband's house and came back to her father's house. Then she started tailoring to earn a little income for maintaining her family. Day by day, it became hard to maintain the family for her. Then one of her known persons informed that TTC Jhenaidah run a training program on different courses under the BMET aegis by SEIP and after the training, they would arrange relevant job for the trainee. So, she thought that training would be better for her and also helpful for her job. To take that opportunity she went to the Jhenaidah TTC and observed the overall environment of the TTC. And she made her decision without any hesitation for joining the training program named 'Sewing Machine Operator' under BMET-SEIP.

She took part in the training classes regularly and acquired skills with the help of the trainers. After finishing her four-month training program, she joined Rahela Jute Crafts as a part-time worker through a job fair arranged by TTC and JPO in 2018. At the time of her joining , she was paid 5,000 taka with other benefits. The company promoted her to manager because of her skill, punctuality and dedication to work. So, now she receives 12,000 taka as her salary.

Now she can maintain her family's expenditures like food, health, clothing, education, etc. Her financial status has improved, and she has built a house on her land. She lives in her new house with her children. Her eldest daughter was in class ten, her younger daughter in class seven, and her son in class five. At last, Selina Begum expressed her gratitude to Almighty Allah, TTC and SEIP for letting her receive training on swing machine operation. .

Case study 2

Md. Belal Hosen (29) is a hardworking and challenge-loving person who has become successful in his life. He was born in 1993 in a low-income family at Kendua of Jamalpur Sadar, Jamalpur. His father's name is Md. Nannu Mia and mother's name is Beuty Begum. He is the elder son among his parent's four children (two sons and two daughters). His mother is a housewife and his father is a smallholder fishmonger who maintains the six members' family. It was so hard to maintain his family's desires.

He completed his SSC in 2010 from Bangladesh High School and HSC in 2012 from Jamalpur Technical and Business Management College. After that, he passed his BA (honours) from Jamalpur Ashok Mahmud College in 2013. However, he started his job in science in 2010 as a field officer of a solar power NGO named Rural Protection. He can earn 10000-12000 taka from that job, which was very helpful to his father in maintaining the family expenditure. Both he and his father managed the expenses of his younger brother's educational costs and one sister's marriage.

Suddenly, their family fish business became stop due to his father's illness. At that time, the NGO also became a debtor and his job was gone. So, the whole family's responsibility comes upon him. He became frustrated and disoriented. Then he was known about the training program of the SEIP project. He got admission in Electronics at Jamalpur TTC in

2018. After 90 days of training classes, he received 9200 taka and a certificate from that training.

He established a business organization named “Bushra Computer” in Jamalpur city. Two workers were present at his shop. He demanded that by this entrepreneurship, he became well off and could provide two-person employment. Currently, he earns 15000-20000 taka per month after all expenses, which is sufficient for his family. He thanked Almighty Allah, his friends and TTC for giving him this chance to return on the right track in his life.

Case study 3

Most. Joynab Begum (35) was born in 1987 in an impoverished family at Jhalakathi district. Her father’s name is Md. Joynal Abedin and mother’s name is Nilufa Begum. She lives with her husband and one daughter. Her husband is a day labourer. It was hard to maintain their family with only one’s income. Therefore, she started tailoring at home and earned a little bit. They were unable to spend their lives adequately because her husband was unable to earn a consistent living. As a result, they had miserable life.

One day one of her relatives informed her about the training program of the SEIP project and told her to communicate with the authorities of Jhalakathi Technical School and College to get the authentic information. She went to the institute and gained admission to "Sewing Machine Operation" for a four-month training program.

She received a certificate and a stipend for her training after completing it. She started a tailoring business with that stipend money. Now she can earn almost Tk 18000-2000 from her business. Three other women work in the business and earn money.

At last, Joynab thanked her husband for supporting her in doing the training and business. She also thanked SEIP for providing this type of training. Now she wants every woman to receive training from the SEIP program and develop herself.

Case study 4

Dolena Khatun (23) is a brave and struggling soldier who did not give up despite facing the battle of life. She is a person who is determined to strengthen her position despite being plagued by poverty.

Dolena was born in 1999 at Chor Patalia, Gopalgonj. Her father’s name is Md. Akramolla and mother’s name is Bali Begum. She is her parents' sixth child. Her father is a farmer. Her elder two sisters got married and went to their in-laws' house, and her elder two brothers separated after their marriage. Therefore, now there were four members in her family. Her father and older brother, both farmers, were the only earners in her family. It was so hard to maintain their family with earnings from agriculture. Besides these, her mother was paralyzed for six years. Her immediate elder brother gave up his studies and helped her father in the field, though they had no enough land for cultivation. She determined and continued her studies. But that was not so easy for her after managing her family and taking care of her mother.

At that time, she got information about the SEIP training program from her friends. Then she went to Gopalgonj TTC and got admission into the ‘Graphic Design’ program for a four-month course in 2019. Though she was admitted to the first batch of Graphic Design program, she faced some difficulties continuing that. She pointed out that there was a lack of trained trainers, so their training program was not so effective. In addition, she had no

computer knowledge before entering that training program. It was also difficult for her to understand and practice the tasks learned from that training program. After finishing her training, she received a certificate with Tk 14000 stipend. She did not get any help finding a job from the TTC or SEIP program related to her training topic. She also did not show interest in searching for any job because her mother died at that time. It is now entirely her responsibility to support their family. Meanwhile, she continued her studies and was accepted into the Masters program. Now she wants to do a job related to her training.

Currently, she wants to get more effective Graphic Design training and build her career on it.
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Case study 5

Case study 5: Riaz Ahmed (19) is an enterprising teenager who goes beyond the conventional notions, overcomes his fears and continues to work hard and struggle to lead himself to success. Faced with extreme reality at teenage, he didn't get disoriented and also took all the responsibilities of the family on his shoulders and continued his studies to reach his desired goal.

He was born in 2003 at B-block, Kanchabazar, Chattogram Sadar, Chattogram. His father's name is Enayet Hossain who is an unemployed person and mothers' name is Arofa Begum who is a housewife. He has 2 younger brothers both of them were students. Three years before their family leads a happy life. But after an accident his father lost his job by the end of 2018. Then their family suffer a lot. Though he was elder son of their family so he needed to support his family but at teenage what could he do. His father tried to maintain their family at that time. One day he saw an advertisement about the training program of SEIP project. So, he communicates with UCEP Ambagan Technical School to get more information about the training program. At last, he got admitted in 'Electrical Installation and Maintenance' program for 4 months in 2019.

After completion of his training, he received a certificate and 12000 taka as stipend. Then he started a small business of selling of electrical instruments named 'Hitech Computer' by the money in his locality. Besides this he worked on electrical wiring in his locality. Now he can earn average 20000 taka per month from his business. He can maintain his family easily. His father also helps him at his shop.

He expressed his gratitude to the SEIP project from where he gets many things about electrical instruments and their maintenance. He informed that, the training program was so much effective due to the trained trainers and enough lab facilities. At present, he tries to get admission in university for continuing his study. He is determined about his occupation and wants to increase his business.

Case study 6

Abdur Rahim Chawdhury (26) is a shining example of establishing himself as hardworking and energetic by gaining a true understanding of life after attending training with his friend despite his reluctance. He was born in Gopalganj in 1996. His father Ali Akbar Chawdhury is a farmer and his mother Yeasmin Begum is a housewife. He has three brothers. One is elder than him and two are younger. His elder brother is a service holder. They lead a happy life.

In 2020, out of curiosity, he went to the Gopalganj TTC with his friends when he was a student at HSC level. He was known about the stipend and training program there. Along with his friends, he also got admitted into the training program named 'Motor driving with basic maintenance' for a four-month long period. At the time of training, he was taught about

the engine and other parts of the motor vehicle. Besides, he also knew how to drive a vehicle. After completing his training, he received a certificate and stipend (Tk 9,000).

After that, he bought a three-wheeler and operated it in his locality to get money for his own expenses and also to help his family. He now earns approximately Tk 15,000 per month. The training has inspired him to live a more purposeful life. He continues his study and is now at the undergraduate level. He opined that the trainer was so much experienced and the atmosphere of the TTC was also very good. He learnt many things from the training. During the training, he decided to do something besides his study and started driving. He wants to complete his study and get involved in a job.

Case study 7

Anil Chandra Sarkar (32) was born in 1990 in a very poor family in Dinajpur. His father is Proben Chandra Sarker and his mother is Omila Chandra Sarker. After marriage, he was separated from his family.

He became disoriented, disappointed and mentally disturbed after his separation from his parent's family. He practised masonry in his locality, but without experience, he was a helper for the first time. Therefore, he did not get enough money to maintain his family. In the meantime, his family expanded with one daughter and one son. Then it became harder for him to maintain the family, which caused always quarrels in the family.

One day, one known person informed him about the training program of SIEP. He later went to DIST TTC the following day and collected information in this regard. After discussion with the respective persons, he got admission to a four-month-long training program on ‘Masonry’ in 2019. His training was aimed at upscaling his experience in masonry activities. After finishing the training, he got a certificate and a stipend. Later, he become a head artisan in the locality and acquired popularity within a short time as an expert.

He now earns approximately Tk 25,000 per month. Therefore, he can maintain his family in a good way and save money for the future. He believes that SEIP training is more effective for his job.

Case study 8

Abdul Kuddus (38) was born in 1984 in a very poor family in Dinajpur. His father is Md. Nur Islam and mother is Rozina Begum. After marriage, he was separated from his family.

When he separated from his parents' family, he became disoriented, disappointed and mentally disturbed. In his hometown, he worked as a mason. As he had no experience, he was forced to work as a junior artisan for the first time. So, he didn’t get enough money to bear the cost of his family. Meanwhile, his family's expenses increased as three daughters were born, one after the other. It became harder for him to maintain family expenditures. There was sometimes a feud in the family due to the financial crisis.

One day, a person informed him about the training program of SIEP and suggested going to the TTC. He went to DIST TTC next day with Anil Chandra Sarkar and collected information. After discussion with the respective persons, he got admission to the four-month-long training program ‘Masonry’ in 2019. He and Anil Chandra Sarkar got admitted to the same training program upscaling his experience in masonry activities. After completing the training course, he got a certificate and some handsome money as a stipend. Then he rose to the position of chief artisan in the locality and began his career flawlessly.

He became popular in the locality within a short time and now earns approximately Tk 30,000 per month. Therefore, he is able to maintain his family well and save funds for the future. He opined that the training of SEIP was more effective for his work.

Case study 9

The study begins with a frightened teenager. Miss. Fatematuz Zohora who had just completed her SSC was unsure of her future because she could not obtain a good GPA. Despite her family's poverty, she was looking for a way to secure her future. Despite her strong willingness towards study, she, unfortunately, had to marry an easy-bike driver due to various internal and external barriers, including family impoverishment, social security, superstations, family pressures, and so on.

After her marriage to another poor driver, all her dreams were nipped in the bud. Maintaining a family was not her early dream, but she had to nurture early motherhood as well. Still, she never stopped dreaming about being self-sufficient.

One early morning, she visited a nearby hospital and noticed a leaflet from the BGMEA Training Center, Fakirhat under SEIP, offering training on various short trades. The leaflet transformed her career into one she had always desired. She, with the help of her husband, grabbed the opportunity and communicated it to the training centre for further consideration.

‘‘I never thought that I would have an opportunity like this. I was just limited to cooking food, washing clothes, and cleaning my house after marriage. Now I can buy whatever I wish.”

She was suggested to enrol in the Operator Training for Weaving Swing Machine Course for three months under Tranch-2 starting at the very beginning of January 2020. She successfully completed her course, acquiring good marks in continuous assessments. Seeing her intense willingness, her trainer, Mr. Abdullah Al Mamun, owner of Tipu Tailors, called her to his enterprise and trained her more than the course syllabus at no cost. ‘‘She has a good catching capacity and is a quick responder to what I teach her," explained Mamun.

The result of succession became visible when she bought a sewing machine with the money she received from her training. In the beginning, she started her homemade tailoring by sewing her children’s dresses, her husband’s shirts, Panjabi and so on. Such explorations dramatically changed her life. Many people, particularly women from her village, came to her for help in making their necessary dresses. They came to her because she offered quality products at a lower price than the market.

She has now her own ox, 16 pairs of pigeons, 4 pairs of hens and a vegetable garden. All of these have been bought with her income. She also has a fruit orchard of mixed seasonal fruits. Her tin shed house is now being upgraded to a brick house by her and her husband’s joint income. Additionally, she has now become the cutting master and sewing trainer of her village and is training up young, unemployed teenagers and housewives. Many females in Kathatola village are now becoming self-sufficient in association with Fatema.

Fatema is now an inspiration to hundreds of girls. Her family was impoverished and could not even afford to pay for Easy Bike in instalments. Her children could not get nutritious food. She is now not only supporting her family but also planning to resume her studies in order to achieve the luxuries she desires. And such training has made her confident in dreaming higher.

She has suggested that SEIP and the training authority should enhance the course duration, allowance and syllabus so that people like her can learn more and make themselves skilled human resources for various income-generating activities. They can also make a financial contribution to themselves, their families, society, and the country. She believes that it helps one's economic growth and social status as well.

Case study 10

Mahabub Sarker (26) is a shining example of hard work in his life. He was born in 1996 in Wari, Dhaka. His late father, Kalimullah Sarker, was a small businessman, and his mother, Salma Begum, is a housewife. He has one younger sister. After his father died, their family struggled to meet their daily needs. He was a laborer in an electronics shop and received Tk 3,000. So, he can't totally maintain his family's expenditures.

At that time, in 2019, he knew about the training program through advertisements like leaflets. He went to BEIOA (Light Engineering Training Institute), Wari, Dhaka, and got admitted to 'Electrical Installation and Maintenance' program. The training program was for four months, including practical work. After completing his training, he received a certificate and stipend (Tk 9000).

First, he began manufacturing and selling sound system circuits in the local market. After some time, he became well-known and earned enough money from his business to retire. After one year, he built a new shop for the profit of his business and also got money by selling his father's property. Now he can earn Tk 30,000 per month. Aside from this, three people got employed in his shop.

He thanked SEIP for providing this type of training. He also wanted such a training program more and expected a long-term training program with more benefits. He thought that this type of training was helpful for people like him.

11.4. Challenging and findings

Challenges are face during Training programs

Training related

Challenges

- Selecting the right trainee was a big challenge; multiple admissions were obtained by misusing the NID and birth certificate.
- Location specific courses are getting less priority
- Some trainees are not serious about getting skills as their intention is to get the stipend
- Duration of some courses, such as RAC, welding, Electrical Installations and Maintenance, etc is short
- Stipend amount is not sufficient enough to cover their conveyance and accommodation, especially for needy people
- Some graduates start businesses without proper knowledge of business management
- Practical class facilities are not adequate
- industry visits and industry attachments are absent
- A scarcity of high-quality trainers, particularly subject-matter experts or instructors.
- Weak monitoring and follow-up of the training programme

- Trainer's remuneration received from the training institute for conducting the SEIP-supported training course is low
- Modern tools, equipment, lab facilities and lab consumables are not adequate
- SEIP payment system is slow, which hampered the purchase of lab consumables, instruments and other facilities
- Sustainability of training institutes
- Purchase or procurement-related efficiency is low
- It is difficult to recruit experienced and pedagogically trained teachers/trainers.

Recommendations

- Proper strategy should be formulated to select right trainees
- Trainers' skills need to be upgraded through pedagogical/refreshers training
- There should be more practical classes for hands-on-skill
- Accommodation particularly for female and distance trainees
- After completion of training courses, there should be a provision of industrial attachment program as well as visit program
- Should be given to female and Qawmi Madrasa graduates for admission
- Training related consumable budget needs to be increased
- Trainer and Trainee ratio should follow international standard (1:10)
- close monitoring (physical and virtual) of training institute activities/association by SEIP and training institutes by associations
- Training operational costs provided by SEIP need to be increased
- Lab facilities should be enriched as per market needs
- Demand -driven courses should be incorporated based on market/industry survey
- Provision for upskilling training needs to be introduced for Diploma Engineering graduates/BSc Engineering graduates in some courses
- Business management and entrepreneurship should be included in training program for potential entrepreneurs
- Effective and efficient resource persons from industry should be involved in the training
- SEIP graduates stipend payment system should be more transparent to protect against the misuse of fund
- Industry oriented course curricula should be updated
- Awareness campaign should be arranged for publicity of SEIP graduates' skills
- Collaboration with BTEB and NSDA should be initiated.
- Ensure adequate training materials, tools, equipment, etc for demonstration of jobs during practical training
- TMS database should be updated properly

Assessment and Certification related

Challenges

- SEIP graduates' certificate verification system is absent
- Assessment tools were in English as result of which the graduates had difficulty in understanding
- Government logo is not on the graduate certificate
- Assessment procedure does not follow TVET policy
- SEIP assessment is not fully acceptable to the national standard level
- Assessors are not friendly enough to cooperate with graduates

- In most of the cases, assessment results were published with a delay

Recommendations

- Modernize the existing assessment and certification system
- Assessment tools should be in Bangla for a better understanding
- Assessors' pool should be maintained confidentially
- Assessment should be conducted strictly in accordance with the assessment guidelines to ensure that the certificate of graduation is issued immediately following the assessment.
- Assessors should be competent in their respective courses and have practical industry experience.
- Adequate quantity of equipment, tools and consumables should be available for better training and assessment
- Training, assessment, and certification should be conducted in accordance with the NSDP 2011 and in collaboration with BTEB and NSDA.
- Short training program should be organized for assessors for quality assessment
- BTEB and NSDA-certified assessors should be given preference to perform the assessment.

Employment (job placement) related

Challenges

- A good number of graduates do not get adequate support from the job placement office
- Current budget for job placement is inadequate
- In some cases, the working environment for female graduates is unsafe, making it difficult to obtain certificates.
- Starting salary is almost the same for seip and non-seip graduates
- Association and industry provide less cooperation in job placement activities
- In most cases, there is no employment agreement with industries
- Employers' committee is not functioning well
- Employers' database is not available
- Support for self-employed graduates is absent

Recommendations

- job placement office should be provided with all types of support services
- The linkage between training institutes and employers is required for training delivery and job placement
- Making provision for an adequate budget for job placement activities
- Industry-training institute linkages should be established
- Employers committee should be established, proactive and functional
- Orientation and career counselling needed regularly
- Training institutes should undertake a job fair and provide career development guidance
- The job placement office should be more proactive, and both local and out-of-industry opportunities should be explored.
- Create and update employers' and graduates' databases

CHAPTER- XII

RECOMMENDATION AND CONCLUSION

12.1 Recommendations

Based on the findings of the tracer study, following recommendations have been made:

- Trainee selection process needs to be done carefully aiming to reduce the dropouts and unemployment
- Homogenous education level of the trainees should be encouraged for appropriate level of skills development
- Priority should be given on local area and market demand during course selection for the training institutes
- In Hill Tracts region, Training activities need to be conducted in accordance with their culture, and local market demand with special arrangement like accommodation and special stipend facilities.
- SEIP project activities needs to be scaled up in terms of coverage
- Modern and updated technology, tools and equipment in training center need to be ensured by the program in relation to industry needs and job market
- Occupational Health and Safety (OHS) measures should be covered in the course curricula
- Adequate practical classes should be ensured by the PIUs/SDCMU-SEIP for all courses at training institute level
- Industry visits and industry attachment are required for trainees to provide hands-on-skills
- Regular refresher training needs to be arranged for the previously complected SEIP graduates
- SEIP graduate certificate should be recognized by national quality assurance bodies (e.g., NSDA and BTEB)
- Bangladesh Government Logo is used in NSDA and BTEB provided certificates, but not in SEIP provided certificates. Therefore, SEIP should take initiative to use the Govt. Logo in the Certificates of all SEIP graduates
- Hub of skills training centers should be established based on the concentration of industries
- Ethical issue related contents need to be incorporated in the course curricula
- Career counseling related content should be incorporated in course curricula
- PIUs and SDCMU-SEIP should ensure the arrangement of job fair by the training institutes aiming to provide career development guidance.
- SEIP graduates should be given priority by the employers during recruitment of employees in the industries and preference of SEIP Certificate needs to be mentioned in the advertisement specially for wage employment. SDCMU-SEIP should take initiative to encourage the Industry Associations in this regard.
- Program monitoring by PIUs needs to be strengthened
- True picture of the training system at training institute level should be reflected during monitoring to be done by both PIU staff and SDCMU-SEIP
- In-depth evaluation should be done especially for EDC-University and BIGM courses to find out their cost-effectiveness

- Allocated budget per trainee for teaching-learning materials should be utilized properly, hence, monitoring should be strictly conducted
- Orientation training on PPR and PPA should be provided to the relevant officials working at PIU level to speed up the procurement process of materials and other resources
- Trainers with expected industry experience and pedagogical knowledge & skills should be recruited to produce quality graduates
- Linkage between training institutes and employers need to be strengthened for job placement of the trained graduates
- Specific Linkage Policy between Training Institutes and Industries need to be designed in accordance with the SEIP policy
- NSDA standard needs to be considered during SEIP supported skills training

CHAPTER- XIII

APPENDICES

Appendix-1: Photographic presentation of Phone call survey, pre-test survey, meetings, FGD, KPI, Data collection activities

Plate-1: Picture of training of phone call surveyor

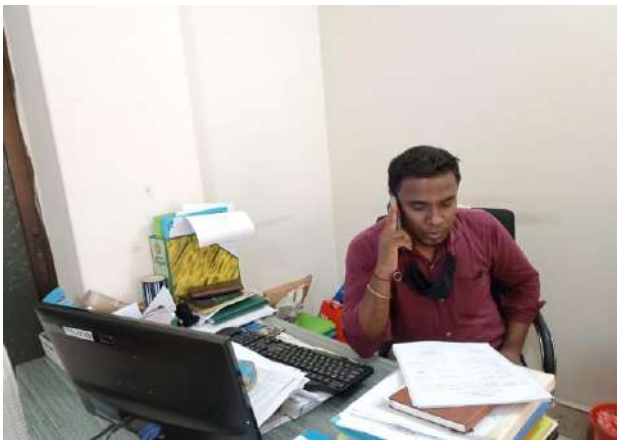

Plate-2: Pictures of phone call survey

Plate-3: Pictures of in-house training program for enumerators and supervisors on 04 to 05 April 2022

Plate-4: Pictures of pre-test survey in Mohakhali region on 6 April, 2022

Plate-5: Pictures of pre-test survey in Mirpur region on 6 April, 2022

Plate-6: Pictures of pre-test survey in Dhanmondi region on 6 April, 2022

Plate-7: Pictures of refreshment training based on the findings of field testing of online questionnaires/tools on 07 April 2022

Plate-8: Pictures of pre-test survey in Old Dhaka region on 9 April, 2022

Plate-9: Pictures of pre-test survey in Uttara region on 9 April, 2022

Plate-10: Pictures of pre-test survey in Mirpur region on 9 April, 2022

Plate-11: Pictures of pre-test survey in Old Dhaka region on 10April, 2022

Plate-12: Pictures of pre-test survey in Uttara region on 10April, 2022

Plate-13: Pictures of pre-test survey in Mirpur region on 10April, 2022

Plate-14: Pictures of pre-test survey in Mirpur region on 12April, 2022

Plate-15: Pictures of some case studies

Plate-16: Pictures of some FGDs with Graduates, Trainer, Head of training institute, Chief coordinator and Assessor

Plate-17: Pictures of some KPIs with Head of training Institute, Trade/Chamber bodies/PIUs, BTEB and NSDA

Plate-18: Pictures of Data collection

Plate-19 –Validation work Shop

Table of Modifications on Comments from Validation Workshop and ADB on Draft Final Report of Tracer Study for SEIP Graduates under Tranche-2

Issues from validation workshop and draft final report feedback of ADB site		Revised issues		Remarks
Sl. No.	**Comments and Discussions**	**Table/Section in the report**	**Page no. in the report**	
A	**Comments from Validation Workshop on Draft Final Report**			
1.	Sector/entity-wise employment status of the graduates should be presented in the report	Figure-4.2 in Section 4.1.2	55	Already present in the report
2.	Scoring of satisfaction and dissatisfaction needs to be elaborated	Section 3.11.2(b)	41-42	Already present in the report
3.	Reasons for low wage rate of female graduates need to be clarified	Section 4.7.5	84-85	FGD findings
4.	Reasons for unemployment need to be clearly mentioned	Table-4.36 in Section 4.9.2	91-92	Already present in the report
5.	Industry Association-wise training and employment related challenges and recommendations should be furnished in the report	Detail in Chapter-XI	237-256	Already present in the report
6.	Clarification of job sustainability is needed and reasons for switching/changing the job by wage-employed graduates need to be presented in the report	Table-5.39, Table-7.35(b)	129-130, 201-202	Already present in the report
7.	Impact of Covid-19 Pandemic on the SEIP training program needs to be presented in the report	Table-4.43 to 4.45 in Section 4.11	97-98	Already present in the report
8.	Average salary for wage-employed graduates before and after SEIP training needs to be clearly described in the report	Table-4.28 in Section 4.7.5	85	Already present in the report
9.	Mean-standard deviation may be added in the findings as where needed	Table-4.21, 4.27. 4.45, 5.68, 6.39, 7.23, 7.32, 7.35(b), 7.58	78, 84, 98, 148, 175, 195, 200, 202, 217	Already present in the report
10.	4IR related up-skilling and reskilling courses need to be offered	-	-	Out of ToR
11.	Multiple regression analysis needs to be elaborated in the report	Section 4.12	98	
12.	Need to explain change of labor productivity	-	-	Out of ToR

13.	Assessment findings on the performance of wage-employed graduates at their workplaces need to be presented in detail in the report	Section 4.7.6, 5.10.9, 6.8.3, 7.8.11 & 8.5	86, 143, 172, 203 & 220	Already present in the report
14.	Reasons for reduction of self-employment rate of SEIP graduates trained under Tranche-1 from Tracer Study-1 (2019) to Tracer study-2 (2022) need be mentioned clearly in the report	Section 10.1	234	Already present in the report
15.	Association-wise employment status of SEIP graduates needs to be presented in the report	Figure-4.2 in Section 4.1.2	55	Already present in the report
16.	Overseas employment related information of SEIP graduates needs to be presented in the report, if possible	-	-	Out of ToR
17.	Training Center related information needs to be provided in the report	-	-	Out of ToR
18.	Female employment rate needs to be clearly mentioned in the report	Table-4.2(a) in Section 4.1.2	54	Already present in the report
B.	**Comments from ADB on Draft Final Report**			
19.	For Chapter 2 (review of literature), source of information needs to be clearly mentioned. Please avoid direct copy and paste, and do necessary rephrasing to avoid confusion. For example, Page 6 - "Currently, the Bangladesh National Qualification Framework (BNQF) is under preparation and is expected to be in place by the end of 2019" – outdated." Page 18 - "SEIP project gathered the government's various skills training programs, and established linkages with the industry associations of the 6 identified priority sectors"	Section 2.7 & Section 2.10	13 & 16	Sources and other information updated as per comments
20.	**Table 4.2a** – Job placement rate much lower for female – does it mean low retention rate for female? How does it compare with tranche 1? – is marriage a main reason?	Table-4.2(a) in Section 4.1.2	54	FGD findings
21.	**Table 4.4**: Highest class completed by SEIP graduates at the time of enrollment in training Institute – Almost 1/5 are below class V and seems this is very low education level. I wonder whether this education level is aligned with the minimum requirements for trainees.	Table-4.4 in Section 4.1.4	55	Already present in the report
22.	**Table 4.9**: #46 and #47, it is surprising to see so many females in mid-level management. Please check data and verify. Suggest to compare male female wage by industry/occupation,	Section 4.3.3	58	Explanation given

	which is more rigorous than directly comparing the male/female wage by IAs.			
23.	**Table 4.45** – Unclear whether the results only reflect those who did pcr test? What is the standard?			Out of ToR
24.	**4.12**. Multiple Regression Analysis has unclear purpose and the explanations is uninformative. Needs to improve quality of analysis.	Section 4.12	98	Improved as per requirement
25.	**Table-5.68**: For sufferings of family members from Covid-19 disease, there is huge difference between university program and SEIP program. I wonder whether there is difference in the way the question was asked, or there is some difference in data analysis.	Table-5.68	148	Most of the EDC-University graduates are living in Dhaka city, where the risk of Covid-19 infection was much higher than rural areas. Conversely, general graduates are living throughout the country including rural areas, where risk of Covid-19 was low.
26.	For SEIP T1 graduates tracer, I strongly recommend to match with original data from the Tranche 1 tracer study for the same trainees and analyze the difference (if this is not done).	-	-	Tranch-1 survey data were not available to the team
27.	**Page 179** – "Among the wage-employed graduates (314), about 45.5 percent graduates changed the job since their first job after SEIP graduation, while 5.5 percent didn't change." This is unclear. How about the remaining 50%?	Summary of Findings and Section 7.8.9	179 & 201	Correctly edited

Annex-1: Questionnaire for Phone Call Survey of SEIP Graduate

Questionnaire Set No.		Respondent ID No.					

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program (SEIP)-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Questionnaire for Phone call survey of SEIP Graduates

1.0	**Basic information of the graduates**	**Remark/code**
1.1	Name of the graduate (as per TMS database):	
1.2	SEIP Reg. No. (as per TMS database):	
1.3	Mobile Phone No. (as per TMS database)	
1.4	Alternate mobile phone no. (if available):	
1.5	If available, who used this number? [Code: 1=Self, 2=Family member]	
1.6	Father's Name (as per TMS database):	
1.7	Mother's Name (as per TMS database):	
1.8	Gender: [Code: 1=Male, 2=Female, 3=Transgender] (as per TMS database):	
1.9	Present address (as per TMS database):	
2.0	**Training related information**	
2.1	Name of the industry association/ public entity: (as per TMS database)	
2.2	Name of the training institute (as per TMS database):	
2.3	Name of the course/trade completed: (as per TMS database):	
2.4	Batch No. (as per TMS database):	
3.0	**Employment related Information**	
3.1	Employment status: (as per TMS database):	
3.2	If employment status is mismatched with TMS database, what is the present status: [Code: 1=Wage employed, 2=Self-employed, 3=Unemployed]	
3.3	Current designation of the graduate in the job:	
3.4	Name of employer's organization reported to the institute (as per TMS database):	
3.5	If mismatch, name of the employer's organization/workplace where you are currently working:	
3.6	Name of the supervisor/employer:	
3.7	Mobile phone no. of the Supervisor/employer:……	
3.8	If mismatch, complete address of the present employer's organization/graduate's workplace:	
3.9	If mismatch the address of unemployed graduate, please mention the current address: ……..……..	
3.10	Frequency of call [Code: 1=1 time, 2=2 times, 3= 3 times, 4=more than 3 times]	
3.11	If not communicated, reasons: *[N.B. If not reach the graduate after 3 times*	

	call in such a way that first call will be done at random, second time after one hour of first call and third call after office hour (5:00 PM), then fill up the following applicable code(s)] [Code: 1=Ringing, but not received, 2=Call received but graduate is in overseas employment, 3=Wrong number, 4=Switched off, 5=Call received, but not alive, 6=Call received but didn't cooperate, 7=Mobile number not in-service]	

Name of Enumerator: ……	Signature:……..	Date:……...

Respondent ID No.				

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Questionnaire for SEIP Graduates under Industry Association & Public Training Institute for Tranche-2

INSTRUCTION TO THE INTERVIEWER

1. The permission of respondent has been sought
2. The respondent has been informed that his/her identity will be kept in confidential;
3. The objectives of the Tracer Study have been explained

1.0 Personal Information of the graduate

1.1 Name of the graduate: ……

1.2 SEIP Reg. No.: ……

1.3 Entity: ……

1.4 Batch No. ……..

1.5 Age of graduate in completed years: …… years

1.6 Father's Name: ……

1.7 Mother's Name: ……

1.8 Mobile Phone No.: ……

1.10 Gender: [Code: 1=Male, 2=Female, 3=Transgender]

1.11 Marital status of the graduate:
[Code: 1=Unmarried, 2=Married, 3=Divorcee, 4=Widow, 5=Widower, 6=Separated, 7=Others……(specify)]

1.12 Highest class completed at the time of enrollment in the training Institute:
[Code: 1=Class I, 2=Class II, 3=Class III, 4=Class IV, 5=Class V, 6=Class VI, 7=Class VII, 8=Class VIII, 9=Class IX, 10=Class X or equivalent, 11=SSC or equivalent, 12=Nursery or Kindergarten, 13=HSC or equivalent, 14=Diploma or equivalent, 15=Graduation or equivalent, 16=Post-graduation or equivalent]

2.0 Disadvantaged related information

2.1 Are you the member of ethnic group? [Code: 1=Yes, 2=No]

2.2 If yes, please mention the type of ethnicity: ……..

2.3 Is the graduate belonging to the physically challenged/disability group?
[Code: 1=Yes, 2=No] *[N.B.: Enumerator will identify the graduate by observing ID card of disability]*

2.4 If yes, please identity the type of disability:
[Code: 1=Physical disability, 2=Visual disability, 3=Hearing disability, 4=Speech disability, 5=Others …… (specify)]

3.0 Training and training institute related information

3.a Enrollment related information

3.1	How did you know the enrollment information about SEIP supported skills training? [Code: 1=SEIP advertisement, 2=Social media, 3=Job Fair, 4= Trainers, 5=Employer, 6=Friends/colleagues, 6=Relatives, 7=, 8=Poster/Festoon/Banner/ Flyers, 8=Others …….. (specify)]	
3.2	Name of the training Institute: ……	
3.3	Type of training institute: [Code: 1=Government, 2=Private, 3=NGO, 4=Industry supported]	
3.4	Name of the course/trade completed: ……..……	
3.5	Duration of SEIP supported training/course: ……..months	
3.b	**Training delivery and facility related information**	
3.6	According to your opinion, to what extent is relevant the SEIP supported training course with the job market? [Code: 1=Highly relevant, 2=Relevant, 3=Moderately relevant, 4=Not relevant, 5=Not relevant at all]	
3.7	According to your opinion, to what extent is the quality of teaching methods/lecture delivery followed by the instructors during training course? [Code: 1=Excellent, 2=Very good, 3=Neutral, 4=Fair, 5=Poor]	
3.8	What is your judgement about the supply of teaching materials and other resources during the training course? [Code: 1=Highly adequate, 2=Moderately adequate, 3=Not adequate, 4=Slightly adequate, 5=Not at all adequate]	
3.9	What is your opinion about the training environment at the training institute during the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]	
3.10	What is your opinion about the scope of practice during demonstration of the job at training institute level? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]	
3.11	What is your opinion about the trainer-trainee relationship during training course? [Code: 1=Perfectly acceptable, 2=Acceptable, 3=Neutral, 4=Unacceptable, 5=Totally unacceptable]	
3.12	What is your overall satisfaction on the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]	
3.13	Do you need further training to build up a better career? [Code: 1=Yes, 2=No]	
3.14	If yes, what kinds of training do you need? [Code: 1=Relevant practical skills training, 2=IT skill, 3=Communication skill, 4=Entrepreneurship skill, 5=Social skills (attitude towards work, interpersonal, ethics, etc.), 6=Others ……. (specify)]	
3.15	Did you get any stipend from SEIP? [Code: 1=Yes, 2=No]	
3.16	If yes, how much amount per day? …….. Taka	
3.17	Did you see any weakness of the project? [Code: 1=Yes, 2=No]	
3.18	What are the weaknesses of training that you observed? [Multiple response] [Code: 1=Training duration was not adequate, 2=Inadequate facilities for practice, 3=Insufficient lab facilities, 4=Performance/skills of some teachers/instructors was not good, 5=Classroom environment was not good, 6=Non-cooperation from Job Placement Officer/Coordinator, 7=Amount of stipend was insufficient, 8=Irregular disbursement of stipend money, 9=Others: …….. (specify)]	
3.19	What are the suggestions you feel to overcome the weaknesses of training? (a)……., (b) ……., (c) ……	
3.c	**Assessment and certification**	

3.20	Did the course instructors/trainers conduct continuous (formative/follow up) assessment during the training period? [Code: 1=Yes, 2=No]	
3.21	Do you think that the assessment tools (demonstration, oral and written) used by the assessor were appropriate for your easy performing during final (summative) assessment? [Code: 1=Yes, 2=No]	
3.22	Do you think that the materials, tools and equipment supplied during assessment were adequate? [Code: 1=Yes, 2=No]	
3.23	Do you think that the attitude of assessor during assessment was cooperative and supportive? [Code: 1=Yes, 2=No]	
3.24	When was your assessment result given? [Code: 1=Immediately after the assessment, 2=Sometimes after the assessment]	
3.25	Did you get the certificate? [Code: 1=Yes, 2=No]	
3.26	If yes, did you use the certificate? [Code: 1=Yes, 2=No]	
3.27	What kind of benefits did you get by the certificate? [Multiple response will be accepted] [Code: 1=To get job, 2=To get more salary than the non-certificated employee, 3=Benefit for getting loan, 4=Benefit for promotion, 5=Benefits of further studies, 6=Others …….. (specify)]	
3.28	If you did not get the certificate, what were the reasons? [Code: 1=Did not feel the necessity, 2=Applied for certificate, but didn't get due to administrative complexity, 3=Didn't manage time to collect the certificate, 4=Tried to collect, but relevant desk official was not available, 5=Don't know the certificate is given, 6=Others …… (specify)]	
3.29	Do you have any skills certificate other than SEIP training? [Code: 1=Yes, 2=No]	
4.0	**Job search and employment status**	
4.1	Did you look for a job after the completion of your training course? [Code: 1=Yes, 2=No]	
4.2	If yes, how many employers did you approach/seek to get your job? [Code: 1=One, 2= 2 to 5, 3= 6 to 10, 4= more than 10 employers]	
4.3	What were the methods did you use to search the formal jobs? [Code: 1=SEIP support (Job Placement Officer/Coordinator), 2=Job fair, 3=Newspaper advertisement, 4=Online, 5=Vacancy notice, 6=Course teacher/instructor of the training institute, 7=Private Networking, 8=Friends & relatives, 9=Others …….. (specify)]	
4.4	How many interviews did you appear? …… number	
4.6	Did you do any job at any institution before receiving SEIP supported training? [Code: 1=Yes, 2=No]	
4.7	Do you think that the knowledge and skills acquired from the course are useful to find the job? [Code: 1=Yes, 2=No]	
4.8	Do you think that the certificate received from training is useful to find the job? [Code: 1=Yes, 2=No]	
4.9	Did you face any challenge to search the job? [Code: 1=Yes, 2=No]	
4.10	If yes, what kind of challenges did you face? [Multiple response] [Code: 1=Lack of skills as per job, 2=Skill mismatch with the job market, 3=Lack of job opportunity in the market, 4=Under value of the certificate, 5=Others ……. (specify)	
4.11	If the answer is 'No' for Question # 4.1, why did you not look for a job? [Code: 1=To continue the existing job, 2=To start self-employment, 3=To continue the	

study, 4=To pursue higher studies, 5=Unwillingness, 6= Received SEIP supported training only for getting stipend, 7=Family problem, 8=Don't feel useful to get a job, 7=Others…… (specify)]

4.12 What is your current employment status?
[Code: 1=Wage employed, 2=Self-employed, 3=Unemployed]

[N.B.: If the answer of the question # 4.12 is 1, avoid Section 6 & 7; if the answer is 2, avoid Section 5 & 7; and if the answer is 3, then avoid section 5 & 6]

5.0 Wage employment related information [Only for wage/salary employed graduates]

5.1 Is the current job your first job? [Code: Yes=1, No=2]

5.2 How long did it take you to find the first job after completion of your training/course? [Code: 1=1 to 6 months, 2=after 6 months, 3=rejoining to the previous job]

5.3 Did you get support from SEIP (Job Placement Officer/Coordinator) to find your current job? [Code: Yes=1, No=2, Not applicable=3]

5.4 What is the name of your present employer's organization? …….

5.5 What is the nature of your organization in which you work?
[Code: 1=Public/Government, 2=Private, 3=NGO, 4=Others……]

5.6 What's your place of work?
[Code: 1=in my home town/district, 2= migrated to another place of work, 3= Others……..(specify)]

5.7 What is the nature of contract agreement with your employer?
[Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=No work-No pay]

5.8 What is your current job sector/nature of organization?
[Code: 1=RMG & Textiles, 2=IT, 3=Construction, 4=Light Engineering, 5=Leather & Footwear, 6=Shipbuilding, 7=Agro-Food Processing, 8=Tourism & Hospitality, 9=Transport, 10=Sales & Marketing, 11=Food & Beverage, 12=Workshop, 13=Service, 14=Others ……. (specify)]

5.9 What is your current position/designation in the job?
[Code: 1=Executive, 2=Officer, 3=Supervisor, 4=Technical Assistant, 5=Technician, 6=Office employee, 7=Skilled worker, 8=Operator, 9=Assistant operator, 10=Helper, 11=Welder, 12=Electrician, 13=Computer operator, 14=Driver, 15=General Sewing machine operator, 16=Plumber, 17=Masson, 18=Assistant Steel/Rod Binder, 19=Graphics Designer, 20=Data entry operator, 21=Apprentice, 22=Sales Man, 23=Other……..…(specify)]

5.10 What are the main reasons for choosing the current job?
[Code: 1= Suggested by Job Placement Officer/Coordinator, 2=Handsome salary, 3=Suitable job location, 4=Good working environment, 5=Reputed organization, 6=Most suitable to my training course, 7=Interest in field of work, 8=Job security, 9=Good designation, 10=Influenced by family, 11=Because of the SEIP certificate, 12=Others …… (specify)]

5.11 What is the total duration (experience) in your job? …… years, …… months

5.12 Do you work more than 48 hours in a week? [Code: 1= Yes; 2= No]

5.13 If yes, are you receiving any remuneration for this overtime work?
[Code: 1= Yes; 2= No]

5.14 What's your current monthly wage/salary (Tk) in your current job? ……..…Tk

5.15 What was the monthly wage/salary (Tk) of your job before SEIP supported training (if applicable)? ……..…….. Tk

5.16 Did you require to show the SEIP supported training Certificate to get the promotion?

[Code: 1=Yes, 2=No]

5.17 If the answer is 'No' for the Question # 5.16, what are the reasons for not getting promotion? [Multiple response is acceptable]
[Code: 1=No opportunity, 2=Employer is not satisfied with my work, 3=Qualification does not match for promotion, 4=Under value of the certificate, 5=Skills are not up-to-the-mark, 6=Other …… (specify)]

5.18 How many times you changed your job? …… Number

5.19 What are the main reasons for changing the job? [Code: 1=Low salary, 2=Dissimilar between the training and skill, 3=Provide salary irregularly, 4=To get more good job, 5=No-job-no-wage, 6=Insecurity in job, 7=Due to Covid-19, 8=Lack of suitable working environment, 9=Health related problem, 10=Others……. (Specify)]

5.20 Do you intend to continue the current job? [Code: 1= Yes; 2= No]

5.21 Are the knowledge and skills obtained from SEIP supported skilling training relevant with your current job? [Code: 1=Yes, 2=No]

5.22 Do you think you need more skills to perform your job effectively?
[Code: 1= Yes; 2= No]

5.23 If yes, what are those skills? [Multiple response is acceptable]
[Code: 1=Hands-on-skills, 2=Communication skills, 3=Problem solving skills, 4=Independent thinking, 5=Theorical knowledge, 6=Working attitude, 7=Numeracy and literacy skills, 8=Others …… (specify)]

5.24 To what extent your employer, according to you, is satisfied with your performances in the job? [Code: 1=Highly satisfied, 2=Satisfied, 3=Moderately satisfied, 4=Not satisfied, 5=Highly dissatisfied]

5.25 What are the prospects of your present job?
[Code: 1=Very good, 2=Good, 3=Fair, 4=Poor, 5=Very poor]

5.26 What is your impression about the working conditions in your present job?
[Code: 1=Very good, 2=Good, 3=Fair, 4=Poor, 5=Very poor]

6.0 Self-employment related information [Only for self-employed graduates]

6.1 Type of your self-employment:
[Code: 1=Food processing and marketing, 2=Tailoring and garments, 3=Electrical installation and maintenance, 4=Free lancing, 5=Plumbing, 6=Welding, 7=Steel binding and fabrication, 8=IT support service and training, 9=Trading/small business, 10=Owner of workshop, 11=Repair and servicing of motor vehicles, 12=Sub-contracting, 13=Servicing, 14=Refrigeration and Air Conditioning (RAC), 15=Others.....(please specify)]

6.2 Did you get any support from SEIP (Job placement officer/Coordinator) to start your self-employment related activities? [Code: 1= Yes; 2= No]

6.3 Why did you choose the self-employment? [Multiple response]
[Code: 1=Self-interest, 2=Opportunity to earn more income, 3=Independent business, 4=Motivation from Job Placement Officer, 5=Family business, 6=Not find a relevant job, 7=Others ……. (specify)]

6.4 When did you start your business/enterprise? Year: …….

6.5 How long did it take you to start your self-employment (business) after completion of SEIP supported training/course? [Code: 1=1-6 months, 2=More than 6 months, 3=Rejoining to the previous job]

6.6 Where is the location of your business/enterprise?
[Code: 1=at my home town/district, 2= migrated to another place of work, 3=

	other……. (specify)]	
6.7	Do you have trade license for your enterprise? [Code: 1=Yes, 2=No]	
6.8	Do you have bank account in favour of your enterprise? [Code: 1=Yes, 2=No]	
6.9	Do you have TIN certificate? [Code: 1=Yes, 2=No]	
6.10	Is your self-employment relevant with the SEIP supported training/course? [Code: 1=Yes, 2=No]	
6.11	If yes, to what extent is the SEIP supported training useful to your self-employment activities? [Code: 1= Very much useful, 2=Useful, 3=Somewhat useful, 4= Not useful, 5= Not at all useful]	
6.12	If the answer of Question # 6.10 is 'No', why did you start the irrelevant self-employment? [Multiple response] [Code: 1=Self-interest, 2=Opportunity to earn more income, 3=Independent business, 4=Motivation from Job Placement regarding self-employment, 5=Not find a relevant job, 6=Others ……. (specify)]	
6.13	How many hours do you work per week? …….. hours	
6.14	What's your gross monthly income from your self-employment (Tk)……. BDT	
6,15	What is the gross monthly turn-over in your self-employment (Tk)…… BDT	
6.16	Are you satisfied with your current self-employment? [Code: 1= Highly satisfied; 2= Satisfied; 3= Moderately satisfied; 4= Not satisfied; 5= Highly dissatisfied]	
6.17	What problems are you facing to operate your business? (Multiple response) [Code: 1=Electricity interruption, 2=Inadequate transportation facilities, 3=Shortage of finance, 4=Accessibility to market, 5=Lack of legal documents (trade license/TIN certificate), 6=Covid-19 Pandemic, 7=Extortion, 8=Competition with others, 9=Lack of skilled manpower, 10=Others …….. (specify), 11=No problem]	
6.18	How many paid workers are there in your business? ……. number	
6.19	How many family members including you are working in your business? ……. number	
6.20	Do you intend to continue your current self-employment activities? [Code: 1= Yes; 2= No]	
6.21	Do you need more training to operate your self-employment activities effectively? [Code: 1= Yes; 2= No]	
6.22	If yes, what type of training do you need? (Multiple response) [Code: 1=Entrepreneurship development related training, 2=Business plan/proposal development, 3=Product sales and marketing, 4=Up skilling training, 5=Others …….. (specify)]	
6.23	Were you formally employed (wage/salary) before your current self-employment? [Code: 1= Yes; 2= No]	
6.24	If yes, why did you leave the formal job (wage/salary)? [Code: 1=To earn more income by self-employment, 2=To become an employer, 3=Unsuitable location, 4=No relevance to my area of training, 5=Working environment was not good, 6=Family objection, 7=Terminated, 8=Temporary job, 9=No work-No pay, 10=Covid-19 Pandemic, 11=Others……..…….…. (specify)]	

7.0 Unemployed graduates

The unemployed are defined as people without work but actively seeking employment and currently available to start work (Source: ILO)[1].

[1] *Source: ILO (Nineteenth ICLS 2013)*

7.1	How long since the completion of SEIP supported training/course, have you been unemployed? Month: ……, Years:…….	
7.2	What are the reasons for your unemployment? [Code: 1=Voluntary unemployment, 2=Inadequate help from Job Placement officer/Coordinator, 3=Did not get desired job, 4=Did not get any job offer, 5=Low salary, 6=Unsuitable location, 7=No relevance to my area of training, 8=Lack of connections with employers, 9=Job not regularized, 10=Covid-19 Pandemic, 11=Higher education, 12=Seeking job outside the country, 13=Due to loss in self-employment activities, 14=Terminated, 15=Others……..…… (specify)]	
7.3	Did you receive any job offer? [Code: 1= Yes; 2= No]	
7.4	If yes, why did you not accept the job offer? [Multiple response] [Code: 1=Low salary, 2=Unsuitable location, 3=No relevance to my area of training, 4=Skill mismatch, 5=Not a reputed organization, 6=Temporary job, 7=No work-No pay, 8=Covid-19 Pandemic, 9=Higher education, 10=Seeking job outside the country, 11=Others: ……..…… (specify)]	
7.5	Did you try for any self-employment? [Code: 1= Yes; 2= No]	
7.6	If yes, why did you not start self-employment? [Multiple response] [Code: 1=Lack of finance, 2=Lack of guidance, 3=Did not get advice from SEIP (Job placement officer/Coordinator), 4=Lack of motivation, 5=Lack of idea, 6=Did not get any support from family, 7=Others …… (specify)]	
7.7	What is your future plan? [Multiple response] [Code: 1=Looking for job as per my expectation, 2=Up skilling, 3=Starting a business, 4=No idea about future plan. 5=Others…….(specify)]	
8.0	**Social development and women empowerment** [Only for women graduates]	
8.1	Who make decision of children's education? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
8.2	Who make decision of marriage of daughter/son? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
8.3	Who make decision to purchase of assets and properties? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
8.4	Who make decision to spend money earned by you? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
8.5	How did you choose the SEIP supported training course/trade? [Code: 1=By own choice, 2=Influenced by husband, 3=Influenced by family members, 4=Influenced by employer, 5=Influenced by colleague, 6=Others …….. (specify)]	
8.6	Do think that your status in the society has increased after getting SEIP supported training/course? [Code: 1=Yes, 2=No]	
8.7	Are you a member of any Community Based Organization/NGO? [Code: 1=Yes, 2=No]	
8.8	Are you a member of any Trade Body in your area? [Code: 1=Yes, 2=No]	
8.9	Are you a member of any Trade Union/Employees' Association? [Code: 1=Yes, 2=No]	
8.10	Do you face any difficulty/objection to go outside alone? [Code: 1=Yes, 2=No]	
8.11	Do you face any difficulties/objection to go outside for job/employment? [Code: 1=Yes,	

2=No, 3=Not applicable]

8.12 Did you receive formal appointment letter from your employer? [Code: 1=Yes, 2=No, 3=Not applicable]

8.13 Are you getting same salary/wage as compared with your male counterpart for the same work? [Code: 1=Same, 2=Higher, 3=Lower, 4=Not applicable]

9.0 Impact of Covid-19 Pandemic on employment

9.1 Do you think that the Covid-19 Pandemic affect your job/employment? [Code: 1= Yes; 2= No, 3=Not applicable]

9.2 If yes, how Covid-19 Pandemic affect your job/employment? [Code: 1=Reduced wage/salary, 2=Reduced other benefits from employer/employment, 3=Job loss, 4=Stop promotion, 5=Laid off employees, 6=Reduced working hours, 7=Credit burden, 8=Created difficulties for loan repayment, 9=Under employment, 10=Demotion, 11=Stop increment, 12=Others …… (specify)]

9.3 If the answer is question no. 9.2 (Code 1, 2 and 3), how did you tackle the situation/problem? [Code: 1=Family was shifted to village, 2=Sale of household asset(s), 3=Dissaving, 4=Loan, 5=Financial support from friends and relatives, 6=Govt. relief, 7=Hard-hit, no help from others, 8=Sale of physically labor, 9=Unpaid utility bill, 10=Inability to pay house rent, 11=Others …… (specify)]

9.4 Did any of your family members including you suffer from Covid-19 disease? [Code: 1= Yes; 2= No]

9.5 If yes, how many? …… Number

10.0 Service Parameters [Please rate the following parameters in terms of your expectation and perception]

SL	Parameters with attribute of assessing rating scale	Expectation	Perception
10.1	Relevance of training/course with the job market [Code: 1=Highly relevant; 2=Relevant; 3=Moderately relevant; 4=Not relevant; 5=Not relevant at all]		
10.2	Satisfaction on teaching-learning methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.3	Clarity of training/course by trainers for understanding of the trainees [Code: 1=Excellent, 2=Above average; 3=Average; 4=Below average, 5=Not at all]		
10.4	Satisfaction on trainer-trainee relationship [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.5	Adequacy of training materials and facilities [Code: 1=Highly adequate; 2=Moderately adequate; 3=Not quite adequate; 4=Slightly adequate, 5=Not at all adequate]		
10.6	Satisfaction on performance of trainers [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.7	Satisfaction on training environment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.8	Satisfaction on skills that acquired from training/course [Code:		

	1=To a great extent; 2=To some extent; 3=To a limited extent; 4=To a very limited extent, 5=Not at all]		
10.9	Satisfaction on training assessment tools/methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.10	Satisfaction on the behavior/friendliness of Assessors [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.11	Satisfaction on certificate obtained from SEIP [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.12	Satisfaction on Job Placement Officer/ Coordinator for searching job/employment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.13	Applicability of training/course in practical field [Code: 1=Highly applicable; 2=Moderately applicable; 3=Not quite applicable; 4=Slightly applicable, 5=Not at all applicable]		
10.14	Satisfaction with the job/employment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.15	Satisfaction on employer [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.16	Overall satisfaction on SEIP supported training/course [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		

Name of Enumerator: …… Signature with date: Mobile:……

Name of Supervisor: …… Signature with date: Mobile:……..

Respondent ID NO				

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Questionnaire for SEIP Graduates Survey under Universities

INSTRUCTION TO THE INTERVIEWER

4. The permission of respondent has been sought
5. The respondent has been informed that his/her identity will be kept in confidential;
6. The objectives of the Tracer Study have been explained

1.0 Personal Information of the Graduates

1.1 Name of the graduate: ……

1.2 SEIP Reg. No.: ……

1.3 Entity: ……

1.4 Batch No. ……

1.5 Age of graduate in completed years: …… years

1.6 Father's Name: ……

1.7 Mother's Name: ……

1.8 Mobile Phone No.: ……

1.10 Gender: [Code: 1=Male, 2=Female, 3=Transgender] ☐

1.11 Marital status of the graduate: ☐
[Code: 1=Unmarried, 2=Married, 3=Divorcee, 4=Widow, 5=Widower, 6=Separated, 7=Others……(specify)]

1.12 Highest class completed at the time of enrollment in the training Institute: … ☐
[Code: 1=Class I, 2=Class II, 3=Class III, 4=Class IV, 5=Class V, 6=Class VI, 7=Class VII, 8=Class VIII, 9=Class IX, 10=Class X or equivalent, 11=SSC or equivalent, 12=Nursery or Kindergarten, 13=HSC or equivalent, 14=Diploma or equivalent, 15=Graduation or equivalent, 16=Post-graduation or equivalent]

2.0 Disadvantaged related information

2.1 Are you the member of ethnic group? [Code: 1=Yes, 2=No] ☐

2.2 If yes, please mention the type of ethnicity: ……

2.3 Is the graduate belonging to the physically challenged/disability group? ☐
[Code: 1=Yes, 2=No]
[N.B.: Enumerator will identify the graduate by observing ID card of disability]

2.4 If yes, please identity the type of disability: [Multiple response is acceptable] ☐
[Code: 1=Physical disability, 2=Visual disability, 3=Hearing disability, 4=Speech disability, 5=Others …… (specify)]

3.0 Training and training providing university related information

3.a Enrollment related information

3.1 How did you know the enrollment information about SEIP supported skills training? ☐
[Code: 1=SEIP advertisement, 2=Employer, 3=Social media, 4=Job Fair, 5=Trainers,

	6=Friends/Relatives, 7=Colleagues, 8=Poster/Festoon/Banner/Flyers, 9=Others …….. (specify)]	
3.2	Name of training providing university: [Code: 1=BRAC University, 2=East-West University, 3=BUTEX]	
3.3	Name of the course/trade completed: [Code: 1=Post Graduate Diploma in Knitwear Industry Management, 2=Graduate Diploma in Leather and Footwear Management Program, 3=Post Graduate Diploma in Textile]	
3.4	Duration of SEIP supported course/training: ……..months	
3.5	Type of training program: [Code: 1=New entrant/fresh, 2=Up skilling (already employed before training course)] ***[N.B.: If the answer of the question # 3.5 is 1, avoid Section 5; and if the answer is 2, avoid Section 4]***	
3.b	**Training delivery and facility related information**	
3.6	According to your opinion, to what extent is relevant the SEIP supported training course with the job market? [Code: 1=Highly relevant, 2=Relevant, 3=Moderately relevant, 4=Not relevant, 5=Not relevant at all]	
3.7	According to your opinion, to what extent is the quality of teaching methods/lecture delivery followed by the instructors during training course? [Code: 1= Very good, 2=Good, 3=Neutral, 4=Fair, 5=Poor]	
3.8	What is your judgement about the supply of teaching materials and other resources during the training course? [Code: 1=Highly adequate, 2=Moderately adequate, 3=Not adequate, 4=Slightly adequate, 5=Not at all adequate]	
3.9	What is your opinion about the training environment at the training institute during the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]	
3.10	What is your opinion about the scope of practice during demonstration of the job at training institute level? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]	
3.11	What is your opinion about the trainer-trainee relationship during training course? [Code: 1=Perfectly acceptable, 2=Acceptable, 3=Neutral, 4=Unacceptable, 5=Totally unacceptable]	
3.12	Did you get any stipend from SEIP? [Code 1=Yes. 2=No]	
3.13	If yes, How much amount in a course ……Taka	
3.14	Did you face any problem in understanding the topics of the SEIP supported training course? [Code: 1=Yes, 2=No]	
3.15	If yes, what were the reasons for such problems? [Multiple response] [Code: 1=Topics of the course were tough/complex, 2=My educational background was not matched with the course, 3=Teachers/instructors were not efficient enough for explaining the issues during lecture delivery, 4=Course was irrelevant with my job, 5=Others: …… (specify)]	
3.16	What is your overall satisfaction with the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Moderately satisfied, 4=Dissatisfied, 5=Highly dissatisfied]	
3.17	Do you need further training to build up a better career? [Code: 1=Yes, 2=No]	
3.18	If yes, what kinds of training do you need? [Code: 1=Hands-on-skills, 2=IT Skills, 3=Communication skills, 4=Problem solving skills, 5=Interpersonal skills, 6=Independent thinking, 7=Leadership skills, 8=Critical thinking,	

	9=Analytical skills, 10=Working attitude, 11=Entrepreneurship skills, 12=Others: …… (specify)]	
3.19	Do you see any weakness of this training? [Code: 1=Yes, 2=No]	
3.20	What are the weaknesses of training that you observed? [Multiple response] [Code: 1=Training duration was not adequate, 2=Inadequate facilities for practice, 3=Insufficient lab facilities, 4=Performance/skills of some teachers/instructors was not good, 5=Classroom environment was not good, 6=Non-cooperation from Job Placement Officer/Coordinator, 7=Others: …….. (specify)]	
3.21	What are the suggestions you feel to overcome the weaknesses of training? (a) ……., (b) ……., (c) ……	
3.c	**Assessment and certification**	
3.22	Did the course instructors/trainers conduct continuous (formative) assessment during the training period? [Code: 1=Yes, 2=No]	
3.23	Do you think that the assessment tools (demonstration, oral and written) used by the assessor were appropriate for your easy performing during final (summative) assessment? [Code: 1=Yes, 2=No]	
3.24	Do you think that the materials, tools and equipment supplied during assessment were adequate? [Code: 1=Yes, 2=No]	
3.25	Do you think that the attitude of assessor during assessment was cooperative and supportive? [Code: 1=Yes, 2=No]	
3.26	When was your assessment result given? [Code: 1=Immediately after the assessment, 2=Sometimes after the assessment]	
3.27	Did you get the certificate? [Code: 1=Yes, 2=No]	
3.28	If yes, did you use the certificate? [Code: 1=Yes, 2=No]	
3.29	What kind of benefits did you get by the certificate? [Multiple response will be accepted] [Code: 1=To get job, 2=Drawing higher salary compared to non-certified employee, 3=Benefit for getting loan, 4=Benefit for promotion, 5=Benefits of further studies, 6=Others …….. (specify)]	
3.30	If you did not get the certificate, what were the reasons? [Code: 1=Did not feel the necessity, 2=Applied for certificate, but didn't get due to administrative complexity, 3=Didn't manage time to collect the certificate, 4=Tried to collect, but relevant desk official was not available, 5=Don't know the certificate is given, 6=Others …… (specify)]	
3.31	Do you have any skills certificate other than SEIP training? [Code: 1=Yes, 2=No]	
4.0	**Employment status for 'New Entrant/Fresh Graduates'**	
4.a	**Job search**	
4.1	Did you look for a job after the completion of your training course? [Code: 1=Yes, 2=No]	
4.2	If yes, how many employers did you approach/seek to get your job? [Code: 1=One, 2= 2 to 5, 3= 6 to 10, 4= more than 10 employers]	
4.3	What were the methods did you use to search the formal jobs? [Code: 1=SEIP support (Job Placement Officer/Coordinator), 2=Job fair, 3=Newspaper advertisement, 4=Online, 5=Vacancy notice, 6=Course teacher/instructor, 7=Private Networking, 8=Friends & relatives, 9=Others …….. (specify)]	
4.4	How many interviews did you appear? …… number	
4.6	Do you think that the knowledge and skills acquired from the course are useful to find the job? [Code: 1=Yes, 2=No]	

4.7 Did you face any challenge to search the job? [Code: 1=Yes, 2=No]

4.8 If yes, what kind of challenges did you face? [Multiple response]
[Code: 1=Lack of skills as per employer's demand, 2=Skill mismatch with the job market, 3=Lack of job opportunity in the market, 4=Under value of the certificate, 5=Others ……. (specify)

4.9 If the answer is 'No' for Question # 4.1, why did you not look for a job?
[Code: 1=To continue the previous job, 2=Mismatch with skill and job market, 3=Lack of job opportunities, 4=Less important of certificate relevant to the job, 5=Others: …… (specify)]

4.10 What is your current employment status?
[Code: 1=Wage employed, 2=Self-employed, 3=Unemployed]

[N.B.: If the answer of the question # 4.12 is 1, avoid Section 4.c & 4.d; if the answer is 2, avoid Section 4.b & 4.d; and if the answer is 3, then avoid section 4.b & 4.c]

4.b Wage/salary employment [Only for new entrant graduates]

4.11 How long did it take you to find the first job after completion of your training/course? [Code: 1=1 to 6 months, 3=after 6 months]

4.12 What is the name of your present job institution? ……

4.13 What is the nature of your institution? [Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=No work no wage]

4.14 How many employees (approximately) are working in your organization now?
[Code: 1=Up to 15 employees, 2= 16 to 50 employees, 3= 51 to 120 employees, 4= >120 employees]

4.15 What's your place of work?
[Code: 1=in my home town/district, 2=migrated to another place of work, 3= Others……..(specify)]

4.16 What is the nature of contract agreement with your employer?
[Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=No work-No pay]

4.17 What is your current job sector/nature of organization?
[Code: 1=RMG & Textiles, 2=Leather & Footwear, 3=Light Engineering, 4=Sales & Marketing, 5=Workshop, 6=Service, 7=Others ……. (specify)]

4.18 What is your current position/designation in the job?
[Code: 1=Accounts and audit, 2=Business development, Sales and Marketing, 3=General Banking, 4=HR, Admin and Compliance, 5=Industrial Engineering and Planning, 6=Production Manager, 7=Merchandiser, 8=Procurement Officer, 9=Product Development and Customer Service Officer, 10=Quality Assurance Officer, 11=Research and Development (R&D) Officer, 12=Supply Chain Management Officer, 13=Laboratory Technician, 14=Others……..…(specify)]

4.19 What are the main reasons for choosing the current job?
[Code: 1= Suggested by Job Placement Officer/Coordinator, 2=Handsome salary, 3=Suitable job location, 4=Good working condition, 5=Reputed organization, 6=Most suitable to my training course, 7=Interest in field of work, 8=Job security, 9=Good designation, 10=Influenced by family, 11=Because of the SEIP certificate, 12=Others …… (specify)]

4.20 Do you work more than 48 hours in a week? [Code: 1= Yes; 2= No]

4.21 If yes, are you receiving any remuneration for this overtime work?
[Code: 1= Yes; 2= No]

4.22 What is the monthly wage/salary (Tk) in your current job? ……..…Tk

4.23 What is the total duration (experience) in your job? …… years, …… months

4.24 Did you require to show the SEIP supported training Certificate to get the promotion? [Code: 1=Yes, 2=No]

4.25 What are the reasons for not getting promotion? [Multiple response is acceptable] [Code: 1=No opportunity, 2=Time for promotion is not due, 3=Employer is not satisfied with my work, 4=Qualification does not match for promotion, 5=Under value of the certificate, 6=Skills are not up-to-the-mark, 7=Other …… (specify)]

4.26 Did you change the job since your first job? [Code: 1=Yes, 2=No]

4.27 If yes, please mention the frequency of change: ……. Times

4.28 What are the reasons for changing the job? [Multiple response is acceptable] [Code: 1=Salary was too low, 2=Not relevant with training and experience, 3=Irregular payment, 4=In search of better job, 5=No work-No pay, 6=No job security, 7=Covid-19 Pandemic, 8=Working environment was not suitable, 9=Health related reasons, 10=Others ……. (specify)]

4.29 Do you intend to continue the current job? [Code: 1= Yes; 2= No]

4.30 Do you think you need more skills to perform your job effectively? [Code: 1= Yes; 2= No]

4.31 If yes, what are those skills? [Multiple response is acceptable] [Code: 1=Hands-on-skills, 2=IT Skills, 3=Communication skills, 4=Problem solving skills, 5=Interpersonal skills, 6=Independent thinking, 7=Leadership skills, 8=Critical thinking, 9=Analytical skills, 10=Working attitude, 11=Entrepreneurship skills, 12=Subject Matter Skills, 13=Others: …… (specify)]

4.32 What are the prospects of your present job? [Code: 1=Very good, 2=Good, 3=Fair, 4=Poor, 5=Very poor]

4.c. Self-employment [Only for new entrant graduates]

4.33 Type of your self-employment: [Code: 1=Shoe Manufacturing, 2=Leather Manufacturing, 3=Garments, 4= Others.....(please specify)]

4.34 Did you get any support from SEIP (Job placement officer/Coordinator) to start your self-employment related activities? [Code: 1= Yes; 2= No]

4.35 Why you start self-employment? [Multiple answer is acceptable] [Code: 1=Self-interest, 2=Opportunity to earn more income, 3=Independent business, 4=Motivation from Job Placement Officer, 5=Family business, 6=Not find a relevant job, 7=Others …… (specify)]

4.36 When did you start your business/enterprise? Year: …….

4.37 How long did it take you to start your self-employment (business) after completion of SEIP supported training/course? [Code: 1=1-6 months, 2=More than 6 months, 3= Rejoining to the previous job]

4.38 Where is the location of your business/enterprise? [Code: 1=at my home town/district, 2= migrated to another place of work]

4.39 Do you have trade license for your enterprise? [Code: 1=Yes, 2=No]

4.40 Do you have operational bank account in favour of your enterprise? [Code: 1=Yes, 2=No]

4.41 Do you have TIN certificate? [Code: 1=Yes, 2=No]

4.42 Is your self-employment relevant with the SEIP supported training/course? [Code: 1=Yes, 2=No]

4.43 If yes, to what extent is the SEIP supported training useful to your self-employment

activities? [Code: 1=Very much useful, 2=Useful, 3=Somewhat useful, 4=Not useful, 5=Not at all useful]

4.44 If the answer of Question # 4.42 is 'No', why did you start the irrelevant self-employment? [Multiple response]
[Code: 1=Self-interest, 2=Opportunity to earn more income, 3=Independent business, 4=Motivation for self-employment through SEIP (Job Placement Officer/Coordinator), 5=Not find a relevant job, 6=Others ……. (specify)]

4.45 How many hours do you work per week? …….. hours

4.46 What is the gross monthly income from your self-employment (Tk)……. BDT

4.47 What is the gross monthly turn-over in your self-employment (Tk)…… BDT

4.48 Are you satisfied with your current self-employment?
[Code: 1= Highly satisfied; 2= Satisfied; 3= Moderately satisfied; 4= Not satisfied; 5= Highly dissatisfied]

4.49 What problems are you facing to operate your business? (Multiple response)
[Code: 1=Electricity interruption, 2=Inadequate transportation facilities, 3=Shortage of finance, 4=Accessibility to market, 5=Lack of legal documents (trade license/TIN certificate), 6=Covid-19 Pandemic, 7=Extortion, 8=Competition with others, 9=Lack of skilled manpower, 10=Others …….. (specify), 11= No problem at all]

4.50 How many paid workers are there in your business? ……. Number

4.51 How many family members including you are working in your business? ……. Number

4.52 Do you intend to continue your current self-employment activities?
[Code: 1= Yes; 2= No]

4.53 Do you need more training to operate your self-employment activities effectively?
[Code: 1= Yes; 2= No]

4.54 If yes, what type of training do you need? (Multiple response)
[Code: 1=Entrepreneurship development related training, 2=Business plan/proposal development, 3=Product sales and marketing, 4=Up skilling training, 5=Others …….. (specify)]

4.55 Were you formally employed (wage/salary) before your current self-employment?
[Code: 1= Yes; 2= No]

4.56 If yes, why did you leave the formal job (wage/salary)?
[Code: 1=To earn more income by self-employment, 2=To become an employer, 3=Unsuitable location, 4=No relevance to my area of training, 5=Working environment was not good, 6=Family objection, 7=Terminated, 8=Temporary job, 9=No work-No pay, 10=Covid-19 Pandemic, 11=Others……..……..….. (specify)]

4.d Unemployment [Only for New Entrant Graduates]

The unemployed are defined as people without work but actively seeking employment and currently available to start work [Source: ILO].

4.57 How long since the completion of SEIP supported training/course, have you been unemployed? Month: ……, Years:…….

4.58 What are the reasons for your unemployment?
[Code: 1=Voluntary unemployment, 2=Inadequate help from Job Placement officer/Coordinator, 3=Did not get desired job, 4=Did not get any job offer, 5=Low salary, 6=Unsuitable location, 7=No relevance to my area of training, 8=Lack of connections with employers, 9=Job not regularized, 10=Covid-19 Pandemic, 11=Higher education, 12=Seeking job outside the country, 13=Due to loss in self-employment activities,

14=Terminated, 15=Others……..…… (specify)]

4.59 Did you receive any job offer? [Code: 1= Yes; 2= No]

4.60 If yes, why did you not accept the job offer? [Multiple response]
[Code: 1=Low salary, 2=Unsuitable location, 3=No relevance to my area of training, 4=Skill mismatch, 5=Not a reputed organization, 6=Temporary job, 7=No work-No pay, 8=Covid-19 Pandemic, 9=Higher education, 10=Seeking job outside the country, 11=Others: ……..…… (specify)]

4.61 Did you try for any self-employment? [Code: 1= Yes; 2= No]

4.62 If yes, why did you not start self-employment? [Multiple response]
[Code: 1=Lack of finance, 2=Lack of guidance, 3=Did not get advice from SEIP (Job placement officer/Coordinator), 4=Lack of motivation, 5=Lack of idea, 6=Did not get any support from family, 7=Others …… (specify)]

4.63 What is your future plan? [Multiple response]
[Code: 1=Looking for job as per my expectation, 2=Up skilling, 3=Starting a business, 4=No idea about future plan. 5=Others…….(specify)]

5.0 Employment status of 'Graduates already Employed before Training'

5.1 Is the current job your first job? [Code: Yes=1, No=2]

5.2 If yes, when did you join in your first job? [Date: ……day ……month ……...year]

5.3 Name of employer's organization where you are currently employed:
……..……

5.4 What's your location of work?
[Code: 1=in my home town/district, 2=Migrated to another place of work, 3= Others…….. (specify)]

5.5 What is the nature of contract agreement with your employer?
[Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=No work-No pay]

5.6 What is your current job sector/nature of organization?
[Code: 1=RMG & Textiles, 2=Leather & Footwear, 3=Light Engineering, 4=Sales & Marketing, 5=Workshop, 6=Service, 7=Others ……. (specify)]

5.7 What is your current position/designation in the job?
[Code: 1=Accounts and audit, 2=Business development, Sales and Marketing, 3=General Banking, 4=HR, Admin and Compliance, 5=Industrial Engineering and Planning, 6=Production Manager, 7=Merchandiser, 8=Procurement Officer, 9=Product Development and Customer Service Officer, 10=Quality Assurance Officer, 11=Research and Development (R&D) Officer, 12=Supply Chain Management Officer, 13=Laboratory Technician, 14=Others……..…(specify)]

5.8 What are the reasons for choosing the SEIP supported training/course?
[Code: 1=Encourage by the SEIP, 2=Decided by the employer, 3=Interest for professional development, 4=Promotion, 5=Job security, 6=Job would be permanent, 7=Increase of salary and other benefits, 8=Increase of social status, 9=Only for getting stipend, 10=For certificate, 11=Others: …….. (specify)]

5.9 Did you require to show the SEIP supported training Certificate to get the promotion?
[Code: 1=Yes, 2=No]

5.10 What are the reasons for not getting promotion? [Multiple response is acceptable]
[Code: 1=No opportunity, 2=Time for promotion is not due, 3=Employer is not satisfied with my work, 4=Qualification does not match for promotion, 5=Skills are not up-to-the-mark, 6=Time is not adequate after completion of up skilling training, 7=Others …… (specify)]

5.11	Have your designation/position been upgraded after receiving SEIP supported training? [Code: 1=Yes, 2=No]	
5.12	What is the gross monthly salary (Tk) in your current job?……..…Tk	
5.13	What was the gross monthly salary (Tk) of your job before joining the SEIP supported training/course? …… Tk	
5.14	How effective was the training in enhancing your job performance? [Code: 1=Very much effective, 2=Effective, 3=Somewhat effective, 4=Not effective, 5=Not at all effective]	
5.15	Do you think that the self-confidence on your job performance has been increased by the SEIP supported training? [Code: 1=Yes, 2=No]	
5.16	Are you competent enough to play role in reducing the dependency on foreign mid-level manager in the industrial sector? [Code: 1=Yes, 2=No]	
5.17	Are the knowledge and skills obtained from up skilling training relevant with your current job? [Code: 1=Yes, 2=No]	
5.18	Do you see any difference in performances between a SEIP graduate and a non-SEIP graduate? [Code: 1= Yes; 2= No]	
5.19	To what extent your employer, according to you, is satisfied with your performances in the job? [Code: 1=Highly satisfied, 2=Satisfied, 3=Moderately satisfied, 4=Not satisfied, 5=Highly dissatisfied]	
5.20	Did you change your job? [Code: 1=Yes, 2=No]	
5.21	What are the reasons for changing the job? [Multiple response is acceptable] [Code: 1=Salary was too low, 2=Not relevant with training and experience, 3=Irregular payment, 4=In search of better job, 5=No work-No pay, 6=No job security, 7=Covid-19 Pandemic, 8=Working environment was not suitable, 9=Health related reasons, 10=Others ……..…… (specify)]	
5.22	What are the prospects of your present job? [Code: 1=Very good, 2=Good, 3=Fair, 4=Poor, 5=Very poor]	
5.23	What is your impression about the working conditions in your present job? [Code: 1=Very good, 2=Good, 3=Fair, 4=Poor, 5=Very poor]	
6.0	**Social development and women empowerment** [This section is acceptable only for women graduates]	
6.1	Who make decision of children's education? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
6.2	Who make decision of marriage of daughter/son? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
6.3	Who make decision to purchase of assets and properties? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
6.4	Who make decision to spend money earned by you? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]*	
6.5	How did you choose the SEIP supported training course/trade? [Code: 1=By own choice, 2=Influenced by husband, 3=Influenced by family members, 4=Influenced by employer, 5=Influenced by colleague, 6=Others …….. (specify)]	

6.6	Do think that your status in the society has increased after getting SEIP supported training/course? [Code: 1=Yes, 2=No]	
6.7	Are you a member of any Community Based Organization/NGO? [Code: 1=Yes, 2=No]	
6.8	Are you a member of any Trade Body in your area? [Code: 1=Yes, 2=No]	
6.9	Are you a member of any Trade Union/Employees' Association? [Code: 1=Yes, 2=No]	
6.10	Do you face any difficulty/objection to go outside alone? [Code: 1=Yes, 2=No]	
6.11	Do you face any difficulties/objection to go outside for job/employment? [Code: 1=Yes, 2=No, 3=Not applicable]	
6.12	Did you receive formal appointment letter from your employer? [Code: 1=Yes, 2=No, 3=Not applicable]	
6.13	Are you getting same salary/wage as compared with your male counterpart for the same work? [Code: 1=Same, 2=Higher, 3=Lower, 4=Not applicable]	

7.0 Impact of Covid-19 Pandemic on employment

7.1	Do you think that the Covid-19 Pandemic affect your job/employment? [Code: 1= Yes; 2= No, 3=Not applicable]	
7.2	If yes, how Covid-19 Pandemic affect your job/employment? [Code: 1=Reduced wage/salary, 2=Reduced other benefits from employer/employment, 3=Job loss, 4=Stop promotion, 5=Laid off employees, 6=Reduced working hours, 7=Credit burden, 8=Created difficulties for loan repayment, 9=Under employment, 10=Demotion, 11=Stop increment, 12=Others …… (specify)]	
7.3	If the answer is question no. 7.2 (Code 1, 2 and 3), how did you tackle the situation/problem? [Code: 1=Family was shifted to village, 2=Sale of household asset(s), 3=Dissaving, 4=Loan, 5=Financial support from friends and relatives, 6=Govt. relief, 7=Hard-hit, no help from others, 8=Sale of physically labor, 9=Unpaid utility bill, 10=Inability to pay house rent, 11=Others …… (specify)]	
7.4	Did any of your family members including you suffer from Covid-19 disease? [Code: 1= Yes; 2= No]	
7.5	If yes, how many? …… Number	

8.0 Service Parameters

[Please rate the following parameters in terms of your expectation and perception]

SL	Parameters with attribute of assessing rating scale	Expectation	Perception
8.1	Relevance of training/course with the job market [Code: 1=Highly relevant; 2=Relevant; 3=Moderately relevant; 4=Not relevant; 5=Not relevant at all]		
8.2	Satisfaction on teaching-learning methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.3	Clarity of training/course by trainers for understanding of the trainees [Code: 1=Excellent, 2=Above average; 3=Average; 4=Below average, 5=Not at all]		
8.4	Satisfaction on trainer-trainee relationship [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.5	Adequacy of training materials and facilities		

	[Code: 1=Highly adequate; 2=Moderately adequate; 3=Not quite adequate; 4=Slightly adequate, 5=Not at all adequate]		
8.6	Satisfaction on performance of trainers [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.7	Satisfaction on training environment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.8	Satisfaction on skills that acquired from training/course [Code: 1=To a great extent; 2=To some extent; 3=To a limited extent; 4=To a very limited extent, 5=Not at all]		
8.9	Satisfaction on training assessment tools/methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.10	Satisfaction on Assessors [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.11	Satisfaction on certificate obtained from SEIP [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.12	Satisfaction on Job Placement Officer/ Coordinator for searching job/employment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.13	Applicability of training/course in practical field [Code: 1=Highly applicable; 2=Moderately applicable; 3=Not quite applicable; 4=Slightly applicable, 5=Not at all applicable]		
8.14	Satisfaction with the job/employment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.15	Satisfaction on employer [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.16	Overall satisfaction on SEIP supported training/course [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		

Name of Enumerator: …… Signature with date: Mobile:……

Name of Supervisor: …… Signature with date: Mobile:……..

Respondent ID NO				

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka

Conducting Tracer Study of SEIP Graduates

Carried out by
Development Technical Consultants Pvt. Ltd.

Questionnaire for SEIP Graduates Survey under Universities

INSTRUCTION TO THE INTERVIEWER

7. The permission of respondent has been sought
8. The respondent has been informed that his/her identity will be kept in confidential;
9. The objectives of the Tracer Study have been explained

1.0 Personal Information of the Graduates

1.1 Name of the graduate: ……
1.2 SEIP Reg. No.: ……
1.3 Entity: ……
1.4 Batch No. ……
1.5 Age of graduate in completed years: …… years
1.6 Father's Name: ……
1.7 Mother's Name: ……
1.8 Mobile Phone No.: ……
1.10 Gender: [Code: 1=Male, 2=Female, 3=Transgender] ☐
1.11 Marital status of the graduate: ☐
[Code: 1=Unmarried, 2=Married, 3=Divorcee, 4=Widow, 5=Widower, 6=Separated, 7=Others……(specify)]
1.12 Highest class completed at the time of enrollment in the training Institute: … ☐
[Code: 1=Class I, 2=Class II, 3=Class III, 4=Class IV, 5=Class V, 6=Class VI, 7=Class VII, 8=Class VIII, 9=Class IX, 10=Class X or equivalent, 11=SSC or equivalent, 12=Nursery or Kindergarten, 13=HSC or equivalent, 14=Diploma or equivalent, 15=Graduation or equivalent, 16=Post-graduation or equivalent]

2.0 Disadvantaged related information

2.1 Are you the member of ethnic group? [Code: 1=Yes, 2=No] ☐
2.2 If yes, please mention the type of ethnicity: ……
2.3 Is the graduate belonging to the physically challenged/disability group? ☐
[Code: 1=Yes, 2=No]
[N.B.: Enumerator will identify the graduate by observing ID card of disability]

2.4 If yes, please identity the type of disability: [Multiple response is acceptable]
[Code: 1=Physical disability, 2=Visual disability, 3=Hearing disability, 4=Speech disability, 5=Others …… (specify)]

3.0 Training and training providing university related information

3.a Enrollment related information

3.1 How did you know the enrollment information about SEIP supported skills training?
[Code: 1=SEIP advertisement, 2=Employer, 3=Social media, 4=Job Fair, 5=Trainers, 6=Friends/Relatives, 7=Colleagues, 8=Poster/Festoon/Banner/Flyers, 9=Others …….. (specify)]

3.2 Name of training providing university:
[Code: 1=BRAC University, 2=East-West University, 3=BUTEX]

3.3 Name of the course/trade completed: [Code: 1=Post Graduate Diploma in Knitwear Industry Management, 2=Graduate Diploma in Leather and Footwear Management Program, 3=Post Graduate Diploma in Textile]

3.4 Duration of SEIP supported course/training: ……..months

3.5 Type of training program: [Code: 1=New entrant/fresh, 2=Up skilling (already employed before training course)]

[N.B.: If the answer of the question # 3.5 is 1, avoid Section 5; and if the answer is 2, avoid Section 4]

3.b Training delivery and facility related information

3.6 According to your opinion, to what extent is relevant the SEIP supported training course with the job market? [Code: 1=Highly relevant, 2=Relevant, 3=Moderately relevant, 4=Not relevant, 5=Not relevant at all]

3.7 According to your opinion, to what extent is the quality of teaching methods/lecture delivery followed by the instructors during training course?
[Code: 1= Very good, 2=Good, 3=Neutral, 4=Fair, 5=Poor]

3.8 What is your judgement about the supply of teaching materials and other resources during the training course? [Code: 1=Highly adequate, 2=Moderately adequate, 3=Not adequate, 4=Slightly adequate, 5=Not at all adequate]

3.9 What is your opinion about the training environment at the training institute during the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]

3.10 What is your opinion about the scope of practice during demonstration of the job at training institute level? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]

3.11 What is your opinion about the trainer-trainee relationship during training course? [Code: 1=Perfectly acceptable, 2=Acceptable, 3=Neutral, 4=Unacceptable, 5=Totally unacceptable]

3.12 Did you get any stipend from SEIP? [Code 1=Yes. 2=No]

3.13 If yes, How much amount in a course ……Taka

3.14 Did you face any problem in understanding the topics of the SEIP supported training course? [Code: 1=Yes, 2=No]

3.15 If yes, what were the reasons for such problems? [Multiple response]
[Code: 1=Topics of the course were tough/complex, 2=My educational background was not matched with the course, 3=Teachers/instructors were not efficient enough for explaining the issues during lecture delivery, 4=Course was irrelevant with my job, 5=Others: …… (specify)]

3.16 What is your overall satisfaction with the training course?
[Code: 1=Highly satisfied, 2=Satisfied, 3=Moderately satisfied, 4=Dissatisfied, 5=Highly dissatisfied]

3.17 Do you need further training to build up a better career? [Code: 1=Yes, 2=No]

3.18 If yes, what kinds of training do you need?
[Code: 1=Hands-on-skills, 2=IT Skills, 3=Communication skills, 4=Problem solving skills, 5=Interpersonal skills, 6=Independent thinking, 7=Leadership skills, 8=Critical thinking, 9=Analytical skills, 10=Working attitude, 11=Entrepreneurship skills, 12=Others: ……..…… (specify)]

3.19 Do you see any weakness of this training? [Code: 1=Yes, 2=No]

3.20 What are the weaknesses of training that you observed? [Multiple response]
[Code: 1=Training duration was not adequate, 2=Inadequate facilities for practice, 3=Insufficient lab facilities, 4=Performance/skills of some teachers/instructors was not good, 5=Classroom environment was not good, 6=Non-cooperation from Job Placement Officer/Coordinator, 7=Others: …….. (specify)]

3.21 What are the suggestions you feel to overcome the weaknesses of training?
(a) ……., (b) ……., (c) ……

3.c Assessment and certification

3.22 Did the course instructors/trainers conduct continuous (formative) assessment during the training period? [Code: 1=Yes, 2=No]

3.23 Do you think that the assessment tools (demonstration, oral and written) used by the assessor were appropriate for your easy performing during final (summative) assessment? [Code: 1=Yes, 2=No]

3.24 Do you think that the materials, tools and equipment supplied during assessment were adequate? [Code: 1=Yes, 2=No]

3.25 Do you think that the attitude of assessor during assessment was cooperative and supportive? [Code: 1=Yes, 2=No]

3.26 When was your assessment result given? [Code: 1=Immediately after the assessment, 2=Sometimes after the assessment]

3.27 Did you get the certificate? [Code: 1=Yes, 2=No]

3.28 If yes, did you use the certificate? [Code: 1=Yes, 2=No]

3.29 What kind of benefits did you get by the certificate? [Multiple response will be accepted]
[Code: 1=To get job, 2=Drawing higher salary compared to non-certified employee, 3=Benefit for getting loan, 4=Benefit for promotion, 5=Benefits of further studies, 6=Others …….. (specify)]

3.30 If you did not get the certificate, what were the reasons?
[Code: 1=Did not feel the necessity, 2=Applied for certificate, but didn't get due to administrative complexity, 3=Didn't manage time to collect the certificate, 4=Tried to collect, but relevant desk official was not available, 5=Don't know the certificate is given, 6=Others …… (specify)]

3.31 Do you have any skills certificate other than SEIP training? [Code: 1=Yes, 2=No]

4.0 Employment status for 'New Entrant/Fresh Graduates'

4.a Job search

4.1 Did you look for a job after the completion of your training course?
[Code: 1=Yes, 2=No]

4.2 If yes, how many employers did you approach/seek to get your job?

[Code: 1=One, 2= 2 to 5, 3= 6 to 10, 4= more than 10 employers]

4.3 What were the methods did you use to search the formal jobs?
[Code: 1=SEIP support (Job Placement Officer/Coordinator), 2=Job fair, 3=Newspaper advertisement, 4=Online, 5=Vacancy notice, 6=Course teacher/instructor, 7=Private Networking, 8=Friends & relatives, 9=Others …….. (specify)]

4.4 How many interviews did you appear? …… number

4.6 Do you think that the knowledge and skills acquired from the course are useful to find the job? [Code: 1=Yes, 2=No]

4.7 Did you face any challenge to search the job? [Code: 1=Yes, 2=No]

4.8 If yes, what kind of challenges did you face? [Multiple response]
[Code: 1=Lack of skills as per employer's demand, 2=Skill mismatch with the job market, 3=Lack of job opportunity in the market, 4=Under value of the certificate, 5=Others ……. (specify)

4.9 If the answer is 'No' for Question # 4.1, why did you not look for a job?
[Code: 1=To continue the previous job, 2=Mismatch with skill and job market, 3=Lack of job opportunities, 4=Less important of certificate relevant to the job, 5=Others: …… (specify)]

4.10 What is your current employment status?
[Code: 1=Wage employed, 2=Self-employed, 3=Unemployed]

[N.B.: If the answer of the question # 4.12 is 1, avoid Section 4.c & 4.d; if the answer is 2, avoid Section 4.b & 4.d; and if the answer is 3, then avoid section 4.b & 4.c]

4.b Wage/salary employment [Only for new entrant graduates]

4.11 How long did it take you to find the first job after completion of your training/course? [Code: 1=1 to 6 months, 3=after 6 months]

4.12 What is the name of your present job institution? ……

4.13 What is the nature of your institution? [Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=No work no wage]

4.14 How many employees (approximately) are working in your organization now?
[Code: 1=Up to 15 employees, 2= 16 to 50 employees, 3= 51 to 120 employees, 4= >120 employees]

4.15 What's your place of work?
[Code: 1=in my home town/district, 2=migrated to another place of work, 3= Others……..(specify)]

4.16 What is the nature of contract agreement with your employer?
[Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=No work-No pay]

4.17 What is your current job sector/nature of organization?
[Code: 1=RMG & Textiles, 2=Leather & Footwear, 3=Light Engineering, 4=Sales & Marketing, 5=Workshop, 6=Service, 7=Others ……. (specify)]

4.18 What is your current position/designation in the job?
[Code: 1=Accounts and audit, 2=Business development, Sales and Marketing, 3=General Banking, 4=HR, Admin and Compliance, 5=Industrial Engineering and Planning, 6=Production Manager, 7=Merchandiser, 8=Procurement Officer, 9=Product Development and Customer Service Officer, 10=Quality Assurance Officer, 11=Research and Development (R&D) Officer, 12=Supply Chain Management Officer, 13=Laboratory Technician, 14=Others……..…(specify)]

4.19 What are the main reasons for choosing the current job?

[Code: 1= Suggested by Job Placement Officer/Coordinator, 2=Handsome salary, 3=Suitable job location, 4=Good working condition, 5=Reputed organization, 6=Most suitable to my training course, 7=Interest in field of work, 8=Job security, 9=Good designation, 10=Influenced by family, 11=Because of the SEIP certificate, 12=Others …… (specify)]

4.20 Do you work more than 48 hours in a week? [Code: 1= Yes; 2= No]

4.21 If yes, are you receiving any remuneration for this overtime work?
[Code: 1= Yes; 2= No]

4.22 What is the monthly wage/salary (Tk) in your current job? ……..…Tk

4.23 What is the total duration (experience) in your job? …… years, …… months

4.24 Did you require to show the SEIP supported training Certificate to get the promotion? [Code: 1=Yes, 2=No]

Respondent ID NO				

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Questionnaire for SEIP Graduates Trained on 'Policy Analysis Course' under BIGM

INSTRUCTION TO THE INTERVIEWER

10. The permission of respondent has been sought
11. The respondent has been informed that his/her identity will be kept in confidential;
12. The objectives of the Tracer Study have been explained

1.0 Personal Information of the Graduates

1.1 Name of the graduate: ……..
1.2 SEIP Reg. No.: ……
1.3 Entity: ……
1.4 Batch No. ……
1.5 Age of graduate in completed years: …… years
1.6 Father's Name: ……
1.7 Mother's Name: ……..
1.8 Mobile Phone No.: ……
1.9 Email: ……
1.11 Gender: [Code: 1=Male, 2=Female, 3=Transgender] ☐
1.12 Marital status of the graduate: ☐
[Code: 1=Unmarried, 2=Married, 3=Divorcee, 4=Widow, 5=Widower, 6=Separated, 7=Others……(specify)]
1.13 Highest class completed at the time of enrollment in the training Institute: … ☐
[Code: 1=Graduation or equivalent, 2=Post-graduation or equivalent, 3=PhD., 4=Others: …….. (specify)]

2.0 Disadvantaged related information

2.1 Are you the member of ethnic group? [Code: 1=Yes, 2=No] ☐
2.2 If yes, please mention the type of ethnicity: ……
2.3 Is the graduate belonging to the physically challenged/disability group? ☐
[Code: 1=Yes, 2=No]
[N.B.: Enumerator will identify the graduate by observing ID card of disability]
2.4 If yes, please identity the type of disability: [Multiple response is acceptable] ☐
[Code: 1=Physical disability, 2=Visual disability, 3=Hearing disability, 4=Speech disability, 5=Others ……..… (specify)]

3.0 Training related information

3.a Enrollment related information

3.1 How did you know the enrollment information about SEIP supported skills training? [Code: 1=SEIP advertisement, 2=Social media, 3=Job Fair, 4=Trainers, 5=Employers, 6=Friends/colleagues, 7= Relatives, 8=Poster/Festoon/Banner/Flyers, 9=Others …….. (specify)]

3.2 Duration of SEIP supported 'Policy Analysis Course': ……months

3.b Training delivery and facility related information

3.3 According to your opinion, to what extent is relevant the SEIP supported training course with your current work? [Code: 1=Highly relevant, 2=Relevant, 3=Moderately relevant, 4=Not relevant, 5=Not relevant at all]

3.4 According to your opinion, to what extent is the quality of teaching methods/lecture delivery followed by the instructors during training course? [Code: 1=Excellent, 2=Very good, 3=Neutral, 4=Fair, 5=Poor]

3.5 What is your judgement about the supply of teaching materials and other resources during training course? [Code: 1=Highly adequate, 2=Adequate, 3=Moderately adequate, 4=Slightly adequate, 5=Not at all adequate]

3.6 What is your opinion about the training environment at the training institute during the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]

3.7 What is your opinion about the scope of practice during demonstration on the job training? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]

3.8 What is your opinion about the trainer-trainee relationship during training course? [Code: 1=Perfectly acceptable, 2=Acceptable, 3=Neutral, 4=Unacceptable, 5=Totally unacceptable]

3.9 Did you face any problem in understanding the topics of the SEIP supported training course? [Code: 1=Yes, 2=No]

3.10 If yes, what were the reasons for such problems? [Multiple response] [Code: 1=Topics of the course were tough/complex, 2=My educational background was not matched with the course, 3=Teachers/instructors were not efficient enough for explaining the issues during lecture delivery, 4=Course was irrelevant with my job, 5=Others: …… (specify)]

3.11 What is your overall satisfaction on the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]

3.12 Do you need further training to build up a better career? [Code: 1=Yes, 2=No]

3.13 If yes, what kinds of training do you need? [Multiple response is acceptable] [Code: 1=IT Skills, 2=Communication skills, 3=Analytical thinking and innovation skill, 4=Complex problem-solving skill, 5=Critical thinking and analysis skill, 6=Creativity, originality and initiative skill, 7=Leadership and social influence skill, 8=Technology use, monitoring and control skill, 9=Resilience, stress tolerance and flexibility skill, 10=Reasoning, problem-solving and ideation skill, 11= Systems analysis and evaluation skill, 12=Persuasion and negotiation skill, 13=Others: …….. (specify)]

3.14 Please mention at least three strong points of SEIP supported training course that you attended?
(a) ……., (b) ……., (c) ……

3.15 What are the weaknesses of training that you observed?
(a) ……., (b) ……., (c) ……

3.16	What are the suggestions you feel to overcome such weaknesses of training? (a) ……., (b) ……., (c) ……	
3.17	Please mention at least three opportunities that have been created by the SEIP supported training course? (a) ……., (b) ……., (c) ……	
3.c	**Assessment and certification**	
3.18	Was there any pre-assessment done before staring SEIP supported training on 'Policy Analysis' under BIGM? [Code: 1=Yes, 2=No]	
3.19	Did the course instructors/trainers conduct continuous (formative/follow up) assessment during the training period? [Code: 1=Yes, 2=No]	
3.20	Do you think that the assessment tools (demonstration, oral and written) used by the assessor were appropriate for your easy performing during final (summative) assessment? [Code: 1=Yes, 2=No]	
3.21	Was there any post-assessment done at the end of SEIP supported training on 'Policy Analysis' under BIGM? [Code: 1=Yes, 2=No]	
3.22	Was there availability of the instruments and equipment? [Code: 1= Yes, 2= No]	
3.23	Do you think that the attitude of assessor during assessment was cooperative and supportive? [Code: 1=Yes, 2=No]	
3.24	When was your assessment result given? [Code: 1=Immediately after the assessment, 2=Sometimes after the assessment]	
3.25	Did you get the certificate? [Code: 1=Yes, 2=No]	
3.26	If yes, did you use the certificate? [Code: 1=Yes, 2=No]	
3.27	What kind of benefits did you get by the certificate? [Multiple response will be accepted] [Code: 1=To get job, 2=To get more salary than the non-certificate holder employees, 3=To get loan, 4= Promotion, 5= Opportunity for higher education, 6=Other benefits: …….. …… (specify)]	
3.28	If you did not get the certificate, what were the reasons? [Code: 1=Unwillingness to receive the certificate, 2=Applied for certificate, but didn't get due to administrative complexity, 3=Didn't manage time to collect the certificate, 4=Tried to collect, but relevant desk official was not available, 4= Didn't know about the certificate provided from the training institutions, 6=Others …… (specify)]	
3.29	Do you have any skills certificate other than SEIP training? [Code: 1=Yes, 2=No]	
4.0	**Self-Assessment of Skills**	
4.1	Do you think that the 'self-confidence' of his/her has increased after SEIP supported 'Policy Analysis' training under BIGM? [Code: 1=Yes, 2=No]	
4.2	If yes, to what extent has the 'self-confidence' of his/her increased? [Code: 1=Highly confident, 2=Confident, 3=Somewhat confident]	
4.3	Do you think that the 'global competency' of his/her has increased after SEIP supported 'Policy Analysis' training under BIGM? [Code: 1=Yes, 2=No]	
4.4	If yes, to what extent has the 'global competency' of his/her increased? [Code: 1=Highly competent, 2=Competent, 3=Somewhat competent]	
4.5	Did you learn 'How to Formulate Policy Framework in Public, Private and NGO Sector' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.6	If yes, to what extent you are applying the 'Formulation of Policy Framework skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.7	Did you learn 'Analytical thinking and innovation skill' from SEIP supported 'Policy Analysis	

	Course'? [Code: 1=Yes, 2=No]	
4.8	If yes, to what extent you are applying the 'Analytical thinking and innovation skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.9	Did you learn 'Complex problem-solving skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.10	If yes, to what extent you are applying the 'Complex problem-solving skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.11	Did you learn 'Critical thinking and analysis skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.12	If yes, to what extent you are applying the 'Critical thinking and analysis skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.13	Did you learn 'Creativity, originality and initiative skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.14	If yes, to what extent you are applying the 'Creativity, originality and initiative skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.15	Did you learn 'Leadership and social influence skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.16	If yes, to what extent you are applying the 'Leadership and social influence skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.17	Did you learn 'Technology use, monitoring and control skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.18	If yes, to what extent you are applying the 'Technology use, monitoring and control skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.19	Did you learn 'Resilience, stress tolerance and flexibility skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.20	If yes, to what extent you are applying the 'Resilience, stress tolerance and flexibility skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.21	Did you learn 'Reasoning, problem-solving and ideation skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.22	If yes, to what extent you are applying the 'Reasoning, problem-solving and ideation skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.23	Did you learn 'Systems analysis and evaluation skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.24	If yes, to what extent you are applying the 'Systems analysis and evaluation skill' in your practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]	
4.25	Did you learn 'Persuasion and negotiation skill' from SEIP supported 'Policy Analysis Course'? [Code: 1=Yes, 2=No]	
4.26	If yes, to what extent you are applying the 'Persuasion and negotiation skill' in your	

practical work? [Code: 1=Highly applicable, 2=Applicable, 3=Moderately applicable, 3=Not applicable, 5=Not applicable at all]

5.0 Employment related information

5.1 Name of organization where you are working? ...……..…….. ……

5.2 Address of your organization: ……

5.3 Upazila: …….., District: ……..

5.4 What is the nature of your organization in which you work?
[Code: 1=Civil Service, 2=Private, 3=NGO]

5.5 What is your current position/designation in the job?
[Code: 1=Assistant Director, 2=Deputy Directory, 3=Additional Director, 4=Assistant Secretary, 5=Senior Assistant Secretary, 6=Deputy Secretary, 7=Others: ……...…(specify)]

5.6 Total job experience in your job life? …… years, …… months

5.7 Do you think that the self-confidence on your job performance has been increased by the SEIP supported training? [Code: 1=Yes, 2=No]

5.8 Do you see any difference in performances between the SEIP graduate and a non-SEIP graduate? [Code: 1= Yes; 2= No]

5.9 To what extent your supervisor/boss, according to you, is satisfied with your performances in the job? [Code: 1=Highly satisfied, 2=Satisfied, 3=Moderately satisfied, 4=Not satisfied, 5=Highly dissatisfied]

6.0 Social development and women empowerment [This section is applicable only for women graduates]

6.1 Who make decision of children's education?
[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]

6.2 Who make decision of marriage of daughter/son?
[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]

6.3 Who make decision to purchase of assets and properties?
[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]

6.4 Who make decision to spend money earned by you?
[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Not applicable]

6.5 How did you choose the SEIP supported training course/trade?
[Code: 1=By own choice, 2=Influenced by husband, 3=Influenced by family members, 4=Influenced by employer, 5=Influenced by colleague, 6=Others …….. (specify)]

6.6 Do think that your status in the society has increased after getting SEIP supported training/course? [Code: 1=Yes, 2=No]

6.7 Are you a member of any Officers' Association? [Code: 1=Yes, 2=No]

7.0 Impact of Covid-19 Pandemic on employment

7.1 Do you think that the Covid-19 Pandemic affect your job? [Code: 1= Yes; 2= No; 3= Not applicable]

7.2 If yes, how Covid-19 Pandemic affect your job/employment? [Multiple response]
[Code: 1=Reduced working hour, 2=Rostering/staggering in duty, 3=Delay of promotion,

4=Others …… (specify)]

7.3 Did any of your family members including you suffer from Covid-19 disease? [Code: 1= Yes; 2= No]

7.4 If yes, how many? …… Number

8.0 Service Parameters

[Please rate the following parameters in terms of your expectation and perception]

SL	Parameters with attribute of assessing rating scale	Expectation	Perception
8.1	Relevance of training/course with your job [Code: 1=Highly relevant; 2=Relevant; 3=Moderately relevant; 4=Not relevant; 5=Not relevant at all]		
8.2	Satisfaction on teaching-learning methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.3	Clarity of training/course by trainers for understanding of the trainees [Code: 1=Excellent, 2=Above average; 3=Average; 4=Below average, 5=Not at all]		
8.4	Satisfaction on trainer-trainee relationship [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.5	Adequacy of training materials and facilities [Code: 1=Highly adequate; 2=Moderately adequate; 3=Not quite adequate; 4=Slightly adequate, 5=Not at all adequate]		
8.6	Satisfaction on performance of trainers [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.7	Satisfaction on training environment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.8	Satisfaction on skills that acquired from training/course [Code: 1=To a great extent; 2=To some extent; 3=To a limited extent; 4=To a very limited extent, 5=Not at all]		
8.9	Satisfaction on training assessment tools/methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.10	Satisfaction on Assessors [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.11	Satisfaction on certificate obtained from SEIP [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.12	Applicability of training/course in practical field [Code: 1=Highly applicable; 2=Moderately applicable; 3=Not quite applicable; 4=Slightly applicable, 5=Not at all applicable]		
8.13	Satisfaction with your job/employment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		

8.14	Satisfaction on supervisor [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
8.15	Overall satisfaction on SEIP supported 'Policy Analysis Course' [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		

Name of Enumerator: …… Signature with date: Mobile:……

Name of Supervisor: …… Signature with date: Mobile:……...

Respondent ID No.				

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program (SEIP)-Tranche 1
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Questionnaire for SEIP Graduates under Tranche-1

INSTRUCTION TO THE INTERVIEWER

13. The permission of respondent has been sought
14. The respondent has been informed that his/her identity will be kept in confidential;
15. The objectives of the Tracer Study have been explained

1.0 Personal Information of the graduate

1.1 Name of the graduate: ……
1.2 SEIP Reg. No.: …….
1.3 Entity: …….
1.4 Batch No. ……..
1.5 Age of graduate in completed years: …… years
1.6 Father's Name: …….
1.7 Mother's Name: …….
1.8 Mobile Phone No.: ……

1.10	Gender: [Code: 1=Male, 2=Female, 3=Transgender]	
1.11	Marital status of the graduate: [Code: 1=Unmarried, 2=Married, 3=Divorcee, 4=Widow, 5=Widower, 6=Separated, 7=Others……(specify)]	
1.12	Highest class completed at the time of enrollment in the training Institute: …… [Code: 1=Class I, 2=Class II, 3=Class III, 4=Class IV, 5=Class V, 6=Class VI, 7=Class VII, 8=Class VIII, 9=Class IX, 10=Class X or equivalent, 11=SSC or equivalent, 12=Nursery or Kindergarten, 13=Higher Secondary or equivalent, 14=Diploma or equivalent, 15=Graduation or equivalent, 16=Post-graduation or equivalent]	
2.0	**Disadvantaged related information**	
2.1	Are you the member of ethnic group? [Code: 1=Yes, 2=No]	
2.2	If yes, please mention the type of ethnicity: ……..	
2.3	Is the graduate belonging to the physically challenged/disability group? [Code: 1=Yes, 2=No] *[N.B.: Enumerator will identify the graduate by observing ID card of disability]*	
2.4	If yes, please identity the type of disability: [Code: 1=Physical disability, 2=Visual disability, 3=Hearing disability, 4=Speech disability, 5=Others ……..… (specify)]	
3.0	**Training and training institute related information**	
3.a	**Enrollment related information**	
3.1	How did you know the enrollment information about SEIP supported skills training? [Code: 1=SEIP advertisement, 2=Social media, 3=Job Fair, 4=Trainers, 5=Employer, 6=Friends/colleagues, 6=Relatives, 7=, 8=Poster/Festoon/Banner/ Flyers, 8=Others …….. (specify)]	
3.2	Name of the training Institute: ……	

3.3	Type of training institute: [Code: 1= Government, 2= Private, 3=NGO, 4=Industry supported]	
3.4	Name of the course/trade completed: ……..……	
3.5	Duration of SEIP supported training/course: ……..months	
3.6	Do think that the duration of SEIP supported training course was sufficient? [Code: 1=Sufficient, 2=Need to increase, 3=Need to decrease]	
3.7	When did you receive training from SEIP supported institute? Year:…….	
3.b	**Training delivery and facility related information**	
3.8	According to your opinion, to what extent is relevant the SEIP supported training course with the job market? [Code: 1=Highly relevant, 2=Relevant, 3=Moderately relevant, 4=Not relevant, 5=Not relevant at all]	
3.9	According to your opinion, to what extent is the quality of teaching methods/lecture delivery followed by the instructors during training course? [Code: 1=Excellent, 2=Very good, 3=Neutral, 4=Fair, 5=Poor]	
3.10	What is your judgement about the supply of teaching materials and other resources during the training course? [Code: 1=Highly adequate, 2=Moderately adequate, 3=Not adequate, 4=Slightly adequate, 5=Not at all adequate]	
3.11	What is your opinion about the training environment at the training institute during the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]	
3.12	What is your opinion about the scope of practice during demonstration of the job at training institute level? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4=Dissatisfied, 5=Highly dissatisfied]	
3.13	What is your opinion about the trainer-trainee relationship during training course? [Code: 1=Perfectly acceptable, 2=Acceptable, 3=Neutral, 4=Unacceptable, 5=Totally unacceptable]	
3.14	What is your overall satisfaction on the training course? [Code: 1=Highly satisfied, 2=Satisfied, 3=Moderately satisfied, 4=Dissatisfied, 5=Highly dissatisfied]	
3.15	Did you receive further training after SEIP graduation? [Code: 1=Yes, 2=No]	
3.16	If yes, what kind of training did you receive? [Multiple response] [Code: 1=Job related training, 2=IT skill, 3=Communication skill, 4=Literacy skill, 5=Numeracy skill, 6=Leadership skill, 7=Office Management, 8=Others: …… (specify)]	
3.17	Do you need further training to build up a better career? [Code: 1=Yes, 2=No]	
3.18	If yes, what kinds of training do you need? [Code: 1=Job related training, 2=IT skill, 3=Communication skill, 4=Literacy skill, 5=Numeracy skill, 6=Leadership skill, 7=Office Management, 8=Others: …… (specify)]	
3.19	Did you get any stipend from SEIP? [Code: 1=Yes, 2=No]	
3.20	If yes, in total how much you received stipend? …….. Taka	
3.21	Do think that the amount of stipend that you received from SEIP supported training was sufficient? [Code: 1=Sufficient, 2=Need to increase, 3=Need to decrease]	
3.c	**Assessment and certification**	
3.23	Did the course instructors/trainers conduct continuous (formative/follow up) assessment during the training period? [Code: 1=Yes, 2=No]	
3.24	Do you think that the assessment tools (demonstration, oral and written) used by the assessor were appropriate for your easy performing during final (summative) assessment? [Code: 1=Yes, 2=No]	
3.25	Do you think that the materials, tools and equipment supplied during assessment were adequate? [Code: 1=Fully adequate, 2=Adequate, 3=Somewhat adequate, 4=Not adequate, 5=Not adequate at all]	
3.26	Do you think that the attitude of assessor during assessment was cooperative and supportive? [Code: 1=Yes, 2=No]	

3.27	When was your assessment result given? [Code: 1=Immediately after the assessment, 2=Sometimes after the assessment]	
3.28	Did you get the certificate? [Code: 1=Yes, 2=No]	
3.29	If yes, did you use the certificate? [Code: 1=Yes, 2=No]	
3.30	How did you become benefited to receive the training/certificate? [Multiple response will be accepted] [Code: 1=Helpful for getting job, 2= Receiving higher salary than the non-certificate holders', 3= Benefit for getting loan, 4= Benefit for promotion, 5=Benefits of further studies, 6=Others …….. (specify)]	
3.31	If you did not get the certificate, what were the reasons? [Multiple response] [Code: 1=Did not feel the necessity, 2=Applied for certificate, but didn't get due to administrative complexity, 3=Didn't manage time to collect the certificate, 4=Tried to collect, but relevant desk official was not available, 5=Don't know the certificate is given, 6=Others …… (specify)]	
3.32	Do you have any skills certificate other than SEIP training? [Code: 1=Yes, 2=No]	
4.0	**Job search and employment status**	
4.1	Did you try for searching the job? [Code: Yes=1, No=2]	
4.2	If yes, how many employers did you approach/seek to get your job? [Code: 1=One, 2= 2 to 5, 3= 6 to 10, 4= more than 10 employers]	
4.3	What were the methods did you use to search the formal jobs? [Code: 1=SEIP support (Job Placement Officer/Coordinator), 2=Job fair, 3=Newspaper advertisement, 4=Online, 5=Vacancy notice, 6=Course teacher/instructor of the training institute, 7=Private Networking, 8=Friends & relatives, 9=Others …….. (specify)]	
4.4	How many interviews did you appear? …… number	
4.5	Did you get any help from SEIP (Job Placement Officer/Coordinator) for searching the job? [Code: Yes=1, No=2]	
4.6	Did you involved in any job at any organization before receiving the SEIP supported training? [Code: Yes=1, No=2]	
4.7	Do you think that the knowledge and skills acquired from the course are useful to find the job? [Code: 1=Yes, 2=No]	
4.8	Do you think that the certificate received from training is useful to find the job? [Code: 1=Yes, 2=No]	
4.9	Did you face any challenge to search the job? [Code: 1=Yes, 2=No]	
4.10	If yes, what kind of challenges did you face? [Multiple response] [Code: 1=Lack of skills as per employer's demand, 2=Skill mismatch with the job market, 3=Lack of job opportunity in the market, 4=Under value of the certificate, 5=Others ……. (specify)	
4.11	If the answer is 'No' for Question # 4.3, why did you not look for a job? [Code: 1=To continue the existing job, 2=To start self-employment, 3=To continue the study, 4=To pursue higher studies, 5=Unwillingness, 6= Received SEIP supported training only for getting stipend, 7=Family problem, 8=Don't feel useful to get a job, 9=Others…… (specify)]	
4.12	What is your current employment status? [Code: 1=Wage employed, 2=Self-employed, 3=Unemployed]	
	[N.B.: If the answer of the question # 4.12 is 1, avoid Section 6 & 7; if the answer is 2, avoid Section 5 & 7; and if the answer is 3, then avoid section 5 & 6]	
5.0	**Wage employment related information** [Only for wage/salary employed graduates]	
5.1	Is the current job your first job? [Code: Yes=1, No=2]	
5.2	How long did it take you to find the job after completion of your training/course? [Code: 1=1 to 6 months, 2=after 6 months, 3= Rejoining to the previous job]	
5.3	Did you get support from SEIP (Job Placement Officer/Coordinator) to find your current job? [Code: Yes=1, No=2, Not necessary=3]	
5.4	What is the name of your present employer's organization? …….	
5.5	What is the nature of your organization in which you work?	

	[Code: 1=Public/Government, 2=Private, 3=NGO, 4=Others……]	
5.6	Where is your organization stayed? [Code: 1= Own city/district, 2= Transferred for the job, 3= Other]	
5.7	What is the nature of contract agreement with your employer? [Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=No work-No pay]	
5.8	What is your current job sector/nature of organization? [Code: 1=RMG & Textiles, 2=IT, 3=Construction, 4=Light Engineering, 5=Leather & Footwear, 6=Shipbuilding, 7=Agro-Food Processing, 8=Tourism & Hospitality, 9=Transport, 10=Sales & Marketing, 11=Food & Beverage, 12=Workshop, 13=Service, 14=Others ……. (specify)]	
5.9	What is your current position/designation in the job? [Code: 1=Executive, 2=Officer, 3=Supervisor, 4=Technical Assistant, 5=Technician, 6=Office employee, 7=Skilled worker, 8=Operator, 9=Assistant operator, 10=Helper, 11=Welder, 12=Electrician, 13=Computer operator, 14=Driver, 15=General Swing machine operator, 16=Plumber, 17=Masson, 18=Assistant Steel/Rod Binder, 19=Graphics Designer, 20=Data entry operator, 21=Apprentice, 22=Sales Man, 23=Other……..…(specify)]	
5.10	What are the main reasons for choosing the current job? [Code: 1= Suggested by Job Placement Officer/Coordinator, 2=Handsome salary, 3=Suitable job location, 4=Good working condition, 5=Reputed organization, 6=Most suitable to my training course, 7=Interest in field of work, 8=Job security, 9=Good designation, 10=Influenced by family, 11=Because of the SEIP certificate, 12=Others …… (specify)]	
5.11	What is the total duration (experience) in your job? …… years, …… months	
5.12	Do you work more than 48 hours in a week? [Code: 1= Yes; 2= No]	
5.13	If yes, are you receiving any remuneration for this overtime work? [Code: 1= Yes; 2= No]	
5.14	What's your current monthly wage/salary (Tk) in your current job? ……Tk	
5.15	What was the monthly wage/salary (Tk) of your job at the time when you joined after completion of SEIP supported training? …….. Tk	
5.16	Did you get any promotion since joining in the job after SEIP supported training? [Code: 1=Yes, 2=No]	
5.17	What are the reasons for not getting promotion? [Multiple response is acceptable] [Code: 1=No opportunity, 2=Employer is not satisfied with my work, 3=Qualification does not match for promotion, 4=Under value of the certificate, 5=Skills are not up-to-the-mark, 6=Other …… (specify)]	
5.18	Mention the frequency of change: ……. times	
5.19	What are the reasons for changing the job? [Multiple response is acceptable] [Code: 1=Salary was too low, 2=Not relevant with training and experience, 3=Irregular payment, 4=In search of better job, 5=No work-No pay, 6=No job security, 7=Covid-19 Pandemic, 8=Working environment was not suitable, 9=Health related reasons, 10=Others ……..……. (specify)]	
5.20	Do you intend to continue the current job? [Code: 1= Yes; 2= No]	
5.21	Are the knowledge and skills obtained from SEIP supported skilling training relevant with your current job? [Code: 1=Yes, 2=No]	
5.22	Do you think you need more skills to perform your job effectively? [Code: 1= Yes; 2= No]	
5.23	If yes, what are those skills? [Multiple response is acceptable] [Code: 1=Hands-on-skills, 2=Communication skills, 3=Problem solving skills, 4=Independent thinking, 5=Theorical knowledge, 6=Working attitude, 7=Numeracy and literacy skills, 8=Others …… (specify)]	
5.24	Do you see any difference in performances between a SEIP graduate and a non-SEIP graduate? [Code: 1= Yes; 2= No]	
5.25	To what extent your employer, according to you, is satisfied with your performances in	

the job? [Code: 1=Highly satisfied, 2=Satisfied, 3=Moderately satisfied, 4=Not satisfied, 5=Highly dissatisfied]

5.26 What is the future of your present job?
[Code: 1=Very good, 2=Good, 3=Fair, 4=Poor, 5=Very poor]

5.27 What is your impression about the working conditions in your present job?
[Code: 1=Very good, 2=Good, 3=Fair, 4=Poor, 5=Very poor]

6.0 Self-employment related information [Only for self-employed graduates]

6.1 Type of your self-employment:
[Code: 1=Food processing and marketing, 2=Tailoring and garments, 3=Electrical installation and maintenance, 4=Free lancing, 5=Plumbing, 6=Welding, 7=Steel binding and fabrication, 8=IT support service and training, 9=Trading/small business, 10=Owner of workshop, 11=Repair and servicing of motor vehicles, 12=Sub-contracting, 13=Servicing, 14=Refrigeration and Air Conditioning (RAC), 15=Others.....(please specify)]

6.2 Did you get any support from SEIP (Job placement officer/Coordinator) to start your self-employment related activities? [Code: 1= Yes; 2= No]

6.3 Why did you choose the self-employment? [Multiple response]
[Code: 1=Self-interest, 2=Opportunity to earn more income, 3=Independent business, 4=Motivation from Job Placement Officer, 5=Family business, 6=Not find a relevant job, 7=Others ……. (specify)]

6.4 When did you start your business/enterprise? Year: …….

6.5 How long did it take you to start your self-employment (business) after completion of SEIP supported training/course? [Code: 1=1-6 months, 2=More than 6 months, 3= Continue the previous business]

6.6 Where is the location of your business/enterprise? [Code: 1=at my home town/district, 2= migrated to another place of work, 3= Other]

6.7 Do you have trade license for your enterprise? [Code: 1=Yes, 2=No]

6.8 Do you have bank account in favour of your enterprise? [Code: 1=Yes, 2=No]

6.9 Do you have TIN certificate? [Code: 1=Yes, 2=No]

6.10 Is your self-employment relevant with the SEIP supported training/course?
[Code: 1=Yes, 2=No]

6.11 If yes, to what extent is the SEIP supported training useful to your self-employment activities? [Code: 1= Very much useful, 2=Useful, 3=Somewhat useful, 4= Not useful, 5= Not at all useful]

6.12 If the answer of Question # 6.10 is 'No', why did you start the irrelevant self-employment? [Multiple response]
[Code: 1=Self-interest, 2=Opportunity to earn more income, 3=Independent business, 4=Motivation from Job Placement regarding self-employment, 5=Not find a relevant job, 6=Others ……. (specify)]

6.13 How many hours do you work per week? …….. hours

6.14 What is your current monthly income from self-employment (Tk)……. BDT

6.15 What was your monthly income from self-employment (Tk) at the time when you started the self-employment/business? ……. BDT

6.16 What is the current monthly turn-over in your self-employment (Tk) …… BDT

6.17 What was the monthly turn-over in your self-employment (Tk) at the time when you started the self-employment/business? …… BDT

6.18 Are you satisfied with your current self-employment? [Code: 1= Highly satisfied; 2= Satisfied; 3= Moderately satisfied; 4= Not satisfied; 5= Highly dissatisfied]

6.19 What problems are you facing to operate your business? (Multiple response)
[Code: 1=Electricity interruption, 2=Inadequate transportation facilities, 3=Shortage of finance, 4=Accessibility to market, 5=Lack of legal documents (trade license/TIN certificate), 6=Covid-19 Pandemic, 7=Extortion, 8=Competition with others, 9=Lack of skilled manpower, 10=Others, 11=No problem at all]

6.20 What is your suggestion to overcome the problem(s) that you faced?

a) ……., b) …….

6.21 How many paid workers are there in your business? ……. number

6.22 How many family members, including you, are working in the business? ……. number

6.23 Do you intend to continue your current self-employment activities? [Code: 1= Yes; 2= No]

6.24 Do you need more training to operate your self-employment activities effectively? [Code: 1= Yes; 2= No]

6.25 If yes, what type of training do you need? (Multiple response) [Code: 1=Entrepreneurship development related training, 2=Business plan/proposal development, 3=Product sales and marketing, 4=Up skilling training, 5=Others …….. (specify)]

6.26 Were you formally employed (wage/salary) before your current self-employment? [Code: 1= Yes; 2= No]

6.27 If yes, why did you leave the formal job (wage/salary)? [Code: 1=To earn more income by self-employment, 2=To become an employer, 3=Unsuitable location, 4=No relevance to my area of training, 5=Working environment was not good, 6=Family objection, 7=Terminated, 8=Temporary job, 9=No work-No pay, 10=Covid-19 Pandemic, 11=Others……..…….….. (specify)]

7.0 Unemployed graduates

The unemployed are defined as people without work but actively seeking employment and currently available to start work (Source: ILO)[2].

7.1 How long since the completion of SEIP supported training/course, have you been unemployed? Month: ……., Years:…….

7.2 What are the reasons for your unemployment? [Code: 1=Voluntary unemployment, 2=Inadequate help from Job Placement officer/Coordinator, 3=Did not get desired job, 4=Did not get any job offer, 5=Low salary, 6=Unsuitable location, 7=No relevance to my area of training, 8=Lack of connections with employers, 9=Job not regularized, 10=Covid-19 Pandemic, 11=Higher education, 12=Seeking job outside the country, 13=Due to loss in self-employment activities, 14=Terminated, 15=Others……..…… (specify)]

7.3 Did you receive any job offer? [Code: 1= Yes; 2= No]

7.4 If yes, why did you not accept the job offer? [Multiple response] [Code: 1=Low salary, 2=Unsuitable location, 3=No relevance to my area of training, 4=Skill mismatch, 5=Not a reputed organization, 6=Temporary job, 7=No work-No pay, 8=Covid-19 Pandemic, 9=Higher education, 10=Seeking job outside the country, 11=Others: ……..…… (specify)]

7.5 Did you try to start any self-employment? [Code: 1= Yes; 2= No]

7.6 If yes, why did you not start self-employment? [Multiple response] [Code: 1=Lack of finance, 2=Lack of guidance, 3=Did not get advice from SEIP (Job placement officer/Coordinator), 4=Lack of motivation, 5=Lack of idea, 6=Did not get any support from family, 7=Others …… (specify)]

7.7 What is your future plan? [Multiple response] [Code: 1=Looking for job as per my expectation, 2=Up skilling, 3=Starting a business, 4=No idea about future plan. 5=Others…….(specify)]

8.0 Social development and women empowerment [Only for women graduates]

8.1 Who make decision of children's education? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Solely by female, 7=Not applicable]*

8.2 Who make decision of marriage of daughter/son? *[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Solely by female, 7=Not applicable]*

8.3 Who make decision to purchase of assets and properties? *[Code: 1=Solely by me,*

[2] *Source: ILO (Nineteenth ICLS 2013)*

2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Solely by female, 7=Not applicable]

8.4 Who make decision to spend money earned by you?
[Code: 1=Solely by me, 2=Solely by male member, 3=Jointly by male and female members, 4=Solely by husband, 5=Jointly by me and my husband, 6=Solely by female, 7=Not applicable]

8.5 How did you choose the SEIP supported training course/trade?
[Code: 1=By own choice, 2=Influenced by husband, 3=Influenced by family members, 4=Influenced by employer, 5=Influenced by colleague, 6=Others …….. (specify)]

8.6 Do think that your status in the society has increased after getting SEIP supported training/course? [Code: 1=Yes, 2=No]

8.7 Are you a member of any Community Based Organization/NGO? [Code: 1=Yes, 2=No]

8.8 Are you a member of any Trade Body in your area? [Code: 1=Yes, 2=No]

8.9 Are you a member of any Trade Union/Employees' Association? [Code: 1=Yes, 2=No]

8.10 Do you face any difficulty/objection to go outside alone? [Code: 1=Yes, 2=No]

8.11 Do you face any difficulties/objection to go outside for job/employment? [Code: 1=Yes, 2=No, 3=Not applicable]

8.12 Did you receive informal appointment letter from your employer? [Code: 1=Yes, 2=No, 3=Not applicable]

8.13 Are you getting same salary/wage as compared with your male counterpart for the same work? [Code: 1=Yes, 2=No, 3=Less, 4=Not applicable]

9.0 Impact of Covid-19 Pandemic on employment

9.1 Do you think that the Covid-19 Pandemic affect your job/employment?
[Code: 1= Yes; 2= No, 3=Not applicable]

9.2 If yes, how Covid-19 Pandemic affect your job/employment?
[Code: 1=Reduced wage/salary, 2=Reduced other benefits from employer/employment, 3=Job loss, 4=Stop promotion, 5=Laid off employees, 6=Reduced working hours, 8=Credit burden, 9=Created difficulties for loan repayment, 10=Under employment, 11=Demotion, 12=Stop increment, 13=Others …… (specify)]

9.3 If the answer is question no. 9.2 (Code 1, 2 and 3), how did you tackle the situation/problem? [Code: 1=Family was shifted to village, 2=Sale of household asset(s), 3=Dissaving, 4=Loan, 5=Financial support from friends and relatives, 6=Govt. relief, 7=Hard-hit, no help from others, 8=Sale of physically labor, 9=Unpaid utility bill, 10=Inability to pay house rent, 11=Others …… (specify)]

9.4 Did any of your family members including you suffer from Covid-19 disease?
[Code: 1= Yes; 2= No]

9.5 If yes, how many? …… Number

10.0 Service Parameters

[Please rate the following parameters in terms of your expectation and perception]

SL	Parameters with attribute of assessing rating scale	Expectation	Perception
10.1	Relevance of training/course with the job market [Code: 1=Highly relevant; 2=Relevant; 3=Moderately relevant; 4=Not relevant; 5=Not relevant at all]		
10.2	Satisfaction on teaching-learning methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.3	Clarity of training/course by trainers for understanding of the trainees [Code: 1=Excellent, 2=Above average; 3=Average; 4=Below average, 5=Not at all]		
10.4	Satisfaction on trainer-trainee relationship		

	[Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.5	Adequacy of training materials and facilities [Code: 1=Highly adequate; 2=Moderately adequate; 3=Not quite adequate; 4=Slightly adequate, 5=Not at all adequate]		
10.6	Satisfaction on performance of trainers [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.7	Satisfaction on training environment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.8	Satisfaction on skills that acquired from training/course [Code: 1=To a great extent; 2=To some extent; 3=To a limited extent; 4=To a very limited extent, 5=Not at all]		
10.9	Satisfaction on training assessment tools/methods [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.10	Satisfaction on Assessors [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.11	Satisfaction on certificate obtained from SEIP [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.12	Satisfaction on Job Placement Officer/ Coordinator for searching job/employment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.13	Applicability of training/course in practical field [Code: 1=Highly applicable; 2=Moderately applicable; 3=Not quite applicable; 4=Slightly applicable, 5=Not at all applicable]		
10.14	Satisfaction with the job/employment [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.15	Satisfaction on employer [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		
10.16	Overall satisfaction on SEIP supported training/course [Code: 1=Highly satisfied; 2=Satisfied; 3=Moderately satisfied; 4=Not satisfied; 5=Highly dissatisfied]		

Name of Enumerator: …… Signature with date: Mobile:……

Name of Supervisor: …… Signature with date: Mobile:……...

Annex-3: Questionnaire for Face-to-face Survey with Employer of SEIP Graduate

Respondent ID No.			

(

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Questionnaire for Employer of SEIP Graduates

Dear Sir/Madam

You are kindly requested to spare few minutes to help complete a survey regarding tracer study of the SEIP graduates on the skills and performance, relevance with jobs, challenges for the graduates, effectiveness of the SEIP Graduates. All information obtained from you will be treated with utmost confidentiality.

1.0 Basic information of the employer

1.1 Name of respondent: ……..

1.2 Position held: …….

1.3 Mobile: ……., Email: …….

1.4 Name of employer's organization: …….

1.5 Address of the organization: ……..

1.6 What is the nature of your organization?
[Code: 1=Public, 2=Private, 3=NGO, 4=PPP, 5=Others……]

1.7 What is the size of the organization where the SEIP graduates are employed in? [ ]
[Code: 1=Micro-industry, 2=Small industry, 3=Medium industry, 4=Large industry]
N.B.: According to Industrial Policy 2016, Micro-industry= upto 15 employee, Small industry= 16 to 50 employee, Medium industry = 51 to 120 employees, Large industry = >120 employees

1.8 How many employees (approximately) are now working in this organization? Please provide the number: [ ]
a. Male……., b. Female…….

1.9 How many employees (number) are working in your organization in terms of skills level? (a) Skilled: ……, (b) Semi-skilled: ……., (c) Unskilled: ……...

1.10 Are you interested to seal your organization with fully skilled employees? [Code: 1=Yes, 2=No] [ ]

1.11 If yes, how many years (approximately) do you need? ……. year

1.12 To which sector does your organization belong? [ ]
[Code: 1=IT, 2=RMG & Textile, 3=Construction, 4=Light Engineering, 5=Leather & Footwear, 6=Shipbuilding, 7=Tourism & Hospitality Management, 8=Agro-Processing, 9=Food Processing and Marketing, 10=Garage and workshop, 11= Other……. (specify)]

2.0 Employment related information

2.1 How many SEIP graduates are employed in your organization?
a. Male…….. (no.) b. Female……..... (no.)

2.2 What is the employment contract with the SEIP graduates? [Multiple response is acceptable] [Code: 1=Permanent, 2=Temporary, 3=Part-time, 4=Others…….(specify)]

2.3 What is the job title of the SEIP graduates currently working in your organization?
[Multiple response is acceptable]
[Code: 1=Executive, 2=Officer, 3= Supervisor, 4=Technical Assistant, 5=Technician, 6=Office employee, 7=Skilled worker, 8=Operator, 9=Assistant operator, 10=Helper, 11=Welder, 12=Electrician, 13=Computer operator, 14=Driver, 15=General Sewing machine operator, 16=Plumber, 17=Masson, 18=Assistant Steel/Rod Binder,

19=Graphics Designer, 20=Data entry operator, 21=Apprentice, 22=Other……..…(specify)]

2.4 What is the monthly average salary (TK) of SEIP graduates?
a. Male……Tk b. Female…….....Tk

2.5	What is the wage status of the SEIP graduates as compared with non-SEIP graduates? [Code: 1=Much higher, 2=Higher, 3=About the same, 4=Lower, 5=Much lower]	
2.6	Are you satisfied with the performance and skills of the SEIP graduates who are now employed in your organization? [Code: 1=Yes, 2=No]	
2.7	What's your level of satisfaction on the performance of the SEIP graduates now working in your organization? [Code: 1=Highly satisfied, 2=Satisfied, 3=Neutral, 4= Dissatisfied, 5=Highly dissatisfied]	
2.8	Difference in productivity between an SEIP and a non-SEIP graduates? [Code: 1=Yes, 2=No]	
2.9	Do you find any difference between SEIP graduates and non-SEIP graduates in performing better skills in your organization? [Code: 1=Yes, 2=No]	
2.10	If yes, how much differences do you observe? [Code: 1=Very good, 2=Good, 3=Moderate, 4=Bad, 5=Very bad]	
2.11	Are you getting services from the SEIP graduates as per your expectation? [Code: 1=Yes, 2=No]	
2.12	What challenges do the SEIP graduates face in the organization? [Code: 1=Inadequate skills in their job, 2=Skills not relevant to the job, 3=Inadequate subject matter knowledge, 4=Inadequate communication/ interpersonal skills, 5=Not hard working, 6=Lack of adaptation with working environment, 7=Inadequate knowledge on numerary, literacy and terminology, 8=Others …….. (specify)]	
2.13	Are you interested in hiring more SEIP graduates in your organization/industry? [Code: 1=Yes, 2=No]	
2.14	Do you find any lacking in SEIP graduates? [Code: 1=Yes, 2=No]	
2.15	Have you ever visited any SEIP Training Institute? [Code: 1=Yes, 2=No]	
2.16	If yes, do you have any idea about the curricula of the SEIP Training program? [Code: 1=Yes, 2=No, 3=Not applicable]	
2.17	Are you the member of the Employers' Committee in any Training Institute under SEIP program? [Code: 1=Yes, 2=No, 3=Not applicable]	
2.18	According to you, what benefits are you getting from SEIP program? [Code: 1=Skilled manpower, 2=Semi-skilled manpower, 3=Under skilled manpower]	
2.19	Do you think that the Covid-19 Pandemic affect your employees? [Code: 1= Yes; 2= No]	
2.20	If yes, how Covid-19 Pandemic affect your employees? [Code: 1=Reduced wage/salary, 2=Reduced other benefits, 3=Job loss, 4=Stop promotion, 5=Laid off employees, 6=Reduced working hours, 7=Employment at low salary, 8=Demotion, 9=Stop increment, 10=Others …… (specify)]	
2.21	If the answer is question no. 2.20 (Code 1, 2 and 3), how did the employees tackle the situation/problem? [Code: 1=Family was shifted to village, 2=Sale of household asset(s), 3=Dissaving, 4=Loan, 5=Hard-hit, no help from others, 6=Sale of physical labor, 7=Unpaid utility bill, 8=Inability to pay house rent, 9=Others …… (specify)]	
2.22	Did any of your employees suffer from Covid-19 disease? [Code: 1= Yes; 2= No]	
2.23	If yes, approximately how many? …… Nos.	
2.24	Give your suggestions for improving employment opportunities and competitiveness of the SEIP graduates in job market: a. …… b. …….. c. ……...	
2.25	What is the status of environment in the workplace (to be filled up by the enumerator by observing the working environment)?	

[Code: 1=Very good, 2=Good, 3=Acceptable, 4=Poor, 5=Very poor] ☐

Thank you for your kind co-operation

Name of Enumerator: …… Signature:…….. Date:……

Name of Supervisor : …….. Signature:……. Date:……

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Code No. - ----------

FGD Guidelines for Employed SEIP Graduates under Tranche-2 & 1

List of participants in the FGD

Place of FGD: ----------
Vill: ----------; Union: ----------
Upazilla: ----------; Zilla: ----------; Date: ----------

SL	Participants Name	Age in years	Occupation	Mobile	Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

1. FGD for Employed Graduates,

- Do you think that the training courses were relevant with the job market of Bangladesh? If yes, what are the strengths of the Training Programs?
- If no, what the weakness of the Training Program?
- What course had you completed and what kinds of courses currently have high demand in the job market?
- What are the special qualities of the SEIP graduates at present situation?
- What benefits are you getting from SEIP supported training?
- What are the weaknesses of the SEIP graduates that may be improved by the Training program in future?
- What are the challenges faced by the fresh SEIP graduates in the job market?
- What are the ways to overcome the challenges that faced by the SEIP graduates in the job market?
- What kinds of skills should be increased for the SEIP graduates by program in future?
- Did you receive the Certificate after completion of training? If yes, did you face any difficulty during getting the certificate? What kind of difficulties did you face? What are the ways to overcome these difficulties?
- Recommendations for improving employment opportunities and competitiveness of SEIP graduates.

Name of the FGD Conducted Persion ----------
Signature of the FGD Conducted Persion----------
Date : ---------- Start Time: ---------- End time: ----------

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Code No. - ----------

FGD Guidelines for Unemployed SEIP Graduates

List of participants in the FGD

Place of FGD: ----------
Vill: ----------; Union: ----------
Upazilla: ----------; Zilla: ----------; Date: ----------

SL	Participants Name	Age in years	Occupation	Mobile	Signature
1					
2					
3					
4					
5					
6					
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11					
12					
13					

FGD for Unemployed SEIP Graduates,

- Do you think that many SEIP graduates are unemployed after completion of training? What are the reasons for not getting job?
- Do you think that the training courses were relevant with the job market of Bangladesh? If yes, what are the strengths of the Training Programs?
- If no, what the weakness of the Training Program?
- What course had you completed and what kinds of courses currently have high demand in the job market?
- What are the special qualities of the SEIP graduates at present situation?
- What benefits are you getting from SEIP supported training?
- What are the weaknesses of the SEIP graduates that may be improved by the Training program in future?
- What are the challenges faced by the fresh SEIP graduates in the job market?
- What are the ways to overcome the challenges that faced by the SEIP graduates in the job market?
- What kinds of skills should be increased for the SEIP graduates by program in future?
- Did you receive the Certificate after completion of training? If yes, did you face any difficulty during getting the certificate? What kind of difficulties did you face? What are the ways to overcome these difficulties?
- Recommendations for improving employment opportunities and competitiveness of SEIP graduates.

Name of the FGD Conducted Persion ----------
Signature of the FGD Conducted Persion----------
Date : ---------- Start Time: ---------- End time: ----------

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Code No. - ----------

FGD Guidelines for Teachers/Trainers of SEIP Graduates

List of participants in the FGD

Place of FGD: ----------
Vill: ----------; Union: ----------
Upazilla: ----------; Zilla: ----------; Date: ----------

SL	Participants Name	Name of the Institute	Designation	Mobile	Signature
1					
2					
3					
4					
5					
6					
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8					
9					
10					
11					
12					
13					

1. FGD for Teachers/Trainers

- What are training courses offered by your institute?
- What are the selection criteria used for enrolling trainees? Do you think that the selection criteria need to change/amend for enrolling suitable trainees? If yes, why?
- What is the relevance of the Training course with the TVET policy (National Skill Development Policy 2011) of the country as well as present job market?
- What are the effectiveness's of the Training programs offered by your institute?
- What are the benefits SEIP supported Training Program?
- What are the special qualities achieved by the graduates through SEIP supported training program?
- What are the scopes that may be incorporated in the Training programs for improving the qualities of the SEIP graduates?
- What kind of responses are found for SEIP graduates' skills and performance in the job market as compared with other TVET program/project?
- What is the relevance of course curriculum and materials to the labor market?
- Do you think that tools/equipment/materials used in the training are adequate? If not adequate, what are the reasons behind it according to your opinion? What are the ways to remove this inadequacy?
- Do you think the existing assessment method is appropriate as compare with the National Skill Development Policy 2011? If not appropriate what are the drawbacks? How to overcome?
- Is the assessment result published immediately after the assessment? If not, how long does it take?
- How are the Graduates getting Certificate? If the difficulty in getting certificate arises, how to overcome the difficulty?
- What are the values of certificate for the graduates to get job as well as getting promotion in the ladder?

- Is there any international recognition of the certificates provided for SEIP graduates?
- Who are the assessors for assessing trainees and how are they selected?
- What are the environments at working place for the SEIP graduates?
- What challenges did you face during Training programs?
- How much job retention rates for the SEIP graduates?
- What are the career paths of SEIP graduates?
- Recommendations for improving employment opportunities and competitiveness of SEIP graduates.

Name of the FGD Conducted Persion ----------
Signature of the FGD Conducted Persion----------
Date : ---------- Start Time: ---------- End time: ----------

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
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Carried out by
Development Technical Consultants Pvt. Ltd.

FGD Guidelines for Head of Training Institutes

FGD Location:…….
Date:…….

Training related activities and SEIP Graduate related information

1. What is the relevance of the SEIP supported skills training programs with job market, National Skill Development Policy and 8th Five-Year Plan?
2. Do you think that the training provided by SEIP is not consistent with respect to some areas of job market? If yes, what are the areas? How to overcome those inconsistencies?
3. What are the benefits of SEIP supported skills training to unemployed labor forces in the country?
4. How do SEIP graduates perform in the job market?
5. Are there any inconsistencies identified by the institutes in any step of implementing the training program? If yes, what are those? What are the ways to overcome those inconsistencies?
6. Do you think that the SEIP supported training program could be implemented effectively at training providing institutes in terms of teaching methodology, training materials, lab facilities, classroom environment, participation and attentiveness of trainees, teacher-trainee relationship, assessment of trainees, job placement of the graduates, etc.?
7. Do you think that the program could ensure the quality of training as well as the quality of assessment? If yes, to what extent? If no, what are the drawbacks you identified and suggest how to overcome those drawbacks?
8. How efficiently the training providing institutes would run the SEIP supported training program in terms of proper identification of trainees and demand-based training courses, performance of trainers, timely supply and utilization of training materials and other resources, etc.?
9. What are the impacts of SEIP supported training on socio-economic improvement of graduates in terms of wage/salary, household income, living condition, etc.?
10. Do you think that trainers involved in the SEIP supported training program are efficient enough to run the training program? If no, what are the deficiencies you have observed? What steps need to be undertaken to improve the efficiency of trainers?
11. Do you think that the existing assessment procedures are appropriate enough to reflect their knowledge, skills and attitude acquired from the training? If not appropriate, what are the drawbacks in assessment procedure? What are the ways you suggest to overcome such drawbacks?
12. What are the problems faced in placement of graduates in job market? How to overcome those problems?
13. What challenges you have been encountering during implementation of the training program?
14. What recommendations would you provide in improving the SEIP supported training programs?

List of FGD participants

Name	Designation	Name of Training Institute	Education	Mobile No.	Email	Signature

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program (SEIP)-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
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Development Technical Consultants Pvt. Ltd.

FGD Guidelines for Job Placement Officers/Coordinators

List of participants in the FGD

Place of FGD: ----------
Address: …….
Date:…….

SL	Participants Name	Name of the Institute	Designation	Mobile	Signature
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					

Job placement related information for SEIP graduates

1. How do you conduct job placement activities for the SEIP graduates?
2. Do you think that job placement facilities are adequate in your Training Institute? If no, what facilities are lacking? What is suggestion to improve the facilities?
3. How do you search/assess the job placement opportunities for SEIP graduates in different organizations/industries in your areas?
4. How many industries have you visited to search the job placement opportunities for SEIP graduates? What is your result from the visit?
5. What are the challenges you faced during searching the job placement opportunities for SEIP graduates? What are the ways to overcome those challenges?
6. What criteria are most important for a graduate in getting job? What criteria are lacking among SEIP graduates to get the job?
7. What are the challenges SEIP graduates faced in the job market? What are the ways to overcome those challenges?
8. Do you think that effective linkage between your Training Institute and different industries/organizations could be possible? What are the obstacles to make the effective linkage? What is your suggestion to overcome those obstacles?
9. What is your suggestion to sustain the job placement activities after the end of project in future?
10. Please provide your suggestions for improving the job placement of graduates in the job market:

Signature of the respondent with office seal:
Name of the enumerator/Supervisor:……
Signature:……, Mobile No.: ……, Date:……

Thanks

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Skills for Employment Investment Program-Tranche 2
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FGD Guidelines for Chief Coordinator of Entity

FGD Location:…….

Date:……

SEIP Supported Training activities and SEIP Graduate related information

1. What is the relevance of the SEIP supported skills training programs with job market, National Skill Development Policy and 8th Five-Year Plan?
2. Do you think that the training provided by SEIP is consistent with respect to some areas of job market? If no, what are the areas you think not so consistent? How to overcome those inconsistencies?
3. What are the benefits of SEIP supported skills training to unemployed labor forces in the country?
4. Do you think that the SEIP supported training program could be implemented effectively at training providing institutes in terms of producing quality graduates, and their job placement in the market, etc.?
5. How is the Training Program efficiently run-in terms of selecting training institutes, proper selection of demand-based training courses as well as timely supply and utilization of training materials and other resources, etc.?
6. What are the impacts of SEIP supported training on socio-economic improvement of graduates in terms of wage/salary, household income, living condition, etc.?
7. Do you think that Training Institutes involve in the SEIP supported training program are efficient enough to run the training program? If no, what are the deficiencies you have observed? What steps need to be undertaken to improve the efficiency of trainers?
8. Do you think that the existing assessment procedures are appropriate enough to reflect their knowledge, skills and attitude acquired from the training? If not appropriate, what are the drawbacks in assessment procedure? What are the ways you suggest to overcome such drawbacks?
9. Does the certificate given by the entity match with the nationally and internationally recognized certificates given by different agencies like BTEB, NSDA, City and Guilds, etc. If no, what should you require to do to increase salability of graduates?
10. What challenges the entities have been encountering with during implementation of the training program?
11. What recommendations would you provide in improving the SEIP supported training programs?

List of FGD participants

Name	Designation	Name of Training Institute	Education	Mobile No.	Email	Signature

Government of the People's Republic of Bangladesh
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FGD Guidelines for Assessor

FGD Location:.....
Date:....., Time: .....

Assessment related information under SEIP supported training program

1. How do you assess the trainees at SEIP supported Training Institute level?
2. Do you think that assessment facilities are adequate in the Training Institute? If no, what facilities are lacking?
3. Do you provide orientation (mock) program before assessment? If yes, how effective the orientation program? If no, is it essential for effective assessment of the trainees?
4. What are the methods/tools used for assessment? Do you think that these methods are suitable and functional for the trainees?
5. Are the materials for demonstration available in adequate quantity? If no, how do you conduct the demonstration part of assessment?
6. Do you announce the assessment result immediately after completion of assessment? If no, how is the result published?
7. Do you provide feedback to the trainees/assessee immediately after completion of assessment? If not, do you think, is it essential for effective assessment?
8. Do you know that certificate after the assessment is given to the graduates? If no, how is the result published?
9. Is it published through online portal? If no, do you think, is it essential to publish through online portal?
10. Is there any gap in assessment and certification system between SEIP and National Skill Development Policy? If yes, what are those gaps? What are your suggestions to reduce such gap(s)?
11. What is the recruitment process of assessors under SEIP supported training program?
12. Suggestions for the improvement of assessment system:

Signature with office seal of the respondents:

Thanks

List of FGD participants

Name	Designation	Name of organization	Education	Sector	Mobile No.	Signature

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
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KPI Checklist for SDCMU-SEIP

Name of the Key Person:…….
Designation:…….
Name of the Organization:……..……..
Address:…….
Mobile Phone No: ……
Email: …….

Project activity and SEIP Graduate related information

1. What is the relevance of the SEIP supported skills training programs with job market, National Skill Development Policy, and 8th Five-Year Plan?
2. Do you think that the training provided by SEIP is not consistent with the respect to some areas of job market? If yes, what are the areas? How to overcome those inconsistencies?
3. What are the benefits of SEIP supported skills training to unemployed labor forces in the country?
4. How do SEIP graduates perform in the job market?
5. Are there any inconsistencies identified by the SDCMU-SEIP in any step of implementing the training program? If yes, what are those? What are the ways to overcome those inconsistencies?
6. Do you think that the SEIP supported training program could be implemented effectively at training providing institutes in terms of teaching methodology, training materials, lab facilities, classroom environment, participation and attentiveness of trainees, teacher-trainee relationship, assessment of trainees, job placement of the graduates, etc.?
7. Do you think that the program could ensure the quality of training as well as the quality of assessment? If yes, to what extent? If no, what are the drawbacks you identified and suggest how to overcome those drawbacks?
8. How efficiently the training providing institutes would run the SEIP supported training program in terms of proper identification of trainees and demand-based training courses, performance of trainers, timely supply and utilization of training materials and other resources, etc.?
9. How are the trainees assessed after completion of training at institution level? How is the result published?
10. Is there any gap in assessment and certification system between SEIP and National Skill Development Policy? If yes, what are those gaps? What are your suggestions to reduce such gap(s)?
11. What is the recruitment process of assessors under SEIP supported training program?
12. What are the impacts of SEIP supported training on socio-economic improvement of graduates in terms of wage/salary, household income, living condition, etc.?
13. How are skills training programs contributing social changes?
14. Probably you know that the Government has a target to enhance the enrollment of TVET program to 30% by 2030 against the existing enrollment rate of 17%. What activities you are undertaking in order to achieve this target? Do you visualize any difficulties to achieve this target? What are the ways to overcome such difficulties?

15. What are the problems faced by SEIP training program in placement of their graduates in job? How to overcome those problems?
16. What challenges the SDCMU-SEIP has been encountering during implementation of the training program?
17. What recommendations would you provide in improving the SEIP supported training programs?

Signature of the respondent with office seal:

Thanks

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
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KPI Checklist for Head of Training Institutes

1. Personal Information:

1.1. Name: ……..
1.2. Designation: ……
1.3. Highest level of education: ……
1.4. Name of the training institute: ……..
1.5. Address of the training institute: ……..
1.6. Mobile phone number: ……..
1.7. Email: ……..

2.0. SEIP Activities

2.1. Name of courses offered:
(a) …… (b) …… (c) ……

2.2. Year-wise enrollment, graduation and placement in job/employment related information under Tranche-2:

Item	2018	2019	2020	2021
No. of application submitted for enrollment				
No. of trainees enrolled				
No. of trainees graduated				
No. of graduates placed in job/employment				

3.0. Training related activities and SEIP Graduate related information

3.1. What is the relevance of the SEIP supported skills training programs with job market, National Skill Development Policy and 8th Five-Year Plan?
3.2. Do you think that the training provided by SEIP is not consistent with respect to some areas of job market? If yes, what are the areas? How to overcome those inconsistencies?
3.3. What are the benefits of SEIP supported skills training to unemployed labor forces in the country?
3.4. How do SEIP graduates perform in the job market?
3.5. Are there any inconsistencies identified by the institutes in any step of implementing the training program? If yes, what are those? What are the ways to overcome those inconsistencies?
3.6. Do you think that the SEIP supported training program could be implemented effectively at training providing institutes in terms of teaching methodology, training materials, lab facilities, classroom environment, participation and attentiveness of trainees, teacher-trainee relationship, assessment of trainees, job placement of the graduates, etc.?
3.7. Do you think that the program could ensure the quality of training as well as the quality of assessment? If yes, to what extent? If no, what are the drawbacks you identified and suggest how to overcome those drawbacks?
3.8. How efficiently the training providing institutes would run the SEIP supported training program in terms of proper identification of trainees and demand-based training courses, performance of trainers, timely supply and utilization of training materials and other resources, etc.?
3.9. What are the impacts of SEIP supported training on socio-economic improvement of graduates in terms of wage/salary, household income, living condition, etc.?
3.10. Do you think that trainers involved in the SEIP supported training program are efficient enough to run the training program? If no, what are the deficiencies you have observed? What steps need to be undertaken to improve the efficiency of trainers?
3.11. Do you think that the existing assessment procedures are appropriate enough to reflect their knowledge, skills and attitude acquired from the training? If not appropriate, what are the

drawbacks in assessment procedure? What are the ways you suggest to overcome such drawbacks?

3.12. What are the problems faced in placement of graduates in job market? How to overcome those problems?

3.13. What challenges you have been encountering during implementation of the training program?

3.14. What recommendations would you provide in improving the SEIP supported training programs?

Signature of the respondent with office seal:

Name of the enumerator/Supervisor:……
Signature:……, Mobile No.: ……, Date:……

Thanks

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

KPI Checklist for Chamber/Trade Body/PIU

Name:…… ……Designation:…… ……
Name of the Organization:……..
Address:……
Mobile No: ……..Email: ……

SEIP Training, Graduates and Employment opportunity related information

1. Do you know that the SEIP supported Training Program is being financed by GoB and ADB for enhancing the skills of labor forces in Bangladesh? If yes, what do you know?
2. What kinds of courses/trades currently are offered by the SEIP? Among them which courses/trades have high demand in the job market?
3. Can you visualize any new courses/trades which should be introduced in the backdrop of their high demand?
4. What are the weaknesses of the SEIP graduates that you know?
5. What kinds of knowledge and skills should be developed for the SEIP graduates which may help them for better performance in the job market?
6. What are the roles of TVET training on overall economic and social development?
7. What challenges are faced for TVET training programs?
8. Recommendations for improving employment opportunities and competitiveness of SEIP graduates.

Thanks

Signature of respondent with office seal:

Name of the enumerator/Supervisor:……
Signature: …….., Mobile No.: ……, Date: ……

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
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Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

KPI Checklist for BTEB/NSDA

Name of the Key Person:…… ……Designation:……
Name of the Organization:…… ……..Address:…… …….
Mobile Phone No: ……Email: …….

Project activity and SEIP Graduate related information

1. What is the relevance of the SEIP supported skills training programs with job market, National Skill Development Policy, and 8th Five-Year Plan?
2. Do you think that the training provided by SEIP is not consistent with the respect to some areas of job market? If yes, what are the areas? How to overcome those inconsistencies?
3. What are the benefits of SEIP supported skills training to unemployed labor forces in the country?
4. How do SEIP graduates perform in the job market?
5. Are there any inconsistencies identified by the BTEB/NSDA in any step of implementing the training program? If yes, what are those? What are the ways to overcome those inconsistencies?
6. Do you think that the SEIP supported training program could be implemented effectively at training providing institutes in terms of teaching methodology, training materials, lab facilities, classroom environment, participation and attentiveness of trainees, teacher-trainee relationship, assessment of trainees, job placement of the graduates, etc.?
7. Do you think that the program could ensure the quality of training as well as the quality of assessment? If yes, to what extent? If no, what are the drawbacks you identified and suggest how to overcome those drawbacks?
8. How efficiently the training providing institutes would run the SEIP supported training program in terms of proper identification of trainees and demand-based training courses, performance of trainers, timely supply and utilization of training materials and other resources, etc.?
9. How are the trainees assessed after completion of training at institution level? How is the result published?
10. Is there any gap in assessment and certification system between SEIP and National Skill Development Policy? If yes, what are those gaps? What are your suggestions to reduce such gap(s)?
11. What is the recruitment process of assessors under SEIP supported training program?
12. How are skills training programs contributing social changes?
13. Probably you know that the Government has a target to enhance the enrollment of TVET program to 30% by 2030 against the existing enrollment rate of 17%. What activities you are undertaking in order to achieve this target? Do you visualize any difficulties to achieve this target? What are the ways to overcome such difficulties?
14. What recommendations would you provide in improving the SEIP supported training programs?

Signature of the respondent with office seal:

Thanks

Government of the People's Republic of Bangladesh
Finance Division, Ministry of Finance
Skills for Employment Investment Program-Tranche 2
Probashi Kallyan Bhaban (15th floor), 71-72 Old Elephant Road, Eskaton Garden, Dhaka
Conducting Tracer Study of SEIP Graduates
Carried out by
Development Technical Consultants Pvt. Ltd.

Case Study Checklist for SEIP Graduate

1.0 Personal Information

1.1 Name of the SEIP Graduate:……
1.2 Age of Graduate in completed years: …… years
1.3 Father's Name:……..
1.4 Mother's Name:……
1.5 SEIP Registration No.:……
1.6 Mobile Phone No.: ……
1.7 Gender: [Code: 1=Male, 2=Female, 3=Third Gender] ☐
Marital status of the graduate: …… ☐
No. of family member: …… ☐
1.8 Education of Trainee at the time of admission in Training Institution: ……
1.9 Name of the training Institute:…… ……
1.10 Its address: ……
1.11 Type of training institute: (Code: 1= Government, 2= Private, 3=NGO) ☐
1.12 Name of the Course/Trade completed: ……
1.13 Type of training: [Code: 1=New Entrant, 2=Up skilling] ☐
1.14 Date of Admission in the Training Institute: Date….. Month… Year……
1.15 Date of completion the training: Date….. Month… Year……
1.16 What type of graduates are you? [Code: 1= Tranche-1 graduate, 2=Trance-2 graduate] ☐
1.17 Employment status: [Code: 1=Wage employed, 2=Self-employed, 3= Entrepreneur, 4=Unemployed, 5=Others: ……. (specify)] ☐

[N.B.: Enterprises are structured businesses that have a well-defined physical location, normally having legal status (having trade license), a bank account and some employees. Whereas the self-employments also have physical location, employees and may have personal bank account but have no trade license and bank account in the name of enterprise]

1.18 Name of employer's/organization reported to the institute:……
1.19 Members in the family? a) Male:……..; b) Female:……; c) Total: ……
1.20 Number of income earners in the household (No.)? a) Male:...; b) Female:...; c) Total: …
1.21 Current average household income [Cash & kind] (Tk.)_……..Tk/Month

2.0 Success Stories of the SEIP Graduates in their real life

2.1 What was the socio-economic status in your life before the SEIP training program?
2.2 What are the changes made in your life style due to SEIP supported training?
2.3 How are you benefitted by the SEIP supported training program? Briefly describe-
2.4 What extents of the skills have been increased due to this program?
2.5 What are the positive impacts of the training program on your career development/job market?
2.6 What are the impacts of the SEIP program for improving your social status?
2.7 What are the impacts of the SEIP program for improving your economic status?
2.8 How does certificate from the SEIP program help you to develop your career?
2.9 What are the differences between SEIP and non-SEIP graduate?

Name of the enumerator---------- Signature----------
Date----------, Start time----------, end time----------

Thanks

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Physical Observation Checklist for Workplaces of SEIP Graduates

A. Observation of the Working Environment of the Employment Area of SEIP Graduates

Name and address of the Employment Office	Position hold on the office	Status of the employment office	Category of the employment	Number of employees in the office	Working environment of the office in terms of safety and security

List of the case study participations

Sl. No.	Name of the participant	Age	Mobile number	ID number	Institution
1	Selina Begum	38	01760-643163	2200051171	Technical Training Center, Jhinaidah
2	Abdur Rahim Chawdhury	26	01799-466460	2200092841	Technical Training Center, Gopalgonj
3	Ani Chandra Sarkar	32	01774-485738	3800009786	DIST Technical Training Center
4	Abdul Kuddus	38	01734-560623	3800009788	DIST Technical Training Center
5	Mahabub Sarkar	26	01735-917343	0800013481	BEIOA Light Engineering Training Institute
6	Fatematuz Zohora	24	01748-540928	0700050454	BGMEA Training Center, Fokirhat
7	Riaz Ahmed	19	01636-403756	0800011416	UCEP Ambagan Technical School, Chattogram
8	Most. Joynob Begum	35	01758-676967	210005455	Jhalokathi Technical School and College
9	Bipul Hosen	29	01743-668327	2200048826	Jamalpur TTC

List of KPI for head of institute

Sl.No.	Name of the participant	Designation	Institution	Mobile No.
1	Md. Kamruzzaman	Principal	Comilla TTC	
2	Md. Monirul Islam Chowdhury	Job Placement Officer	CCN Polytechnic Institute, Comilla	
3	Joy Prakash Barua	Regional Manager	UCEP Technical School, Chittagong	
4	Eng. M. Nuruzzaman	Principal	Bangladesh-Korea TTC, Chittagong	01711-902064
5	Md. Anwor Hossain	Job Placement Officer	Bangladesh-German TTC, Dhaka	01626-842182
6	Md. Mizanur Rahman	Acting Principal	Gaibandha TTC	01718-835053
7	A.K.M. Rokonuddaula	Manager	Gana Unnayan Kendra (GUK), Nashratpur	01730-025274
8	A.S.M. Rezaul Karim	Principal	Dinajpur TTC	01726-826318
9	Md. Mamunur Ferdous	Principal	DIST TTC, Dinajpur	
10	Eng. Md. Zamider Rahman	Principal	Technical School and College, Rangpur	01750-066930
11	Syed Hosen	Ass. Coordinator-JPD&P	BACI-SEIP Project	01625-041166
12	Md. Mamun Ul Hoque	Director	BTEB, Dhaka	01711-186302
13	Dulal Chandra	Chairman	NSDA, Dhaka	01711-408180
14	Muhammad Mahedi Hasan	Principal	Kushtia TTC	01710-490997
15	Mansoor Ahmed	Senior Vice President	BKMEA	01711-529464

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