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Motor Drivers Training Programme of Bangladesh Road Transport Corporation:
**An Evaluation from the Perspective of
National Skills Development Policy 2011**

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Abstract

The paper evaluates the extent, adaptability, relevance and compatibility of motor driving programmes of Bangladesh Road Transport Corporation (BRTC) with the mission, objectives, and focus of the National Skills Development Policy 2011. With this end in view, the structure, process, performance of training during 2010 to 2020 were taken into consideration and documentation. It is revealed that the number of trainees increased gradually and rose to its peak in the year 2019 and plummeted in 2020 due to the Covid-19 pandemic. It is empirically observed that only 7 percent were female trainees compared to their male counterparts. Training targets under the Annual Performance Agreement during 2014-15 to 2019-20 were mostly achieved. Thirty percent of the 361 successful trainees selected randomly has been employed in the public and private sector. The training contributed to overseas employment as well. The satisfaction level of sample respondents about the quality of training facilities and trainers were rated between very good to low with no excellent grading. It is demonstrated that the training programmes are reasonably adaptive, compatible and have relevance with the major objectives and focus of the policy under study. In the end, lack of digital technical devices, cut section models, driving simulators, new model auto vehicles, fund shortage, and a dearth of experienced certified trainers were identified as major challenges towards effectively achieving the objectives of the training programmes in comparison with that of the National Skills Development Policy 2011.

Keywords: POLICY EVALUATION; SKILLS DEVELOPMENT; TRAINING; MOTOR DRIVERS

1.0 Introduction

National Skills Development Policy 2011 was formulated to guide skill development strategies and facilitate improved coordination of all elements of skills training and the parties involved. The policy was expected to contribute to the implementation of other economic, employment, and social policies so that Bangladesh can achieve its goal of attaining middle-income status (MoE 2012). Bangladesh Road Transport Corporation (BRTC) has been playing a growing role in human resource development by providing vocational skills training through its institutional capacities. The organization is contributing to human resource development through imparting drivers training programme, which is compatible with the mission, objectives, and focus of the National Skills Development Policy 2011. Hence, it would be worthwhile to explore and assess the performance of BRTC drivers training programme to evaluate its effectiveness with relevance to the policy. This would add an empirical research value to the country's skills development in general and to the transport sector in particular.

1.1 Research Problem

Within its area of 147,570 square kilometers, Bangladesh has 2,130,208 km of roads and highways where a large number of motor vehicles ply every day. According to Bangladesh Police, 71,875 persons died in road accidents in the last 25 years (1994- July 2019) (SEIP, MoF 2020). In 2019, at least 5227 people were killed and 6953 injured in 4702 road accidents across the country (Kundu et. al, 2020). One study of the Accident Research Institute (ARI) of Bangladesh University of Engineering and Technology (BUET) reveals that around 64% of the accident occurred due to a lack of awareness and low skill of the drivers

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(SEIP 2018). Up to June 2019, 40,12,131 vehicles have been registered with the Bangladesh Road Transport Authority (BRTA), whereas 34,12,538 smart card driving licenses have been issued during the same period (BRTA 2020: 32 - 42). The statistics reflect a huge gap between the number of vehicles registered and the number of digitally licensed drivers in the country. It is empirically observed that lack of training and low skill level of drivers are major reasons for the increasing number of road accidents in Bangladesh (Afsari and Rahman 2018 and Sharmeen and Islam 2011). In this context, it is assumed that improving the skill level of drivers through proper training can significantly reduce the number of accidents, and thus a safe and secure road infrastructure can be developed.

Bangladesh's government has given priority to skills training in the transport sector as there is a high demand for skilled drivers at home and abroad. During 2014 – 2019, the demand of 72,414 drivers (all category, light, heavy, others) came from the middle-east Arab countries for recruitment. Apart from carrying passengers and cargo, BRTC is playing a significant role in making efficient drivers and mechanics who render their service to different organizations at home and abroad. Its mission is to enhance passenger service facilities by adding more modern vehicles to BRTC's fleet, providing skilled manpower in the transport sector, and building up a safe, modern, and comfortable mass-transport system through enhancing service quality in passenger and cargo transportation (Bangladesh National Parliament 2020). Two major objectives of BRTC are (1) to train unemployed youth on motor vehicle driving and make them an automobile mechanic and (2) to help in creating opportunities for efficient and effective manpower for the road transport sector (BRTC 2019). Hence an empirical study on the structure, process, and effectiveness of the drivers training programme of BRTC concerning the mission, objectives, and focus of the National Skills Development Policy 2011 is warranted.

1.2 Rationale of the Research

An academic study to assess the performance and effectiveness of BRTC regarding driver training in line with the mission, objectives, and focus of the National Skills Development Policy 2011 has not been conducted. Hence, evaluating the performance and effectiveness of BRTC is critical to the skills and human resource development of the country. This is a pioneering study linking the drivers training program of BRTC with the mission, objectives, and focus of the policy. Moreover, the present study would create avenues for future research particularly for the outcome of the training regarding human resource development, employment generation, foreign remittance, reducing accidents, and enabling safe roads.

1.3 Objective of the Study

Against the backdrop, the objective of the study is:

1.3.1 To explore and assess the process, performance, effectiveness, and challenges of BRTC's drivers' training programme about the mission, objectives, and focus of the National Skills Development Policy 2011.

1.4 Research Questions

Keeping in line with the above research problem, rationale, and objective, the pertinent research questions would be:

1.4.1 How (structure, process) has the training programme progressed?

1.4.2. To what extent (performance, immediate output, adaptability, and relevance to the policy) is the training programme related to and

¹ Gathered from the Ministry of Expatriate Welfare and Overseas Employment, Dhaka. Date: 02 November 2020.

relevant to with the mission, objectives, and focus of the National Skills Development Policy 2011?

1.4.3. Which factors have posed challenges to effective training?

1.5 Limitation

The study has been conducted during the busy class schedule of the 95th Senior Staff Course (18 October to 01 December 2020) of the Bangladesh Public Administration Training Center (BPATC) in a Covid-19 pandemic situation. Hence, lack of time and precautionary health safety measures were major drawbacks for collection, interpretation, and analysis of primary as well as secondary data. Although evaluating the long-term outcome like employment generation, foreign remittance, reducing accidents and enabling safe roads, etc. were required to do a meaningful evaluation study, these were kept outside of the scope of research because of time constraints and the absence of reasonable secondary data. Moreover, it was a costly venture to do an in-depth study addressing the outcome.

1.6 Research Approach and Methodology

A qualitative research approach was employed in the study. As Creswell (1994: 145) pointed out that there are six assumptions in qualitative designs, and qualitative researchers are concerned primarily with (1) process, (2) interest in meaning - how people make sense of their lives, experience, (3) the researcher is the primary instrument for data collection and analysis, (4) it involves fieldwork, (5) is descriptive in that the researcher is interested in the process, meaning and understanding gained through words or pictures, (6) qualitative research is inductive. In line with the above observations, a qualitative approach was considered appropriate for dealing with the objectives and research questions of the study.

Qualitative research generally emphasizes words rather than quantification in the collection and analysis of data involving so many variables. The objective is to capture the meaning of experience in the participants' own words (Rossman and Marshall 2006: 51-55). While a typical quantitative research project identifies and investigates the impact of only a few variables, qualitative strategy attempts to explore a host of factors that influence an issue (Hancock and Algozzine 2006: 8).

Content analysis through conceptual and relational analysis of facts and figures has been done. Content analysis is a widely used research method, which is compatible with a qualitative research strategy (Hsieh, et.al, 2005) that facilitates systematic and reliable interpretation of facts and information so that generalizations can be made from them about the categories of interest to the researcher.

Field research is often labeled as qualitative research (Miller and Crabtree 1992: 5). Interviews are a common form of data collection in qualitative research. It helps the researcher to attain rich, personalized information (Hancock and Algozzine 2006: 39). The interview is a good way of accessing people's perceptions, meanings, definitions of situations, and construction of reality (Punch 1998: 174-175).

However, because of insufficient time, the study was mostly based on secondary data supplemented by occasional primary data. Secondary data was collected from different sources: public and private offices and libraries in Dhaka along with internet sources. Primary data was collected through telephonic interviews (following unstructured open-ended questionnaires) of 10 respondents involved in the training process: government officials, drivers, other stakeholders as interview helps the researcher to attain rich, personalized information (Hancock and Algozzine 2006: 39). A structured closed-end brief questionnaire was also circulated to 30 trainees and 361 trainees were called by mobiles who completed training during the last three years on a random basis engaging two training institutes of BRTC to assess the trainee

satisfaction and trace out their current employment status. Data has been interpreted and analysed in descriptive form supplemented by primary quantifiable data and statistical information as most qualitative researchers do.

1.7 Scope of the Study

Although drivers training programme of BRTC had started during mid-seventies, training process and data of last ten years beginning from 2010 to 2020 was brought under the focus of the study to assess its relevance and compatibility with the National Skills Development Policy 2011, as the policy has been put to practice since 2012.

1.8 Organisation of the Paper

Section one has described the research problem, rationale, objectives, research questions, methodology, limitation, and scope of the study. A brief conceptual framework has been designed in section two. Sections three and four provide salient features of the National Skills Development Policy 2011 and the BRTC training programmes respectively. Section five interprets and analyses the findings. Major challenges have been identified in section six. Finally, section seven concludes.

2.0 Definition and Conceptual Framework

In any discussion of policy evaluation, the task of definition and conceptual discussion is important, because scholars or researchers might conceive different terms in somewhat different ways (Baum 1981: 39). Definition and conceptual discussion relevant to the topic would facilitate the organization of the paper.

2.1 Policy Evaluation

“Evaluation is the process of determining the merit, worth and value of things” (Scriven 1991: 1 cited in Vedung 1997: 2). Vedung (1997: 3) defines evaluation as ‘careful retrospective assessment of the merit, worth, and value of administration, output, and outcome of government interventions, which is intended to play a role in future, practical action situations’. Therefore, the concept of ‘policy evaluation’ refers broadly to the process of finding out about a public policy in action, the means being employed and the objectives being served (Howlett and Ramesh 1995: 168). David Nachmias defines policy evaluation as ‘the objective systematic, empirical examination of the effects ongoing policies and public programs have on their targets in terms of the goals they are meant to achieve’ (Nachmias cited in Howlett and Ramesh 1995: 169). Therefore, policy evaluation takes into consideration the objectives or goals of the policy. Evaluation can be of many types depending on the objectives and forms of evaluation. According to Howlett and Ramesh (1995) evaluation can follow different forms. These are (1) *Effort Evaluation*, (2) *Performance Evaluation*, (3) *Adequacy of Performance Evaluation*, (4) *Efficiency Evaluation*, and (5) *Process Evaluation*.

2.1.1 Evaluation Criteria

Developing adequate and acceptable measures for policy evaluation is a difficult and contentious task, as many authors have noted (Howlett and Ramesh 1995: 169). There is acrimonious disagreement on the methodological foundation and practical orientation of evaluation research (Vedung 1997: 35). Evaluation

² Eight respondents spoke on condition of anonymity.

criteria may differ markedly and they can also be distinguished by where they focus on either policy outputs or eventual outcomes, or both (Mazmanian and Sabatier 1983: 9-10).

On the issue of evaluative criteria, most research has begun with the formal objectives enunciated in the original statute or policy. This is to be expected, given the historical preoccupation of much implementation research with assessing the extent of goal attainment and analysing the reasons for the inability of major policy initiatives to attain their stated objectives. The focus on policy objectives has also revealed their frequent ambiguity and inconsistency and the consequent adjustments that must be made during the implementation process (Mazmanian and Sabatier 1983: 10).

Another frequently employed evaluation criterion, particularly in regulatory policy, is benefit-cost analysis. In most cases, the benefits of the program are calculated in terms of the policy's stated goals. Although benefit-cost analysis invariably runs into problems of accurately estimating both benefits and costs and of estimating the probable effects of alternative programs, they have the advantage of highlighting explicitly the fiscal constraints which are, at least implicitly, part of most policy decisions (Mazmanian and Sabatier 1983: 10).

Furthermore, studies sometimes use an evaluative criterion largely unrelated to prescribed goals. This may be taken from the researcher's value preferences, such as the program's effects on the poor, or the program's effects on other societal goals (Mazmanian and Sabatier 1983: 10).

OECD (2020) has identified the following criteria:

(a) Relevance

The extent to which the objectives of a development intervention are consistent with beneficiaries' requirements, country needs, global priorities, and partners' and donors' policies.

(b) Efficiency

A measure of how economically resources/inputs (funds, expertise, time, etc.) are converted to results.

(c) Effectiveness

The extent to which the development intervention's objectives were achieved, or are expected to be achieved, taking into account their relative importance.

(d) Impacts

The positive and negative, primary and secondary long-term effects produced by a development intervention, directly or indirectly, intended or unintended.

(e) Sustainability

The continuation of benefits from a development intervention after major development assistance has been completed. The probability of long-term benefits. The resilience to risk of the net benefit flows over time.

2.1.2 Evaluation Criteria for the Study

Considering the above criteria, the present study can be labeled as an integration of performance, process, relevance, and effectiveness evaluation. The purpose of such integration was to give the reader a clear understanding of the effectiveness of the skills development training programmes employing different lenses of policy evaluation.

3.0 Skills Development Policy 2011: Salient Features

The policy extends and builds on other major public policies such as the Education Policy 2009, the Non-Formal Education Policy 2006, the Youth Policy 2003, the National Training Policy 2008, and the National Skills Development Council (NSDC) Action Plan 2008. It was put to execution in 2012.

3.1 Definition: Skills development is defined as the full range of formal and non-formal vocational, technical, and skills-based education and training for employment and or self-employment. In keeping with international trends, skills development includes a. Pre-employment and livelihood skills training, including Technical Vocational Education and Training (TVET), apprenticeships and school-based TVET; b. Education and training for employed workers, including workplace training; and c. Employment oriented and job-related short courses not currently affiliated with Bangladesh Technical Education Board (BTEB) servicing both domestic and international markets.

3.2. Segments of the Policy

The skills development system in Bangladesh can be classified into four main segments:

- public (delivered to varying degrees by numerous ministries); (Drivers Training of BRTC falls within the segment)
- private (receive some form of government subsidy e.g. MPO and grants)
- private (commercial training institutions including madrashas);
- NGOs (non-for-profit institutions); and
- industry-based (institutions managed by industry and training delivered in the workplace, including apprenticeships).

3.3 Mission

The mission of the skills development system in Bangladesh is to support rapid and inclusive economic growth through:

- a. Enhancing individuals' employability (in wage/self-employment) and ability to adapt to changing technologies and labour markets;
- b. Improving the productivity and profitability of enterprises; and
- c. Strengthening national competitiveness and reducing poverty.

3.4 Objectives

Major objectives of the National Skills Development Policy 2011 are to:

- a. Provide a clear statement of the reform agenda and strategy for skills development in Bangladesh;
- b. Improve the quality and relevance of skills development in Bangladesh;
- c. Establish more flexible and responsive delivery mechanisms that better serve the needs of labour markets, individuals, and the community at large;

-
- d. Improve access to skills development for various groups of citizens including women and people with disabilities, encourage participation in skills development by industry organisations, employers and workers and improve skills acquisition in communities; and
 - e. Enable more effective planning, coordination, and monitoring of skill development activities by different ministries, donors, industry, and public and private providers.

3.5 Propositions/ Focus

The policy mission and objectives are based on the following major propositions/focus and premises:

- (a) Demand-Driven, Flexible and Responsive Training Provision
- (b) Competency Based Training & Assessment(CBT&A)
- (c) Accurate Skills and Labour Market Data for Planning and Monitoring
- (d) Competent and Certified Instructors and Trainers
- (e) Recognition of Prior Learning
- (f) Improved Access for Under-Represented Groups
- (g) Skills Development for Overseas Employment

4.0 Bangladesh Road Transport Corporation: Structure and Training Programmes

Bangladesh Road Transport Corporation (BRTC) is a state-owned transport organization, which was established under the Road Transport Ordinance, Ordinance No. VII of 1961 to build a modern road transport system. Recently, Bangladesh Road Transport Corporation Act 2020, Act No. V of 2020 was promulgated and put to the action giving BRTC a solid legal framework. It is a body corporate and works under the Road Transport and Highways Division of the Ministry of Road Transport and Bridges. BRTC renders passenger and cargo services throughout the country by operating its different types of buses and trucks. BRTC is playing a significant role in making efficient drivers and mechanics who discharge their service to a different organization at home and abroad. At present, BRTC's installations comprise 19 bus and 02 truck depots, 20 training units (17 centers and 03 institutes), one Integrated Combined Workshops, and one Central Workshop.

4.1 Vision

Building a safe, modern, and comfortable state-owned Road Transport system.

4.2 Mission

Enhancing passenger service facilities through adding more modern vehicles to BRTC's fleet, providing skilled manpower in the transport sector, and to build up a safe, modern, and comfortable Mass-transport system through enhancing service quality in passenger and cargo transportation.

³ *Prior learning refers to a position where many citizens acquire skills and knowledge through work and other life experiences without access to formal education or training. To recognise the skills and knowledge acquired and provide enhanced pathways into further education and training, a system for the recognition of prior learning need to be introduced.*

4.3 Objectives

To provide fast, efficient, economic, reliable, comfortable, modern, and safe road transport services in the country.

4.4 Other objectives are

- (a) To play a strategic interventional role in the road transport sector and to render emergency services during times of natural calamity.
- (b) To play an interventional role in controlling road transport fare and freight charges.
- (c) To train unemployed youth on motor vehicle driving and as an automobile mechanic.
- (d) To help in creating opportunities for efficient and effective manpower for the road transport sector.

4.5 Structure of Training Programmes

BRTC is currently providing training in driving, motor mechanism, welding, denting, painting, etc. to create skilled manpower through its 20 training units (17 centres and 3 institutes).

4.6 Drivers Training Courses of BRTC

Name of Course	Duration of Course
Basic Driving (Heavy)	8 weeks
Upgrading Driving (Heavy)	4 weeks
Basic Driving (Light)	4 weeks
Upgrading Driving (Light)	2 weeks
Special Driving (Light)	4 weeks
Orientation Driving (Light and Heavy)	1 and 2 weeks

4.7 Drivers Training under Skill for Employment and Investment Programme (SEIP):

Apart from the above regular driving courses, BRTC has launched a drivers training programme for the poor and unemployed to make them able to work under the SEIP of the Finance Division. Through the programme 45,600 people would be imparted training in driving, vehicle maintenance, and language (English and Arabic) with government financial support in 3 training institutes and 17 training centers of BRTC within five years. Successful trainees would be issued with Bangladesh Road Transport Authority (BRTA) driving license after the competency test. Later on, successful trainees would be assisted to find overseas employment with the creation of a database for them.

4.8 Training Target under SEIP

Based on the institutional capacity assessment and demand for skilled drivers at home and abroad, it has been targeted that SEIP will impart motor driving training for 100,000 trainees through the different organizations in the following manner:

Table:1
Year-wise Target

Institute ¹	Year-wise Target						Total
	2018	2019	2020	2021	2022	2023	
BMET	2,400	7,320	7,320	7,320	7,320	6,360	38,040
BRTC	6,600	8,100	8,100	7,600	7,600	7,600	45,600
DTE	-	2,760	2,760	2,760	2,760	2,760	13,800
TTTI	-	-	960	500	500	600	2,560
Total	11,760	15,420	19,140	18,180	18,180	17,320	1,00,000

Source: SEIP Project Office, Dhaka.

Table: 2
The target number of participants

Org.	No. of TI	Number of Trainees			Total
		T1	T2	T3	
BMET	61 TTC	9720	7320	21000	38040
BRTC	19 TC	14700	8100	22800	45600
DTE	23 TSC	2760	2760	8280	13800
TTTI	1 TC	0	960	1600	2560
Total	104	27180	19140	53680	100000

Source: SEIP Project Office, Dhaka.

5.0 Findings, Interpretation, and Analysis of the Study

5.1 Training Performance and Effectiveness of BRTC

The following sub-sections depict a picture of performance and effectiveness.

5.2 Performance of BRTC Regular Driving Training Courses

During the last ten years (2010 to 2020) BRTC imparted the training of 75,949 trainees of all categories (light and heavy, male and female). Taka 21,12,80,753 was earned as revenue against a total expenditure of 21,76,22,376 incurring a cumulative loss of Taka 6341623 from 2015 to 2020. The training units went well regarding earning of revenue except the year 2020. The covid-19 pandemic put a heavy bearing upon

⁴Four months (360 hours) motor driving with basic maintenance, three sessions in a year, four months in each session.

⁵ BMET- Bureau of Manpower Employment and Training

DTE - Directorate of Technical Education

TTTI - Trust Technical Training Institute

revenue proceedings that made the progressing negative in 2020. The number of participants dropped to one-third of the average of previous years. Performance and efficiency were satisfactory as far as the number of trainees and revenue proceedings were concerned except for the year 2020.

Table: 3

Number of Trainees of BRTC from August 2010 to August 2020

Number of Training Institutes and Centers	Number of Trainees				Total
	Male (Light)	Female (Light)	Male (Heavy)	Female (Heavy)	
20	64851	4633	6463	2	75,949

Source: Technical Division, BRTC Head Office.

Table:4

Year-wise Number of Trainees, Income and Expenditure of BRTC

(In Taka)

Year	Number of Trainees		Total Number of Trainees	Total Income	Total Expenditure	Profit/Loss
	Male (Light)	Female (Light)				
Till August 2020	2314	169	2483	17155573	17853548	(-) 697975
2019	9562	551	10113	69395247	56625481	12769766
2018	7303	503	7806	54428451	48123672	6304779
2017	7537	577	8114	27627130	25493362	2133768
2016	7154	850	8004	45852380	38376308	7476072
2015	5562	435	5997	38091972	31150005	6941967
Total				21,12,80,753	21,76,22,376	(-) 6341623

Source: Technical Division, BRTC Head Office.

Table: 5

Number of Driving Trainees of BRTC

(From 2010 up to September 2020)

Year	Light Driving		Heavy Driving		Total
	Male	Female	Male	Female	
2010	7700	213	1617	0	9530
2011	5809	401	1171	0	7381
2012	4296	283	643	0	5222
2013	4157	390	533	0	5080
2014	4148	286	493	0	4927
2015	5562	435	446	02	6445
2016	7154	850	402	0	8406
2017	7537	577	336	0	8450
2018	7112	506	215	0	7833
2019	9345	545	515	0	10405
2020*	2799	221	92	0	3112
Total	65619	4707	6463	02	76791

* Till September 2020

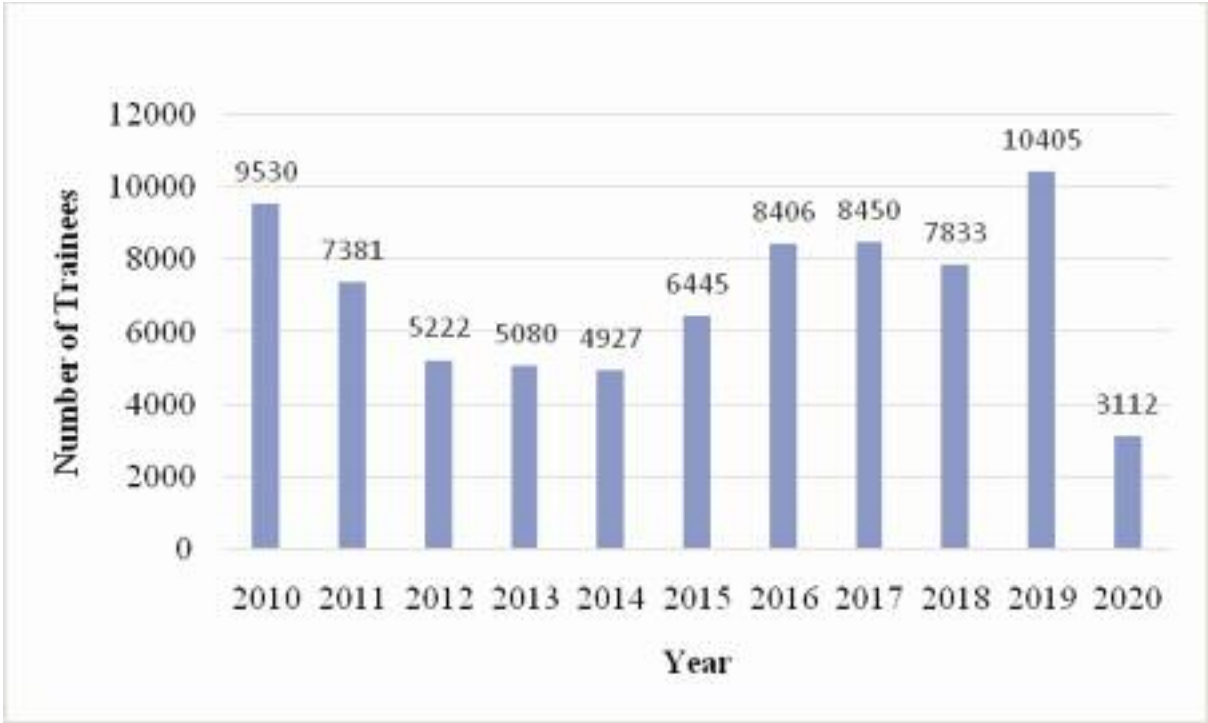
Source: Technical Division, BRTC Head Office.

Table: 5 shows that the number of trainees increased significantly in 2019 from previous positions except in the year 2020. The number, however, plummeted during 2012-14 then gradually reached a peak in 2019. The bar chart and line diagram (Fig: 1 and 2) depict the picture. Increase of course fee from Tk. 4500/- to Tk. 6000/- (per person) was attributed to the fall as a major cause. A gradual increase in number since 2015 demonstrates the rising interest of trainees for BRTC training units showing a sign of training effectiveness. A total of 76,791 persons were trained during the last ten years (2010-20), which contributed to the skill development of the country.

5.3 Target Achievement

Table: 7 and Figure: 4 show that training targets under the Annual Performance Agreement (APA) during the financial years 2014-15 to 2019-20 were achieved with a slight deviation in the year 2014 - 15 and 2017-18 when the targets were missed by a narrow margin. One significant element is that out of 65619 persons trained in light driving, only 4707 were female, i.e., 7% of trainees represented female participants (Table: 6 and Figure: 3). Socio-cultural barriers and security issues were attributed to less participation of women. Moreover, only 2 females were trained in the heavy driving category (Table: 5). Apart from socio-cultural and security issues, the physical barrier also acted as a discouraging factor for heavy driving in this regard.

Figure: 1
Year-wise Total Trainees



⁶Interview with Ms. Fatima Begum, Training Manager, BRTC Driving Institute, Gazipur, Dhaka.
Date: 08 November 2020.

⁷Interview with Ms. Fatima Begum, op. cit.

Figure: 2
Year-wise Total Trainees

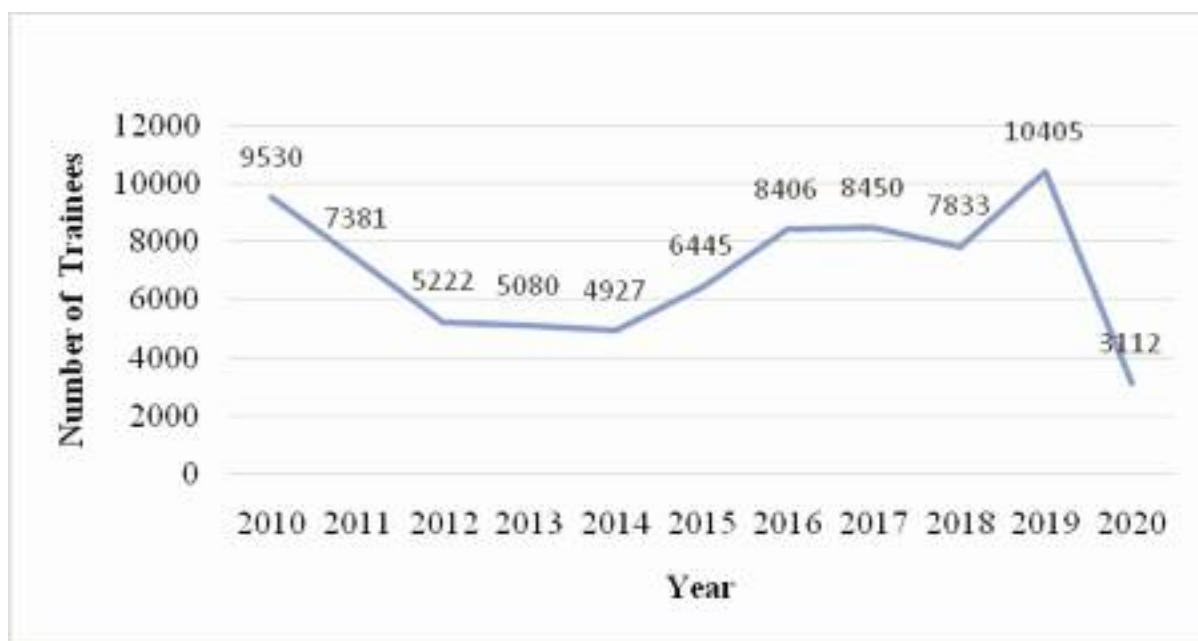


Table: 6
Gender percentage in Training

Year	Light Driving		Total	Percentage (%)	
	Male	Female		Male	Female
2010	7700	213	7913	97.30	2.70
2011	5809	401	6210	93.54	6.46
2012	4296	283	4579	93.82	6.18
2013	4157	390	4547	91.42	8.58
2014	4148	286	4434	93.55	6.45
2015	5562	435	5997	92.75	7.25
2016	7154	850	8004	89.38	10.62
2017	7537	577	8114	92.89	7.11
2018	7112	506	7618	93.36	6.64
2019	9345	545	9890	94.49	5.51
2020	2799	221	3020	92.68	7.32
Total	65619	4707	70326	93.31	6.69

Source: Technical Division, BRTC Head Office.

Figure: 3
Percentage of Male and Female in Training
 (2010-2020)

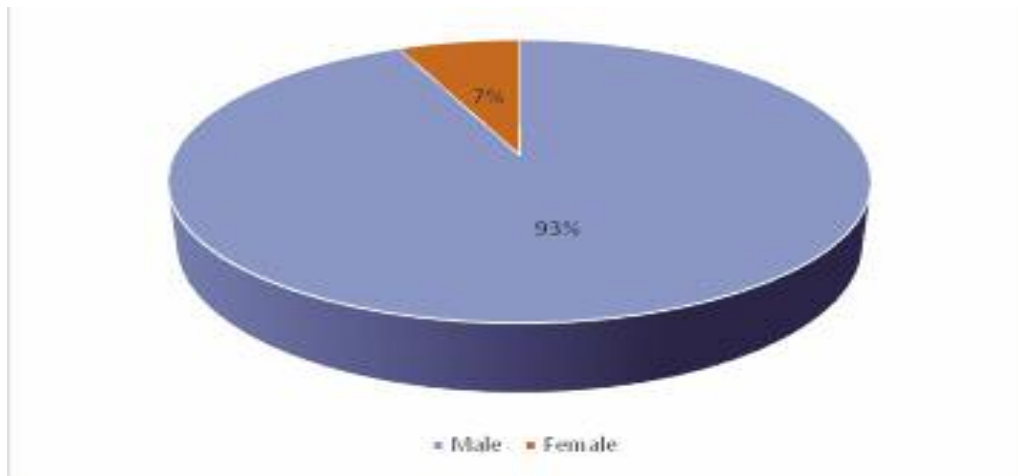


Table: 7
Target and Achievement in Drivers Training Under Annual Performance Agreement

Year	Target Number of Trainees	Achievement
2014-15	6600	6500
2015-16	6600	6600
2016-17	7000	7000
2017-18	7600	7000
2018-19	12000	12000
2019-20	12000	13000
2020-21	14000	Not available

Source: Finance Division, BRTC Head Office, Dhaka.

Figure: 4
Target Achievement under APA



5.4 Satisfaction of Trainees

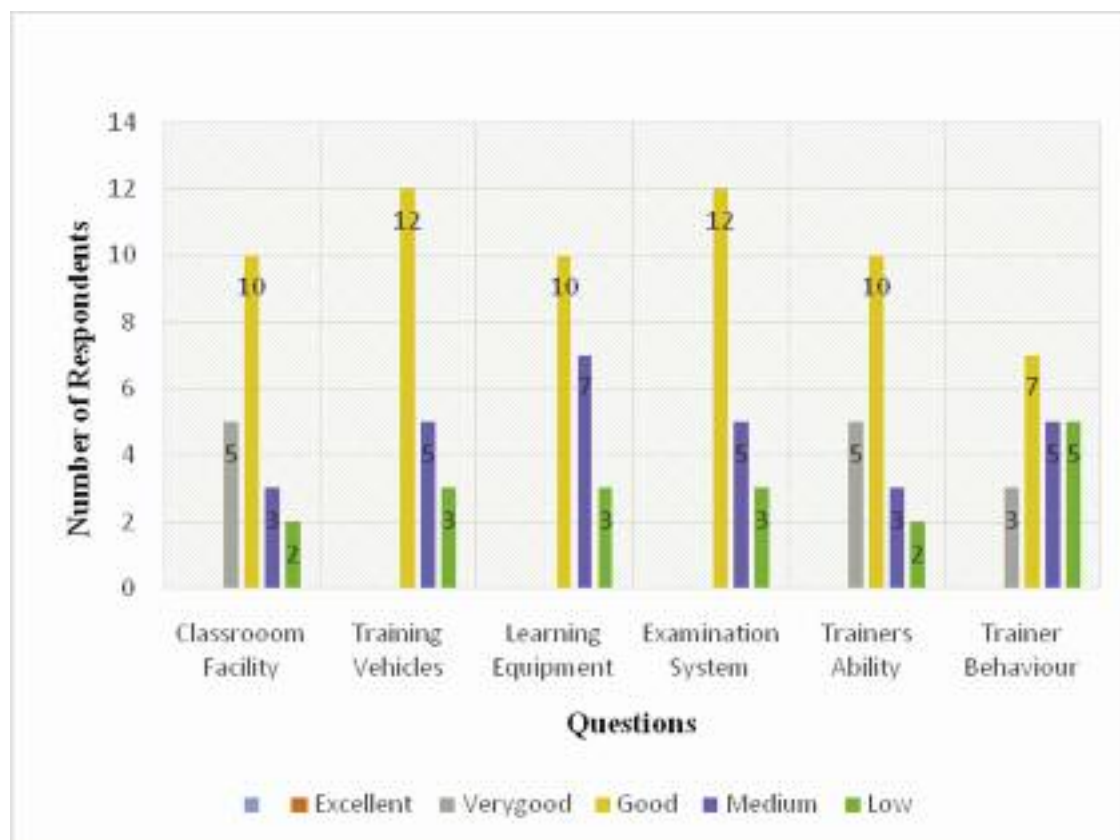
Table: 8 and Figure: 5 demonstrate that the satisfaction level of sample trainee respondents (20) on the quality of training facilities and capacity of trainers were rated between very good to low with no excellent grading. This could be an indication that the training programmes were yet to achieve a maximum level of effectiveness.

Table: 8
Evaluation by Trainees on Training Institutes/Centers
 (Number of Respondents: 20)

Sl.	Question	Excellent (5)	Very good (4)	Good (3)	Medium (2)	Low (1)
01.	Position of Classroom Facility	--	5	10	3	2
02.	Position of Training Vehicles	--	--	12	5	3
03.	Position of Learning Equipment	--	--	10	7	3
04.	System of Examination and Practical Test	--	--	12	5	3
04.	Training Ability of Trainers/Instructors		5	10	3	2
05.	Behaviour of Trainers/Instructors		3	7	5	5

Source: Empirical data.

Figure: 5
Evaluation by Trainees on Training Institutes/Centers
 (Number of Respondents: 20)



5.5 Progress (Up to September 2020) of Training under SEIP

Table: 8
Target and Enrollment

#	Institute Name	Target	Enrollment		
			Total	Female	Female %
T-1					
1	BMET (61 TTC)	9720	9,718	368	4
2	BRTC (19 TI)	14700	12939	450	3
3	DTE (22 TSC)	2760	2674	138	5
Total- T1		27180	25331	956	12
T-2					
1	BMET (61 TTC)	7320	2,455	102	4
2	BRTC (19 TI)	8100			
3	DTE (22 TSC)	2760	889	59	7
4	TTTI	960	480	1	0
Total- T2		19140	3824		0

Source: Gathered from SEIP Project Office in Dhaka.

Table: 9
Training Performance of BRTC under SEIP

Year*	Target Number of participants	Number of Trainees imparted Training		Completion (Total Number of Trainees)	Percentage of Completion (%) about Target
		Male	Female		
2018 (From March 2018 to February 2019)	6,600	5807	193	6000	90.10%
2019 (From March 2019 to February 2020)	8,100	6658	242	6900	85.20%

*(Total three rounds in a year, four months duration in each round)

Source: Gathered from SEIP Project Office in Dhaka.

Table: 9, Figure: 6 and 7 portray that the 6000 and 6900 trainees completed four months basic driving course against the target of 6600 and 8100 in the years 2018 and 2019 respectively. Figure 7 clearly shows that the completion rate dropped from the target under the SEIP programme. The major reason for the short of target achievement was the lack of necessary physical infrastructure at some training units of BRTC. Training in-charges reported that classroom facility could not be constructed for some units in due time and there was re-construction going on in some training centers that delayed the commencement of the training.

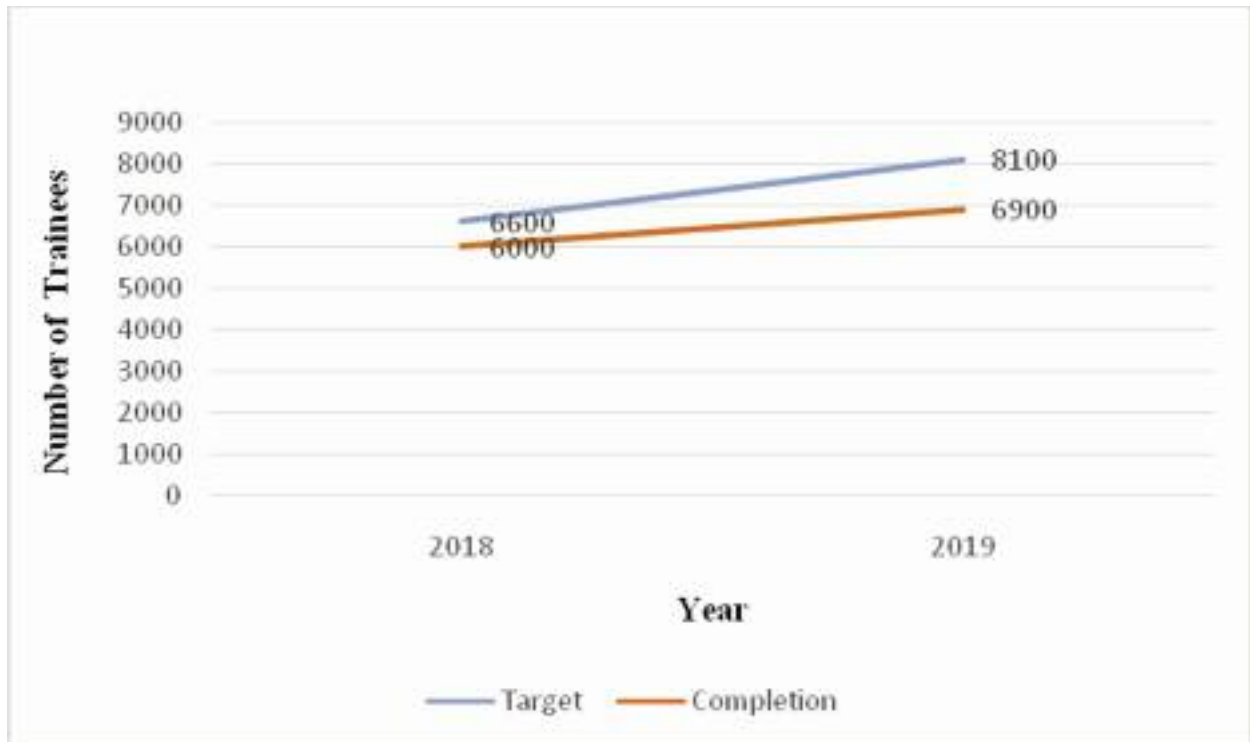
⁹ Interview with General Manager, ICWS, BRTC. Date: 08 November 2020.

¹⁰ Interview with Training Manager, Central Training Institute, BRTC, Tejgaon, Dhaka. Date: 08 November 2020.

Figure: 6
Training Performance of BRTC under SEIP



Figure:7
Training Performance of BRTC under SEIP



5.6 Post-training Employment Status of Trainees

It is revealed that out of 361 randomly selected respondents who had received training in two major training institutes in Gazipur and Tejgaon during 2017-20, 109 trainees have been employed in the private and public sector. The percentage of employment is 30%. However, out of 361, mobile numbers of 160 trainees were found non-active. The percentage of employment could have been higher had all the sample respondents been reached over mobile phones. Apart from that, among the trainees who were trained by BRTC during January 2018- December 2019 under SEIP, 350 were selected by the Dubai Taxi Corporation in February 2020 to work in Dubai as taxi drivers. The selected candidates are in the process of work migration.

5.7.0 Relevance of Training Programme with the National Skills Development Policy 2011

5.7.1 Policy Mission of Enhancing individuals' employability (in wage/self-employment)

BRTCs training is aimed at creating the prospect of employment for unemployed youth. The training program has been enhancing the trainees' employment prospects and wages for those who are already employed in the public and private sectors.

5.7.2 Policy objective of Improving the quality and relevance of skills development The training programmes through its various courses have contributed to driving and motor maintenance skills of the trainees. The programmes are compatible with the policy in this regard. The skills gathered would increase their service by providing quality.

5.7.3 Establish more flexible and responsive delivery mechanisms that better serve the needs of labour markets, individuals, and the community at large

The policy objective has relevance to the training programme. The training course is designed to cater to the need for labour market by addressing the shortage of skilled drivers. Courses under SEIP programme create opportunities for employment at home and abroad.

5.7.4 Improve access to skills development for various groups of citizens including women and people with disabilities

Participation of women is strongly encouraged both in BRTCs own training programme and the courses under SEIP. Though the number of women participants are few, they do not find organizational barriers in participating in the courses. The reason for their less participation is socio-cultural.

5.7.5 Enable more effective planning, coordination, and monitoring of skill development activities

The training programme, in general, does not have effective planning and coordination according to some respondents. Though the training programme has relevance with the policy objective, this element is not strongly visible in the training process.

¹¹ Data was gathered by BRTC Central Training Institute, Gazipur and Training Institute in Tejgaon, Dhaka during 08-10 November 2020 through mobile numbers of the trainees for the present study.

¹² Gathered from BMET database on 10 November 2020.

5.7.6 Demand-Driven, Flexible, and Responsive Training Provision:

The above focus of the policy has relevance and BRTC has adopted it. However, the training institutes and centers do not have adequate resources and incentives such as experienced certified trainers, training infrastructure, new vehicles, and simulators to address the changing demand of the employment market. The demand-driven policy requires capacity within agencies, industry, and regional authorities to identify and communicate the demand for skills to providers.

5.7.7 Competency-Based Training and Assessment:

The focus has been adopted by the BRTC training institutes and it is compatible with the existing system of assessment. Progression through a competency-based training programme is determined by whether the student has met the set standards, and not by the time spent in training. The trainee student under the SEIP programme are assessed against set standards and not by the time spent in training. Each learner's achievement is measured against job-related competency standards rather than against the achievement of other learners.

5.7.8 Programs and Providers Quality Assured

Maintaining the quality of training programs and training providers is of crucial importance. Instructors of BRTC are basically experienced drivers but most of them do not possess the required certificate issued by BRTA. Training institutes and centers are being operated by 92 drivers as instructors. BRTC is currently having only 12 BRTA licensed driving instructors. Hence, the quality of training providers is not assured. However, the training of trainers (ToT) programme has been planned to enhance the quality of training providers.

5.7.9 Accurate Skills and Labour Market Data for Planning and Monitoring:

Quality data is crucial for the effective management and planning of skills development. Accurate skills and labour market data is important for assessing new opportunities for workers whose skills may be affected by the change. The focus has relevance and compatibility with the training programme of BRTC. BRTC does not have an effective central data preserving system to provide accurate information to the training institutes and centers. No research wing is there to conduct research and collection of relevant data in this regard. Hence, effective planning functions are impeded.

5.7.10 Competent and Certified Instructors and Trainers:

The policy focus has relevance for the training programmes. Skills development system requires a well-trained cadre of instructors and trainers, who possess the necessary up-to-date technical skills alongside the ability to deliver and assess training in institutions and/or the workplace. Although training programmes are run by experienced instructors, most of them are not certified by BRTA. They are in fact, experienced senior drivers and mechanics who have gained experience over time. However, a project is under preparation stage to make the instructors more competent, which would contribute to gaining certificates from the BRTA.

¹³ Three respondents replied on condition of anonymity.

¹⁴ Respondents spoke on condition of anonymity.

¹⁵ Telephone interview with the Training Manager, BRTC Central Training Institute, Gazipur.

Date: 04 November 2020.

5.7.11 Recognition of Prior Learning

Many people acquire skills and knowledge through work and other life experiences without access to formal education or training. To recognise the skills and knowledge acquired and provide enhanced pathways into further education and training, a system for the recognition of prior learning has been given preference in the policy. BRTC does not have such provision as trainees are required to pass level VIII or JSC as a pre-qualification.

5.7.12 Improved Access for Under-Represented Groups:

People with low levels of education, women, persons with disabilities, should have equal access to both formal and non-formal programs so they can acquire or improve their knowledge and skills for meaningful employment or upgrade existing employment opportunities is emphasized in the policy. Women are encouraged in the training programmes of BRTC, though persons with disabilities cannot be trained in the present system of motor driving courses. The focus of the policy is partially realized by BRTC.

5.7.13 Skills Development for Overseas Employment

To improve skills development for overseas employment the new skills development system will among others assess and respond to the demand for different categories of skilled workers in major overseas markets. BRTC under SEIP is providing training in this regard, hence the focus is properly attained. SEIP gathers time to time update information from BMET about the demand of drivers in the middle-east countries and facilitates sending drivers abroad.

The above relevance and coherence are summarized in the following table 10:

Table: 10
The relevance of Training Programme with the National Skills Development Policy 2011

Mission, Objectives, Focus of the Policy	Adopted	Compatibility	Relevance	Non-visible
<u>Mission</u> Enhancing individuals' employability (in wage/self-employment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Objectives</u> Improve the quality and relevance of skills development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Objectives</u> Establish more flexible and responsive delivery mechanisms that better serve the needs of labour markets, individuals, and the community at large	--	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Objectives</u> Improve access to skills development for various groups of citizens including women and people with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Objectives</u> Enable more effective planning, coordination, and monitoring of skill development activities	--	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Focus</u> Demand-Driven, Flexible and Responsive Training Provision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Focus</u> Competency-Based Training And Assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Focus</u> Programs and Providers Quality Assured	--	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Focus</u> Accurate Skills and Labour Market Data for Planning and Monitoring	--	<input type="checkbox"/>	<input type="checkbox"/>	--
<u>Focus</u> Competent and Certified Instructors and Trainers	--	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<u>Focus</u> Recognition of Prior Learning	--	--	<input type="checkbox"/>	<input type="checkbox"/>
<u>Focus</u> Improved Access for Under-represented Groups	--	--	<input type="checkbox"/>	--
<u>Focus</u> Skills Development for Overseas Employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	--

6.0 Major Challenges of the Training Programme:

6.1 Lack of digital training devices: The majority of the training institutes and centers do not have an adequate number of multi-media telecommunication equipment to effectively conduct the class-room sessions. As a result, instructors face communication problems while the participants suffer from learning barriers.

6.2 Lack of cut section vehicle equipment: To get the participants oriented with the different parts and machines of motor vehicles, there is no adequate number of cut-section models of motor vehicles, which reduces the effective practical learning of trainees.

6.3 Lack of driving simulators: Due to the absence of driving simulators, different institutions do not feel encouraged to take part in training courses of BRTC institutes.

6.4 Lack of new model training vehicles: Most of the training vehicles of training institutes and centers are outdated and old fashioned. Auto vehicles are hardly seen. Old model vehicles are difficult to repair due to the non-availability of spare parts in the market. Out of 223 vehicles used for training purposes, 153 were in operation according to the latest position. The remaining were under process of repair and has become obsolete. As a result, some of the training vehicles remain non-functional throughout the year reducing the effectiveness and efficiency of training institutes/centers.

6.5 Dearth of trainers: BRTC lacks an adequate number of experienced trainers. Currently, training centers and institutes have 57 trainers while 92 trainers are engaged in programmes under SEIP. Experts opine that around 400 qualified trainers are required to meet the growing demand of drivers.

6.6 Delay in conducting driving competency test by BRTA: Trainees who have completed practical driving courses have to wait for two to three months on average to get the schedule of driving competency test board of BRTA. Moreover, trainees have to wait for another three to four months to give fingerprints, signatures, and pictures and to obtain a smart card of driving license. This ultimately delays the issuance of a driving license by BRTA affecting the satisfaction of trainees.

6.7 Lack of adequate space in training centers: Most of the training centers do not have adequate land space to provide professional training, which results in dissatisfaction among trainees causing the effectiveness of the courses.

6.8 Poor condition of dormitories: Dormitories for trainees are very old and lack basic amenities, which discourage participants to stay in dormitories particularly while taking four-months basic courses under the SEIP programme. This reduces the effectiveness of the programme.

6.9 Shortage of fund: Training capacity, institutional structure, and processes suffer heavily from fund shortages. BRTC has to earn its revenue and it is not under the government revenue budget. As a consequence, the shortage of necessary funds has been a regular phenomenon influencing the overall effectiveness, responsiveness, and satisfaction.

7.0 Conclusion

The study has revealed that the training programmes of BRTC are reasonably aligned and have relevance with the major objectives and focus of the National Skills Development Policy 2011. However, the expected level of effectiveness, capacity, and quality of training, gender issue, trainee satisfaction, etc. have varied as a matter of degree due to the challenges mentioned in section 6. Shortage of funds, lack of technical equipment and digital facilities, shortages of experienced certified trainers were major challenges. Nevertheless, the number of trainees has significantly increased and targets have mostly been achieved with occasional hiccups. The training programmes have contributed to national skills development in general and home and overseas employment in particular.

¹⁶ Gathered from Technical department of BRTC Head office on 10 November 2020.

¹⁷ Interview with Training Manager, BRTC Central Training Institute, Gazipur. Date: 09 November 2020.

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