

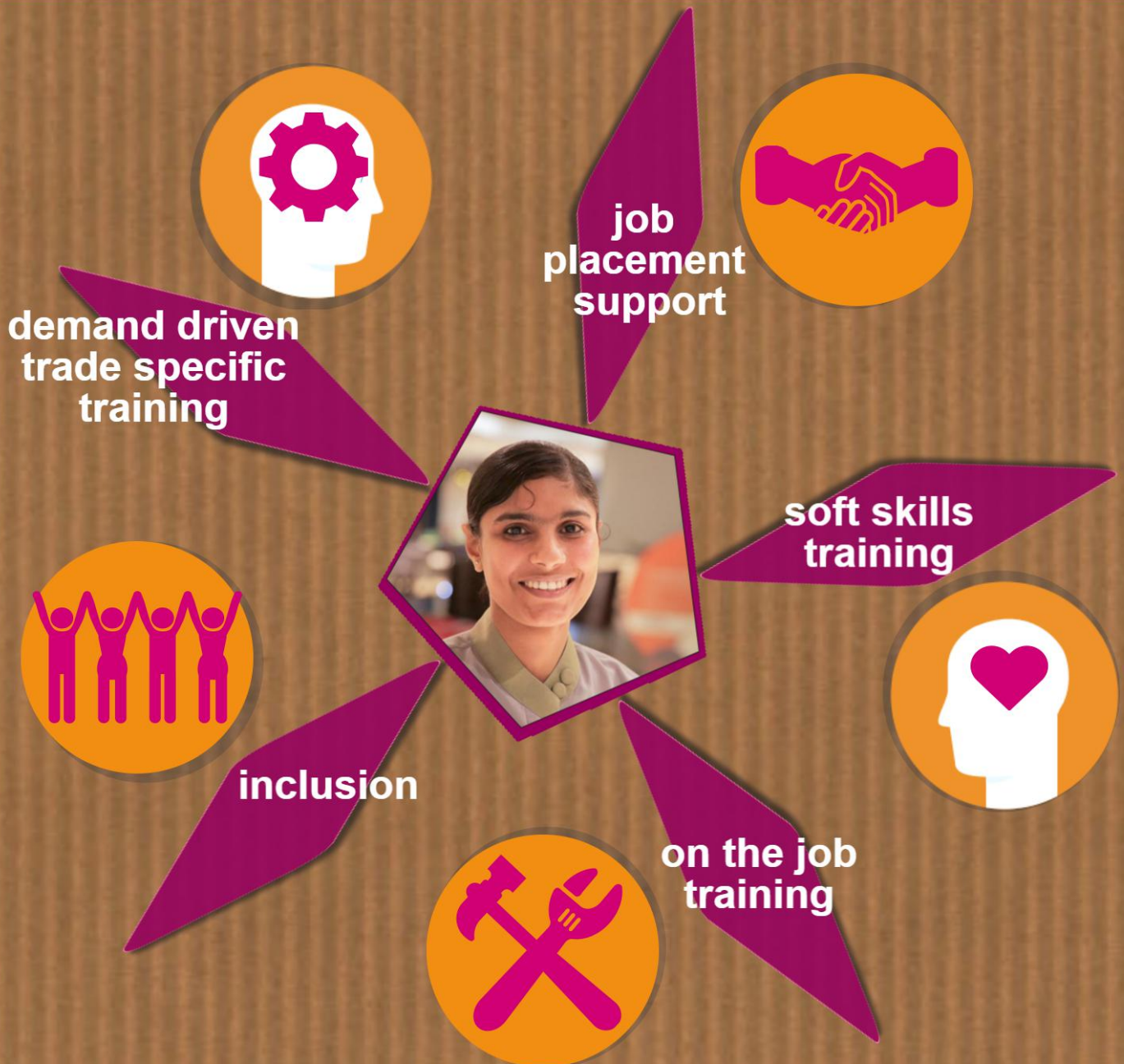


BRAC Skills Development Programme's (SDP)
Skills Training for Advancing Resources (STAR) project

2016 Edition

★ S T A R ★

Skills Training for Advancing Resources



"Bangladesh needs a more highly-skilled workforce to achieve accelerated economic growth & to reduce our dependence on skilled manpower from neighbouring countries."

Sir Fazle Hasan Abed



STAR At-a-Glance

“When we first joined, people used to doubt if girls can do this. I told them to bring their motorcycles in and they would see for themselves. Why I should have to speak? My work can.”

Khadija Akhter, STAR graduate

Project Name

Skills Training for Advancing Resources (STAR) – Apprenticeships in the informal sector.
STAR is a project of BRAC Skills Development Programme (SDP)

Our approach

Create equal opportunities for young people through competency-based training that leads directly to jobs and entrepreneurship.

What we do

We pair apprentices directly with master craftspeople, innovating on the traditional informal apprenticeship model that has existed almost exclusively for men in South Asia for thousands of years. The STAR project provides on the job skills training to youth through apprenticeship in the informal market. Each learner is placed under a Master Crafts Person (MCP) (an experienced shop-owner or worker within a particular trade) for hands-on training for a period of six months with five days a week. This is significantly cheaper than costly training institutions. Additionally, classroom-based soft-skills training is provided once a week on various issues (i.e. financial literacy, market assessment and basic communicative English etc). Once the training is completed, the project links the participants with potential employers for wage employments. And for those that are keen on self-employment, BRAC offers information, guidance and technical assistance. Women and men are given the same choices of trades to pursue, and trades are chosen based on the demands of an increasingly service-oriented economy, continually mapped through smartphones.



We rapidly expanded in 2015, providing competency based training to 5,400 marginalized young people through apprenticeships in 13 trades. 57% of the apprentices were female and 10% had disabilities. We included people from the *hijra* (transgender) community, orphans, and children of sex workers and ethnic minorities. 99% were employed within six months of receiving training and 15% of the female graduates were employed in non-traditional jobs, such as mobile phoneservicing, tailoring of men's clothing, graphic design and as hardware technicians.

In numbers

- x About 18,900 young people have been equipped with skills
- x About 8,640 master crafts people have been trained in business improvement, health, safety
- x 95% increase in average income of graduates
- x 95% average job placement rate for all graduates, across seven divisions of Bangladesh
- x Over 50% of the graduates have been female and 10% had special needs
- x 1719 graduates with disabilities have secured jobs

The STAR effect – Findings of an impact study

Our trainees' parents expect that the STAR training will increase their child's chance of getting a job (97%). Additionally, they are convinced the training would not lower the family's reputation and honor within the society (98%). The majority of the targeted children expect a higher income after completing the training (94%).¹

Findings of BRAC's Research and Evaluation Division (RED) show that the STAR project has succeeded in its aim to increase labour market participation and earnings of adolescents. Specifically, the project has increased employment of adolescents by 45% and earnings by 1,150 BDT/month (girls) and 889 BDT/month (boys). More importantly, the study found that the increased earnings of the adolescents as a result of project's intervention have translated into increased household welfare (food expenditures and durable asset holdings) and savings. Findings show that the project has significant positive effect on the empowerment of the adolescents,

¹ BHATTACHARJEE, A. & KAMRUZZAMAN, Md. (2014): *Mainstreaming Urban Youth towards Employability and Better Livelihood: An Evaluation of the Pilot Phase of BRAC's Skills Training for Advancing Resources (STAR) Project*. Dhaka: BRAC, p. 5.



Indicating that their role in household decision-making or personal decision making increased significantly. Moreover, project participants are less likely to be addicted to drug substances.²

STAR learners in 2016

Our training started on June 1, 2016. We selected an overall number of 7,500 learners of which 4,314 are girls, 843 are learners with disabilities, of which 470 are girls. Out of the total number 205 are orphans, 14 are street children, 484 are victims of child marriage, 269 are divorced and 44 are widows. The number of beneficiaries from religious minorities is 265 and from ethnic minorities 190 (Adibashi). We are also training 61 Beharis and 65 transgender people. (See Annex)

Why it works

- x Formal structure: Apprentices learn in pairs and become work-ready through a combination of on and off the job training, in just six months.
- x Certifiable: Skills are aligned with the new National Technical and Vocational Qualifications Framework (NTVQF), meaning all trainees can get nationally certified.
- x Trade specific education: Apprentices learn trade specific terminologies, financial literacy and basic English conversation skills necessary for conducting business in an open market.
- x Soft skills: Apprentices learn soft skills, including entrepreneurship, rights and social issues.
- x Supporting employers: Small and micro entrepreneurs are developed into Master Crafts Persons and supported to improve their work environments and service quality.
- x Strengthening social inclusion: Support is provided to strengthen accessibility and acceptability for learners with special needs or from disadvantaged backgrounds.

Our Partners

UNICEF, International Labour Organisation (ILO), Bureau of Non-Formal Education (BNFE), Department for International Development (DFID), and Department of Foreign Affairs and Trade (DFAT).

² RAHMAN, R., RAHMAN, A., CHANDRA DAS N. (2016): *The Effects of Skill Training on the Livelihoods of School Dropout Adolescents: Evidence from BRAC's Intervention*. Dhaka: Research and Evaluation Division (RED) of BRAC Bangladesh.



Locations

The STAR project was piloted in 63 branches of 7 divisions of Bangladesh within 2012-2014 and expanded to 93 branches in 2015. Based on the success of the pilot and expansion phases, the Skills Development Programme (SDP) is proposing a scale-up of the project in 43 districts of the 7 divisions. These 43 locations are identified through surveys conducted by SDP and studies³ which highlight the areas as the most deprived in Bangladesh.

Annex

SL No	DM Area/ District	Selected learners				PWD			NCT	Minority	Behari	Orphan	Child of sex workers	Street children	Child Marriage Victim	Divorced	Widow	Aidbashi / Ethnic	Brac beneficiaries	Others	Educational Qualification				
		Boys	Grils	Trans gender	Total	Boys	Grils	Total													0 class	I-V Class	VI-VIII Class	VIII +	Total
1	Rajshahi	371	567	12	950	56	60	116	182	16	6	17	0	0	63	72	14	7	500	2	89	457	325	79	950
2	Dhaka	444	758	6	1208	45	84	129	183	56	8	66	0	10	111	31	5	2	564	0	64	644	425	75	1208
3	Mymensingh	411	505	5	921	50	50	100	139	22	0	22	0	0	40	56	4	1	379	52	44	537	285	55	921
4	Khulna	489	720	19	1228	73	92	165	215	60	18	31	0	3	111	79	7	5	624	0	19	644	487	78	1228
5	Rangpur	429	498	6	933	48	53	101	136	58	17	17	0	0	117	0	0	41	567	0	37	533	265	98	933
6	Sylhet	449	580	10	1039	48	55	103	167	52	0	34	0	1	12	11	7	14	584	7	11	641	262	126	1039
7	Chittagng	528	686	7	1221	53	76	129	195	1	12	18	0	0	30	20	7	120	776	0	53	621	407	140	1221
	Total	3121	4314	65	7500	373	470	843	1217	265	61	205	0	14	484	269	44	190	3994	61	317	4077	2456	651	7500
	%	42	57	0.87		4.97	6.26	11.2	16.20	3.53	0.8	2.73		0.18	6.45	3.58	0.58	2.53	53.25	0.81	4.22	54.36	32.74	8.68	

³ a.) Deprived Upazillas among 5 most Deprived Districts by UNICEF and BBS, 2013. b.) The Poverty Map of Bangladesh published by World Bank, World Food Program and the Government of Bangladesh, 2010.