



International
Labour
Organization

► SKILLS

► Bangladesh Country Assessment and Priorities (CAPs)



ILO Bangladesh skills strategy

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I. Background and Justification

Economic Growth, Economic Transformation and Poverty Reduction

Bangladesh emerged as among the fastest growing economies from one of the poorest countries when it became independent in 1971. The country has transitioned to a lower middle-income status in 2015, and is on track to graduate from the UN's Least Developed Countries (LDC) list in 2026. The 1FYP ended in 1978 after that the nation adopted a Two Year Plan (1978-1980) during which it recorded a 3.5 percent of GDP growth rate before finally going for the Second Five Year Plan (1980-1985). There is also a gap between 4FYP and 5FYP as well as between 5FYP and 6FYP. The targeted growth rate for the 8FYP is 8.51% (Farhad Hossain, 2022). The GDP growth rate achieved during the 7th Fiscal Year Plan (2016-2020) exceeds those of China and India, Table 1.

Table 1. GDP Growth in Various Five-Year Plan (FYP)

Plan	Planning Period (FY)	Average Growth Rate (%)
First Plan (1FYP)	1973-1978	4.0
Two-Year Plan	1978-1980	3.5
Second Plan (2FYP)	1980-1985	3.8
Third Plan (3FYP)	1985-1990	3.8
Fourth Plan (4FYP)	1990-1995	4.2
Two-Year Plan	1995-1997	4.5
Fifth (5FYP)	1997-2002	5.1
NSAPR (1 & 2)	2002-2011	6.5
Sixth (6FYP)	2011-2015	6.3
Seventh (7FYP)	2016-2020	7.13
Eighth (8FYP)	2021-2025	8.51 (targeted)

Source: Bangladesh Bureau of Statistics (BBS), 2021

However, the rapid growth sharply declined in 2020 in the aftermath of the COVID pandemic. In 2021, the GDP was showing signs of progress and is now projected to enter upper-middle income (UMIC) and high income (HIC) status by 2031 and 2041, respectively. During the last two decades, poverty reduction has been the GoB's overriding development goal. Poverty incidence has fallen from 48.9% in 2000 to 20.5 % in 2019 (ADB, 2021). In terms of economic structure, Table 2 shows that agriculture is no longer the mainstay of the Bangladesh economy with a declining GDP share from 15.36% in 2015 to 13.61% in 2019 (GED, 2020). The services sector comprises the bulk of the GDP followed by the industry sector (ILO, 2021).

Table 2. Structural Change in the Economy During the 7FYP (% of GDP)

Economy Structure	FY 2015	FY 2019
Agriculture	15.36	13.61
Share of Non-Crop Agriculture	(44.90)	(48.13)
Industry	29.19	34.57
Of which Manufacturing	(19.35)	(23.27)
Services	55.45	51.82

Note: Data taken from 8FYP 2020-2025 (GEC, 2020: 72)

Labour Force Participation and Employment

Despite consistently strong growth rates and impressive improvement in a variety of indices of human development, Bangladesh is still a long way away from having a skilled workforce (Bidisha and Taposh, 2017). About 70 million (21 million females) of the 167 million population in 2021 constitutes the labour

force¹. One third of the population (30%) of the population completed nothing, and the rest completed primary, secondary and tertiary with respective percentages at 22%, 35% and 4%, respectively. In addition, 1.7% of the population completed vocational trainings ranging from less than one week to more than six months².

In 2021, the overall labour force participation rate stood at 57 per cent (WB, 2021) of the population. The labour force participation rates of males and females stood at 79 per cent and 35 per cent respectively. The lower participation rate of women can be attributed to multidimensional factors including 10% of women workers performing unaccounted domestic and reproductive roles such as childcare, cooking cleaning, etc., limited access to skills and employment, and other restrictions. The informal economy is accompanied by a high incidence of poverty and severe decent work deficits.

Bangladesh does not make the most of its current demographic dividend. Only 20 million or 44 per cent of the 44 million youth (aged between 15 and 24 years) were in the labour market, of which 17.9 million were employed (BBS, 2018), because 41.4% of youth remained in education and 30% of them were not in employment, education or training (NEET).

During the 7FYP, 2016-2020, the average of 0.7 million new job placement overseas per year exceeded the 0.4 million annual targets (GED, 2020).

Table 3. Estimated Job Creation in the 7FYP 2016-2020 (million workers)

Employment	FY 2020 (Target)	7FYP Annual Average	FYP 2019 (Estimate)	Actual Annual Average
Domestic	10.9	2.2	4.6	1.2
Overseas	2.0	0.4	2.8	0.7
Total	12.9	2.6	7.4	1.9
Additional Labour Force	9.9	2.0	4.2	1.1

Note: Data taken from 8FYP 2020-2025 (GED, 2020: 74)

Although employment is shifting from agriculture to industry and services sector, the progress is very modest, Table 4. One significant factor that slowed down job creation is the automation of low skilled repetitive and dangerous jobs in the ready-made garments (RMG) sector.

Table 4. Labour Force by Sector 2015 and 2019

	FY 2015 (million workers)	FY 2019 (million workers)	FY 2015 (% share)	FY 2019 (% share)
Agriculture	25.8	24.2	44.00	38.2
Industry	11.5	13.6	19.50	21.6
(Manufacturing)	(8.6)	(9.8)	14.70	15.5
Services	21.4	25.4	36.50	40.1
Total	58.7	63.3	100.00	100.00

Note: Data taken from 8FYP 2020-2025 (GED, 2020: 75)

TVET Regulatory and Policy Framework

Skills reform policies and strategies continue to be inspired by UN and ILO instruments such as: the 2030 Agenda for Sustainable Development, the ILO Centenary Declaration for the Future of Work, 2019, the ILO Global Call to Action for a human-centred recovery from the COVID-19 crisis that is inclusive, sustainable, and resilient (2021), and the ILO Resolution concerning skills and lifelong learning, 2021.

¹ The World Bank Data, 2021 retrieved 14 July 2022 <https://data.worldbank.org/indicator>

² BBS Labour Force Survey 2016-17.

Constitution of the Peoples' Republic of Bangladesh

The Constitution of Bangladesh specifically Part II. Fundamental Principles of State Policy, Article 17. Free and Compulsory Education³ states the adoption of the following measures: (a) establishing a uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law; (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; and (c) removing illiteracy within such time as may be determined by law. It further declares that the State shall adopt effective measures for the purpose of establishing a universal system of education. Bangladesh has not ratified yet the Human Resources Development Convention, 1975 (No. 142).

Bangladesh Vision 2041 (Vision 2041)

The Vision 2041⁴ has been adopted in line with Vision 2021⁵ to provide impetus to the development of the nation. Vision 2041 is a genuine articulation of the government's two-fold vision: (1) Bangladesh will be an Upper Middle-Income Country (UMIC) by 2031 and High-Income Country (HIC) by 2041, with per capita income of over USD 12,500 in today's prices, and fully in tune with the digital economy; and (2) Extreme poverty will be eliminated by 2031 and poverty minimised by 2041. The Vision 2041 can only be realized through a process of rapid inclusive growth leading to the elimination of poverty while increasing the productive capacity, building an innovating knowledge economy and protecting the environment. On this account, the Perspective Plan 2021 – 2041 (PP2041) has been prepared as a well-thought development strategy to translate the vision to reality.

National Education Policy (NEP) 2010

Based on the Constitution, the National Education Policy (NEP) 2010 is being implemented to provide free and compulsory primary education up to class-V and stipends are to be given to girl-students until class VIII. The NEP provides a strategic approach to building up skilled manpower. Specifically, for TVET, the NEP's objectives are:

- ▶ to increase competent manpower in diverse sectors including Information and Communication Technology at a fast pace keeping in mind national and international demand;
- ▶ to build up skilled manpower at a fast pace to create opportunities for economic development and to increase the dignity of labour;
- ▶ to foster wide-ranging employment opportunities abroad and to enhance foreign currency earnings.

National Employment Policy

Launched in April 2022, the National Employment Policy (NEP) 2022 aims to create employment opportunities for growing number of youths entering in the labour market each year. The NEP is highly focusing of creating skilled labour force to improve GDP growth rate and job creation, and at the same time to ensure a safe and healthy environment for the informal sector workers. Finding sustainable employment sectors for female workers has been recommended in the employment policy. The policy also proposed unemployment allowance for those who are unable to get jobs but are willing to work or looking for opportunities. The policy also aims to establish a national employment database with the help of the national identity cards where professional and educational skills related information of the people will be included.

³ The Bangladesh's Constitution of 1972 was reinstated in 1986 with Amendments through 2011

⁴ Vision 2041 is Bangladesh national strategic plan formulated by the National Economic Council (NEC), General Economics Division (GED) and approved in 2020.

⁵ Vision 2021 is the political manifesto of the Bangladesh Awami League party before winning the National Elections of 2008

National Skills Development Authority Act, 2018 (NSDA Act 2018)

The NSDC has transitioned to NSDA by virtue of the NSDA Act 2018 and the subsequent National Skills Development Authority Rules 2020.

National Skills Development Policy 2011 and 2021

The NEP 2010 laid the foundation stone of quality education for all citizens of Bangladesh. Consistent with this policy, the government adopted the NSDP in 2011 in order to steer policy reforms in skills development, in partnership with industry, workers and civil society. The National Skills Development Policy builds on other major government policies such as the Non-Formal Education Policy of 2006, the Youth Policy of 2003, the National Training Policy of 2008 and the NSDC Action Plan of 2008.

The draft NSDP 2021, focuses on building a demand-driven inclusive skilled workforce for the socio-economic development of Bangladesh. This policy covers demand-driven and flexible training provision, quality assurance, improved access and outreach, industry engagement, improved governance, research and studies, financing provisions and forward-looking strategies of skills development for all. Specifically, it provides for:

- ▶ the creation of the National Skills Development Council (NSDC) and its conversion into a strengthened National Skills Development Authority (NSDA)⁶;
- ▶ the development of the National Technical Vocational Qualification Framework (NTVQF) and its draft expanded form, the Bangladesh National Qualifications Framework (BNQF);
- ▶ the implementation of the National Skills Quality Assurance System (NSQAS)
- ▶ the development of competency-based Training and Assessment (CBT&A) and competency-based learning materials (CBLM)
- ▶ the establishment of Registered Training Organizations (RTO);
- ▶ the development of job placement and career guidance cells with training providers;
- ▶ the implementation of Recognition of Prior Learning (RPL);
- ▶ the expansion of apprenticeship programmes.

However, the implementation and massification of the reforms has been very slow. More than ten years after the enactment of the NSDP 2011, only about 25% of the total ministries involved in TVET implement the NTVQF for less than 5% of the graduates.

Perspective Plan 2021-2041 (PP2041). Making Vision 2041 a Reality

The PP2041 builds on the progress of the Perspective Plan 2021 (PP2021) in improving human development both as a means of supporting GDP growth through a healthy and skilled labour force as well as to reduce poverty through productive employment. The PP2041 provides a Strategy for Education and Training, Training and Skills Formation consisting of the following actions:

- ▶ Strengthen delivery of the National Skills Development Policy (NSDP 2011);
- ▶ Facilitate women participation in TVET;
- ▶ Emphasize rural training;
- ▶ Strengthen public-private partnership in delivery of training;
- ▶ Improve financing strategy for education and training.

⁶ The Government of Bangladesh formed the National Skills Development Council in 2008 under the Ministry of Labour and Employment . In 2019, the GoB dismantled the NSDC and formed the National Skills Development Authority under the National Skills Development Authority Act-2018, which was passed through the parliament. The authority is headed by a chairperson with the rank of secretary. The authority also inherited all the obligations, contracts, and liabilities of the National Skills Development Council.

Eighth Five-Year Plan 2020-2025 (8FYP): Promoting Prosperity and Fostering Inclusiveness

The 8FYP⁷, the first phase of the PP2041, targets an 8.51% GDP growth, 15.6% poverty reduction rate along with various economic and social targets. The 8FYP identifies 11 sector priority goals, each contributing to the overall economic development strategy. Under the priority goal on quality education (SDG 4), the 8FYP plans to undertake the following strategies:

- ▶ lifelong learning models, increased focus on ICTs, market-oriented training and curriculum, and strengthened role of TVET in order to enter the 4th Industrial Revolution;
- ▶ integration of Pre-vocational and vocational in secondary level education, and improved linkages with Madrasah;
- ▶ private sector engagement in TVET,
- ▶ whole of government and whole of community approaches to TVET governance,
- ▶ improved quality and access, research and knowledge management,
- ▶ enhanced reputation of TVET stream.

Several other policies and strategies supported the advancement of TVET including the ICT Policy 2018; the Bangladesh Climate Change Strategy and Action Plan 2009; the National Industrial Policy 2016; the National Youth Policy 2017; the SME Policy 2019; the National Strategy for Promotion of Gender Equality in TVET, among others.

TVET Delivery

TVET Governance and Structure

Bangladesh recognizes the importance of social dialogue in the governance, development, implementation and evaluation of skills policies and systems to ensure their effectiveness, relevance and quality. In 1979, the country ratified ILO Convention on Tripartite Consultation, 1976 No. 144 which promotes tripartite⁸ social dialogues in the implementation of international labour standards, including those related to skills development. At the national level, the tripartite constituents take part in the formulation and implementation of various national policies and strategies relevant to skills: NSDP 2011 and NSDP 2021; NTVQF and BNQF; labour policy 2012; occupational safety and health policy 2013; and cross-cutting strategies for gender and social inclusion in TVET. At industry level, the Industry Skills Councils (ISCs)⁹ are the primary point of contact for sector specific skills issues. The ISCs are mandated to provide leadership and strategic advice to government on skill development needs; monitor and evaluate skill development practices in industry sectors; support the delivery of industry-relevant training and professional development programs for instructors and trainers; and improve partnerships between industry and public and private training organizations. Yet, the activity level of the 13 ISCs remains uneven.

The skills development system in Bangladesh provides a wide variety of formal and non-formal training programs to different target groups using diverse approaches for delivery and assessment. The training providers fall under four main categories: public training providers, private training providers, NGOs, industry-based training.

There has been a significant increase in the number of TVET institutes offering formal programs from almost 2,981 in 2011 to more than 7,259 in 2020 – see Figure 1 below (BANBEIS, 2021). Formal TVET

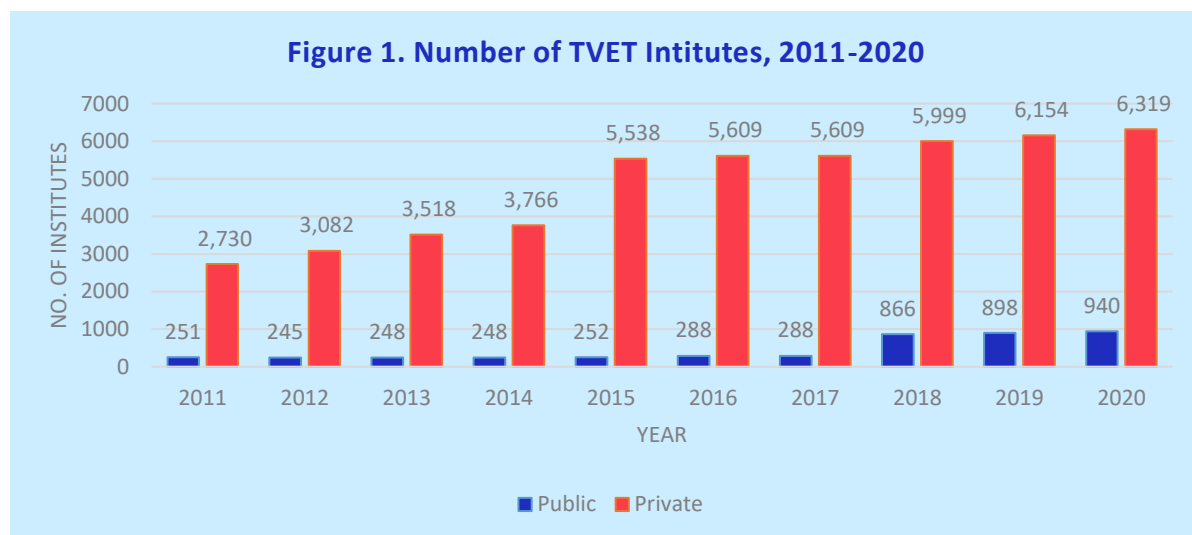
⁷ The 8FYP is prepared by the General Economics Division (GED) Bangladesh Planning Commission Government of the People's Republic of Bangladesh Sher-e-Bangla Nagar, Dhaka-1207, Bangladesh. It was approved by the National Economic Council First Published December 2020

⁸ The three parties to social dialogue (the social partners) are the Government, represented by the Ministry of Labour and Employment; employers, represented by the Bangladesh Employers' Federation (BEF); and trade unions, represented by the National Coordination Committee for Workers' Education (NCCWE).

⁹ The 13 ISCs are: Agro-Food, Leather, Light Engineering, Construction, RMG, Transport, ICT, Tourism & Hospitality, Furniture, Ceramics, Pharmaceutical, Informal Sector and Creative Media

consists of secondary school curriculum (SSC), higher secondary curriculum (HSC), and Diploma courses, higher secondary curriculum (HSC) - vocational, secondary school curriculum (SSC) - vocational, and higher secondary curriculum (HSC) business management (BM). The courses are offered by Engineering Colleges, Polytechnic Institutes, Technical School and Colleges (TSCs), Technical Teachers' Training College (TTTC), Vocational Teachers' Training Institute (VTTI), Business Management Colleges and other technical and vocational institutes.

The formal TVET system is dominated by the private providers which include those receiving some form of government subsidy such as monthly pay orders (MPO) and grants; and those operating on a commercial basis or through their own funding arrangements. There are less than one thousand (940) public training providers under 24 ministries and 36 departments that deliver some type of skills training, mainly under the Department of Technical Education (DTE) under the Ministry of Education (MoE); the Bureau of Manpower, Education and Training (BMET) under the Ministry of Expatriate Welfare and Overseas Employment (MoEWOE); the Ministry of Women and Children's Affairs (MoWCA); the Ministry of Youth and Sports (MoYS). The number of public providers had a 4% yearly increase between 2011 and 2017, but a 12% increase between 2018 and 2020.



In addition to the public and private institutes mentioned above, there are more than 6,000 NGOs and industry-based centres offering short courses and non-formal programs. The NGOs offer TVET courses, particularly for disadvantaged and marginalized groups while the industry-based centres include institutions managed by industry, and training delivered at the workplace, including apprenticeships.

Currently, 100 new public Technical School and Colleges (TSCs) and 23 polytechnic institutes are being established. By 2030, there are provisional plans for establishing 3,000 vocational institutes for Secondary School Curriculum (SSC) vocational courses, 2,000 Business Management (BM) Technical Colleges at Higher Secondary Curriculum (HSC) level and 2,000 Polytechnics for diploma in engineering, medical, agriculture and other technical courses (BANBEIS, 2019a; BANBEIS, 2018; GED 8FYP, 2020). To encourage female access to TVET, 4 new female polytechnic institutes are planned to be established in addition to 8 female TSCs that are under construction.

The formal system consists of three levels of skills development programs: basic, certificate, and diploma. In 2011, the National Technical and Vocational Qualifications Framework (NTVQF) was established to provide a comprehensive, nationally consistent and flexible framework for all TVET qualifications. The NTVQF consists of six technical-vocational and two pre-vocational qualifications. At the same time, non-

formal trainings¹⁰ cater to the skills development needs of vulnerable target groups. Many public and private institutes develop their own curricula and keep some linkages with the prospective employers to make these training programmes responsive to the job market.

The BNQF was initiated to extend the qualification structure covering and linking all qualifications offered in academic, TVET and skills, and Madrasah pathways. The BNQF provides flexible horizontal and vertical pathways to help a person moves from one qualification level to another, within and between sectors. It enables a lifelong learning (LLL) approach including for learners from the informal economy through RPL, credit system transfer and other articulation arrangements. All TVET programs – both NTVQF and non-NTVQF - are now required to be aligned with various BNQF levels of the TVET and Skills sectors (BNQF NSC, 2021). The BTEB initiated the process of transition to the NTVQF but only few DTE and BMET institutes in addition of programmes supported by development partners follow the BNQF. There is a pressing need to speed up BNQF implementation.

Ministry of Education (MoE)

The Ministry of Education is the ministry mandated for the implementation of national education policies as well as the SDG 4 (quality education) goals and targets. As such it is pioneering policy planning and development for secondary and post-secondary education under respectively the Secondary and Higher Education Division (SHED), and the Technical and Madrasah Education Division (TMED) for Madrasah and technical and vocational education systems.

The TMED prepares laws, rules and regulations for the administration of Madrasah and TVET systems. The TMED supervises among others the Directorate of Technical Education (DTE), the largest public sector training provider in Bangladesh. The TMED has developed an integrated TVET development action plan to promote and strengthen TVET activities for all including Madrasah students. It covers five major pillars: i) Policy and project formulation ii) industry institute linkages iii) Increase TVET enrolment iv) Curriculum development v) Job market assessment and employment. The Bangladesh Technical Education Board (BTEB) Act of 2018¹¹ spelled out the quality assurance mandates of the TMED for the TVET sector. Work is underway for the completion of the national quality assurance system.

The Directorate of Technical Education is a directorate under the Technical and Madrasah Education Division (TMED) of the Ministry of Education (MoE). It is also the largest public sector training provider in Bangladesh managing and operating 190 major publicly-funded training institutions for three-level technical education (certificate, diploma and degree levels); it consists of 50 polytechnic institutes, 134 technical schools and colleges, 4 engineering colleges and 2 technical teachers' training colleges. responsible for the development and implementation of skills development project. The DTE's main functions are: (a) assess the need for skilled and semi-skilled manpower at all levels; (b) prepare policy guidelines for consolidating, improving and expanding VET; (c) prepare project proposals; (d) monitor and evaluate continuously projects implementation; and (e) prepare the annual budget and allocate funds.

The Bangladesh Technical Education Board (BTEB) is a statutory body under the TMED that is responsible for the regulation of all TVET institutes, the preparation and upgrade of skills standards and curricula, the inspection of accredited TVET institutes, the organization of assessment and certifications. Under the BTEB Act of 2018 and the NSDP 2011, the BTEB's key mandate is the implementation of the National Technical and Vocational Qualification Framework (NTVQF). The BTEB provides accreditation, however many institutes are not under its purview, yet. There are ministries including the Ministry of Youth and Sports

¹⁰ These are structured trainings with organized learning objectives and duration.

¹¹ The BTEB Act was enacted and approved in November 2018 for modifying, amending, changing and updating the Technical Education Act of 1967 and Technical Education Regulations of 1975

(MoYS) offering non-accredited courses such as basic training in livestock, fisheries, and poultry farming. Also, many private technical and vocational schools offer non-formal and non-standard short courses.

National Skills Development Authority (NSDA)

The Government of Bangladesh (GoB) enacted the National Skills Development Authority Act, 2018 transforming National Skill Development Council (NSDC) into the National Skill Development Authority (NSDA). The NSDA is a newly formed, high-level autonomous body under the Prime Minister's Office whose main functions are to coordinate the implementation of all aspects of skills development in the country in collaboration with a broad spectrum of implementing agencies and partners. Under the NSDA Act 2018, the subsequent NSDA Rules 2020 provided a basic framework for the institutional and operational aspects of NSDA. The NSDA responds to the country's skills gap through the following strategies: (a) demand-driven, flexible and responsive programs; (b) ensuring quality of skills training provisions; (c) improving access and outreach of training; (d) strengthening industry engagement; and (e) improving governance for effective, flexible and results-focused skills development.

Ministry of Expatriates' Welfare Overseas Employment (MoEWOE)

The MoEWOE ensures the welfare of expatriate workers and enhancement of overseas overseas employment with a principle of equal opportunity for the people of all areas of the country. The MoEWOE is responsible for formulating policies, plans, enacting laws, rules and regulations, developing projects, programmes and monitoring relating to the management of overseas employment as well as overall welfare of expatriate workers. Through one of its departments, the Bureau of Manpower, Employment and Training (BMET), the MoEWOE provides skills development training and welfare support to migrant workers. The BMET is responsible for the establishment of good governance in the recruitment of overseas employment, creation of skilled manpower in line with demand of local and global labour market, and overall safe migration. The BMET operates technical training centres (TTCs) and Institute of Marine Technologies (IMT) providing diploma and secondary school certificates – vocational (SSC-Voc) courses, tailor-made short courses, and industry-based trainings. Aside from training delivery, the accredited BMET assessment centres provide RPL to candidates.

Skills Anticipation

Bangladesh's system for anticipating future skills demand is fragmented and uncoordinated due to the large number of stakeholders administered by different ministries and departments, including the following:

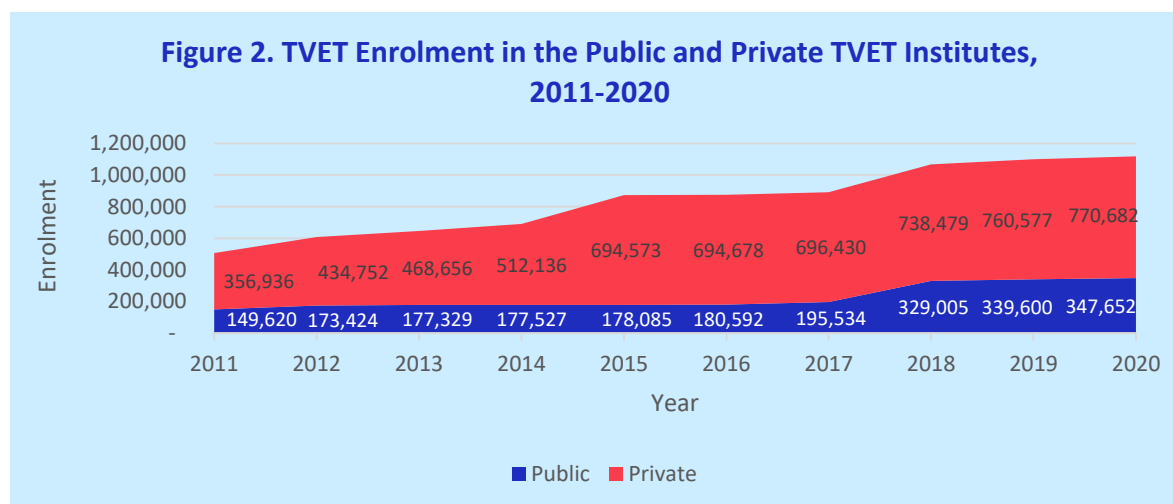
- ▶ The Bangladesh Bureau of Statistics (BBS) collects a wide variety of labour market data through its regular labour force surveys;
- ▶ The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) under the Ministry of Education collects and compiles data on training providers, numbers of teachers, student enrolment, etc.
- ▶ The BTEB keeps a record of its affiliated institutions, the numbers of enrolled students and graduates of its affiliated institutions, maintains a data management system and collects data on the demand for skills in various occupations;
- ▶ The MoEWOE collects and maintains data on overseas employment, including periodic surveys on the demand for Bangladeshi workers in overseas job markets.

Under the NSDA Act 2018, the NSDA is responsible for data collection and analysis and for anticipating skills demand of both national and international labour markets. The NSDA established ISCs to support in developing skills data system to strengthen data collection and analysis and coordinate existing efforts of

a number of government agencies within a nationally coherent system. In addition, NSDA is working with employers organization to access NSDA online platform to see the graduate skills and qualification.

Enrolment

In terms of enrolment rate, the numbers have doubled from 0.5 million in 2011 to 1.1 million in 2020. Of the 0.6M increase, 2/3 of the learners went to private institutes. The ratio between students and teacher slightly decreased, from 22:1 to 20.69 from 2011 to 2020 with the public providers registering a higher ratio (29:1 as of 2020). However, NEP 2010 sets a ratio at around 12:1. Current teachers' shortages strain the quality of instruction and prevent them to engage in in-service training.



Competency-based training

One of the key shifts in the delivery and assessment of TVET and skills training has been a move away from traditional classroom-based learning to more practical skills training. Competency-based training (CBT)¹² is one of the critical reform interventions that has the potential to TVET delivery by allowing demand-driven programs to be designed and implemented through partnership with the industries. The BTEB has been able to develop qualification packages¹³, organize the registration of institutes (RTOs) and the accreditation of their programs, certify trainers and assessors, set up assessment centres for assessment and Recognition of Prior Learning (RPL). The following inventory shows the progress as of July 2022 (BTEB, 2022):

- ▶ 471 qualifications for 232 occupations approved
- ▶ 523 RTOs
- ▶ 19 master trainers; 1,453 trainers and 2,355 industry assessors trained, assessed and certified
- ▶ 141,479 trainees certified in various skills programs (105,858 full qualifications; 35,621 partial qualifications)
- ▶ 56,150 RPL graduates (42,398 full qualifications, 13,752 partial qualifications)

During the COVID -19 pandemic, the ILO strengthened the Instructional Materials Development Center (IMDC) to support the institutes shift to blended learning approach. Trainers were trained online to develop and use online learning materials.

¹² CBT focuses on assisting learners to develop and demonstrate competent performance as required by the industry-approved competency standards. It aims to prepare the individual for employment or to be more productive in the workplace.

¹³ A qualification package consists of competency standards (CSs), curriculum, competency-based learning materials (CBLMs), and assessment tools.

Skills Assessment and Recognition

The Bangladesh skills assessment and certification system linked to NTVQF ensures a nationally consistent approach to assessing whether trainees are competent in specified qualifications. Nationally recognized competency standards are used as the measuring tool and competency assessment (CBT&A) is the methodology used to conduct assessment. The assessment system relies on certified assessors, assessment centres, assessment tools and the NTVQF Information Management System, an online registry of all learners trained, assessed and certified. The e-RPL platform is being tested for three qualifications – caregiving, graphic design and trainer’s training. The digital approach will increase the scalability of RPL at a lower unit cost and within a shorter time frame.

Social Inclusion

The needs of women, people with disabilities (PWDs), youth school drop-outs, indigenous peoples (IPs), migrant workers, elderly must be accommodated for them to benefit from skills development in an equitable manner with other groups.

The NSDP 2011 (specifically Section 4.2.3. Improving Access of the Marginalized Groups) provides for inclusion strategies and programmes for increased access of persons with disabilities (PWDs)¹⁴. Partnerships and networks among government institutes, organizations of persons with disabilities (OPDs) and the private sector were forged to mainstream disability inclusion in the TVET institutes. Activities such as stakeholder mapping to identify PWD learners and organizations, and facilitated partnership for PWD profiling, job fair and placement were implemented. The new Bangladesh Business and Disability Network (BBDN) promotes private sector participation for inclusion of persons with disabilities. Other measures include establishing a 5 per cent enrolment quota for persons with disabilities at all TVET institutions, providing stipends, hostel facilities and transport where necessary and designing accessible training institutes. The BTEB reviewed the competency standards specifically the trainers’ qualifications (Competency Based Training and Assessment Level 4) to ensure inclusive TVET education. The trainers and staff members in the institutes received disability inclusion trainings such as sign language trainings. In addition, the parents, community members and the industries were sensitized on the importance of skills, entrepreneurship and employment for PWDs. However, the scale of such initiatives remains small compared to what is required.

A major problem in the TVET sector is low-female participation. It has remained unchanged in the formal TVET system, at 27 per cent between 2011 and 2020. There was no change in the share of female teachers, at around 21 per cent (BANBEIS, 2021). The NSDP 2011 has called for a concerted effort to correct the persistent gender imbalance in TVET. The NSDC (2012) formulated the National Strategy for Promotion of Gender Equality in TVET to increase participation of women in TVET to 40 percent by the end of 2020, which has not been reached.

The disadvantaged youth often do not have the resources to join training programmes and end up in the informal economy with low skills jobs and numerous decent work deficits. To address this, the ILO provided backing to the DTE at the policy and field levels to promote social inclusion policies. The ILO through its skills projects continuously supported the DTE and its TVET institutes in implementing the policy of 5% admission quota for PWDs. At the field level, the ILO worked to strengthen the capacity of model TVET institutes for inclusive practices such as the development and implementation of disability inclusion strategies, action plans and guidelines; reviewed curriculums to ensure inclusive TVET education; trained trainers, partner industries and parents on dealing with PWDs; among others. Moreover, the ILO

¹⁴ As a development partner, the ILO facilitated the development and implementation of Disability Inclusion Strategy & institute specific action plan and guideline. Moreover, the ILO supported the institutes to implement the 5% admission quota required by the Directorate of Technical Education (DTE) for PWDs. The buildings were made disability-friendly through the provision of ramps, toilets and railings.

worked on the promotion of partnerships and networks with organization of peoples with disabilities (OPDs) and the private sector to mainstream disability inclusion in the TVET institutes.

Migrant workers face various challenges in accessing quality training and decent jobs. The ILO supports the MoEWOE to deliver quality labour market information, occupational classification, pre-departure training accreditation, and welfare services abroad. It also provides interventions for the skilling, re-skilling and up-skilling of migrant workers to facilitate their migration, return and reintegration, as applicable.

Lifelong Learning and Continuous Training

Like other countries in the world, Bangladesh puts industry-based learning as an integral component of its TVET system embodying a close cooperation between the industry and the institute. The institute provides theoretical trainings and then sends the trainees to the industry for training and exposure. The industry makes good use of their skills and potentials by assigning them jobs where they could learn and be productive at the same time. Additionally, Bangladesh will implement the BNQF to expand the LLL arrangements to cover credit transfer, bridging mechanisms, micro-credentials and other articulation measures. According to BNQF, an LLL strategy is required to define: (a) equitable access to and participation in lifelong learning; (b) quality improvement in lifelong learning by strengthening the curriculum, career guidance and skills development; (c) research and development and promotion of LLL; and (d) efficient governance of lifelong learning (BNQF TWG 4, 2021).

Financing

The budget for education has remained low by international standards, both as a percentage of the GDP and as a share in the total budget. The budget for education has been hovering between 11% to 14 % of the total national budget from 2010 to 2020 (ESA, 2020). Similarly, within the same period the share of public spending in education averaged 2.0% of GDP. These figures are one of the lowest among South Asian countries and the world, far below the UNESCO's recommended minimum of 15 - 20% share in the total budget and 4%-6% of the GDP (ESA, 2020; WB, 2022). In June 2022, the Minister of Education requested twice as much as the current funding to attain the 8FYP education goals and implement the recovery plan addressing COVID 19 pandemic and consequences of the Ukraine crisis (BD News, June 2022).

The education budget is divided among three agencies in the following proportions: MoPME, 39%; MoE Secondary and Higher Education Division (SHED), 48% and MoE TMED (12.5%) (ESA, 2020). The TMED public sector institutes constitute only 13% (940 out of 7,259) (BBS, 2020). Aside from the MoE and MOPME, other agencies receive allocations from the national budget for education or training. There is also some cross financing between ministries for training activities - for example, there are ICT trainings under the Ministry of Science and Technology that are funded from the MoE budget (Daily Star, 2021). The Integrated Budget and Accounting System should allow for following up on these allocations.

The majority of TMED funding sources come from government revenues; an insignificant amount come from sale of products, income from training, and other sources. For the BTEB-affiliated private institutes, about 20% of them avail of monthly pay orders (MPOs) to cover the salaries of teachers. The remaining private institutes who do not receive any government financial support sustain their operations with student fees and income generating projects. Non-government organizations (NGOs) training providers rely on financial assistance from development partners.

Training is free in public institutions. About 2/3 students receive stipends, and many receive free hostel accommodations. To provide training support, the government has set up the National Human Resources Development Fund (NHRDF) in 2016 and approved the National Human Resource Development Fund (NHRDF) Usage Policy in 2019. The NHRDF is used to create skilled manpower to accelerate the booming economy and meet the demand of the skilled workforce. The National Human Resource Development Fund Usage Policy-2019 provides further directions on the proper utilization of the funds. The National Human Resource Development Fund Bank was also created to oversee the allocation of fund among the

public and private organisations. The NSDA and concerned skill development agencies and organizations will apply for allocation from the fund to cover skills development related programme such as training, research, survey and innovation in line with the policy. Various individuals and sectors will avail of free cost of training under the policy.

Quality Assurance

The National Skills Quality Assurance System (NSQAS)¹⁵ of the NTVQF provides the main mechanism to ensure nationally consistent and high-quality training and assessment services for all learners trying to achieve nationally recognized skills. The NSQAS is organised along the following lines:

- ▶ Accreditation of Qualifications and Units of Competency on the NTVQF;
- ▶ Registration of Training Organizations and Accreditation of Learning and Assessment Programs;
- ▶ Quality Assurance of Assessment and Accreditation of Assessment Centres;
- ▶ Quality Assurance of BTEB and External Quality Assurance Agency.

Unfortunately, after more than ten years of NTVQF implementation, only 471 or 6.6 per cent of the total TVET institutes are RTOs. The NSDA is pursuing a parallel quality assurance system which defeats the purpose of bringing together all qualifications under one national framework.

II. Key Challenges Facing the Skills System

Governance of the Skills System

The most pressing challenge is the lack of coordination between the TVET ministries, nodal agencies and institutes, social partners and private training providers at national and sector levels.

- ▶ inconsistent laws and policies lead to misunderstandings in the sharing of responsibilities as well as duplication and overlapping of programs.
- ▶ The lines of responsibility across the DTE, BTEB and BMET are unclear, and activities are isolated from each other, resulting in overlapping functions like curricula revision, teacher recruitment, and quality monitoring of institutions.
- ▶ There is also lack of coordination among the 24 ministries and their TVET providers, as well as with private training providers and NGOs, resulting in lower quality of the formal TVET delivery (ILO, 2019).
- ▶ The highly centralized set-up of the BTEB impedes the discharge of its regulatory and quality assurance functions.
- ▶ Effective social dialogue is constrained by limited representation of vulnerable workers, lack of capacity of social partners to engage, increased polarization in the positions of social partners, and declines in the membership of both employers' and workers' organizations (ILO, 2020).
- ▶ Budgetary allocation on TVET does not match the increasing number of centres, staffing requirements. Conversely, the decision of setting up a new centre does not follow agreed process and criteria.

Skills Matching and Anticipation

- ▶ Skills anticipation research is not systematically available to upgrade standards, align curricula and contribute to career guidance.
- ▶ There is weak industry institute linkage due in part to the lack of capacity of social partners to contribute meaningful inputs and engage in decisions.
- ▶ There is limited research to document the employment outcome of the skills training programmes for a feedback loop with programme design.

¹⁵ The NSQAS is an initiative of the TVET Reform Project aimed at ensuring quality in TVET across Bangladesh.

- ▶ The ISCs have limited capacities in identifying present and future skills needs that take into account COVID-19 pandemic effects, climate change, Rohingya crisis and other man-made emergencies; ICT in and for education; and 4IR and Future of Work.

Quality of Skills Provision

- ▶ The implementation of the NTVQF, intended to ensure the quality and relevance of TVET to the world of work, has been disappointingly slow. The framework, including its quality assurance system, has yet to be implemented across the board. As of now, only development projects with some government institutes from BTEB and BMET follow NTVQF.
- ▶ Only 523 or 7.5% of about 7,000 TVET institutes in Bangladesh are RTOs out of which only 100 are public training providers. The quality of the institutes and programs are expected to be improved through registration, accreditation and quality audits. However, the BTEB is not equipped to roll out a comprehensive accreditation drive for all training providers: the number of inspectors is insufficient, the procedures are cumbersome and difficult to implement, and there is little incentive for training providers to be accredited.
- ▶ Competency standards and training and assessment tools need updating to meet the needs of the labour market.
- ▶ There is no coherent and holistic teacher policy and teacher development master plan, and as a consequence the system face difficulties to attract and retain competent trainers. There is a need for capacity building of trainers both in higher level technical skills (BNQF Levels 3-5) and pedagogy.

Equitable Access to Skills Development

- ▶ Poor connectivity and infrastructure to establish online learning platforms as training and assessment delivery systems.
- ▶ Limited access to recognition of prior learning opportunities for all learners, including migrant learners.
- ▶ There is also a lack of support from the industry to implement apprenticeships and dual training system
- ▶ Lack of support from the tripartite constituents to implement an apprenticeship system and apprenticeship programmes.
- ▶ Lack of integrated and systematic approach to inclusive TVET that encompasses recruitment and entry requirements, facilities, equipment, training materials, andragogy, self-paced learning, assessment and transition to work.

Skills for Migration

- ▶ Lack of unified and comprehensive database for the migrant workers which sometimes makes it difficult to design relevant programmes to the needs of returnees for instance.
- ▶ Skills and qualifications of migrant workers are under-utilized in the countries of destination hence migration contributes to brain waste.
- ▶ Lack of skills recognition and validation for non-formal and informal skills acquired.
- ▶ Lack of systematic information, awareness, and easy access to services of safe migration, returnee reintegration especially with regards to training providers.

III. Partnership Mapping and ILO's Value Addition

The GoB commits to prioritizing skills development as per Vision 2041, PP2041 and 8FYP and calls upon development partners to continue providing their much-needed support. The government has initiated important skills reforms with the assistance of several development partners, including the ILO, Asian Development Bank and the World Bank.

United Nations Sustainable Development Cooperation Framework (UNSDCF) 2022-2026

The UNSDCF is the collective strategic response of the United Nations Development System in Bangladesh. Aligned with the priorities of the 8FYP and based on the latest situation analysis of the impact of COVID-19, the UNSDCF articulates five Strategic Priority Areas for engagement: (a) inclusive and sustainable economic development; (b) equitable human development and well-being; (c) sustainable, resilient and healthy environment; (d) transformative, participatory and inclusive governance; and (e) gender equality and eliminating gender-based violence.

Decent Work Country Program (DWCP) 2022-2026

The DWCP 2022-2026 is an integral part of the wider UNSDCF in Bangladesh which supports the country's achievement of its national development objectives and the Sustainable Development Goals (SDGs). It aims to tackle ever changing impact on economy and employment of challenges related to climate change, 4IR, COVID-19. The DWCP strategy covers four strategic priority areas: (a) Inclusive and sustainable economic development and decent jobs creation; (b) Equitable human development and well-being; (c) International Labour Standards and labour rights promoted, labour market governance strengthened, and social dialogue enhanced; and (d) Gender equality and eliminating gender-based violence.

Since the government made skills a special focus sector in 2006, the ILO initiated the following major reform projects:

- ▶ ILO TVET Reform Project;
- ▶ Bangladesh Skills for Employment and Productivity (B-SEP);
- ▶ Skills 21-Empowering Citizens for Inclusive and Sustainable Growth for Project¹⁶
- ▶ Promoting Gender Responsive Enterprise Development and TVET Systems (ProGRESS)¹⁷

These projects essentially aim to reform TVET in the areas of access, inclusiveness, relevance, and quality, and are considered very timely and appropriate. There are other projects like the former WB's Skills Training Enhancement Project (STEP¹⁸), and the Swiss Agency for Cooperation and Development (SDC's) Skills and Employment Program in Bangladesh (Sudokkho)¹⁹; the on-going ADB's Skills Development Project and Skills for Employment Investment Program (SEIP)²⁰, WB's Accelerating and Strengthening Skills

¹⁶ The ILO and its partners have worked on three projects: (a) TVET Reform Project (2008-2017): A European Union (EU) funded project to reform and strengthen the TVET sector in Bangladesh; (b) B-SEP (2014-2019): A Canadian Government funded project to further reinforce the country's skills training landscape; and (c) Skills 21 (2017-2023): An EU funded project for the expansion of a national skills development system.

¹⁷ ProGRESS is a Global Affairs Canada funded five -year project. The goal of this project is to increase the number of women in Bangladesh employed with decent work in a broader range of occupations (10,000 young women and men out of which 50% are women and 3% persons with disabilities). The project will mainly focus gender mainstreaming at the policy level, enterprise development and skills training.

¹⁸ STEP (2010-2019) is a WB-funded project that is aimed to strengthen selected public and private training institutions to improve training quality and employability of trainees, including those from disadvantaged socioeconomic backgrounds.

¹⁹ Sudokkho is a five-year project jointly implemented by a consortium consisting of Paladium, Swisscontact and British Council with funding support from the UK and Swiss governments. Sudokkho successfully implemented private-sector led trainings in two models: (a) institutional trainings through Private Training Providers (PTPs); and (b) Workplace-based trainings (industry-based trainings) by employers in the workplace.

²⁰ The ADB and its partners provided funding support to SDP (2008-2015) which introduced along with the ILO's TVET Reform Project competency-based training in Bangladesh. The project is implemented by the DTE with Swisscontact providing technical assistance as the lead consortium partner. Presently, it is funding the SEIP (2014-2024), an investment program that supports the GoBs skills development reforms based on the NSDP 2011. The project is financed by the ADB under a Multi-Tranche Financing Facility (MFF) with the Ministry of Finance as the executing agency

for Economic Transformation (ASSET)²¹, SDC's Building Skills for Unemployed and Underemployed Labour (B-SkillFUL)²².

The ILO brings its comparative advantages to the implementation of these priorities, in particular:

- ▶ its unique tripartite mandate and structure, as well as its social dialogue agenda, expertise and capacities.
- ▶ its own longstanding decent work engagement and relationships with national tripartite constituents (the Ministry of Labour and Employment and employers' and workers' organizations).
- ▶ its mandate as developer and custodian of international labour norms and standards, including those related to skills development and lifelong learning, supported by its international supervisory bodies and on-the-ground technical and capacity support.
- ▶ its global, regional and national expertise and experience to support Bangladesh in meeting its national development priorities and objectives, with a focus on decent work for all.

IV. Way Forward

Strengthened Governance of the Skills System

- a. The ILO will continue to support the government in the development/review of critical national policies and strategies such as the National Skills Development Policy (NSDP) 2021, BNQF, and others.
- b. The ILO will guide the creation of a National Coordination Committee (NCC) to develop and implement coordination mechanisms between the two central TVET bodies, clarify concepts, prioritise targets, allocate responsibilities and establish accountability mechanisms among all agencies for improving the TVET system.
- c. The ILO will support the creation of national, local and sectoral stakeholder platforms, promote social dialogue for skills and facilitate consultations with its constituents on the following aspects: financing of skills development, labour market information and planning, and managing the consequences of coronavirus (COVID-19) pandemic.
- d. ILO will support further develop the LMIS web-portal as a platform to bring labour market information from diverse sources and conduct study to further strengthen the LMIS.
- e. The ILO will conduct a well-designed strategic communication to rebrand TVET and promote a better appreciation by the youth, parents, employers and the community.
- f. The ILO will reinforce the capacity of social partners and other stakeholders to engage meaningfully in policy development and implementation and to actively contribute to the development, delivery, assessment and quality assurance of trainings.
- g. The ILO will support the increased capacity of NCCWE to engage meaningfully in the development, and implementation of skills and lifelong learning policies, systems and strategies at the national, sectoral and enterprise levels.
- h. The ILO will collaborate with the BANBEIS and the Department of Employment on labour market information researches to generate evidence for policy making – including with the systematic tracking of the graduates.
- i. The ILO will support the conduct of a comprehensive review of public expenditures in TVET and the development of a plan setting out a higher percentage for TVET

²¹ASSET (2021-2026) builds on the success of the STEP to modernize and build resilience of TVET in Bangladesh. Like the STEP, it aims to equip Bangladeshi youth and workers, including women and the disadvantaged, with skills demanded for the future of work and improved employment prospects

²² B-SkillFUL is 10-year SDC-funded project consisting of two phases – Phase 1: 2015-2020 and Phase 2: 2020-2024 implemented by Swisscontact to improve the well-being of poor and disadvantaged men and women by increasing their access to the labour market and increasing their income, while safeguarding their fundamental labour rights.

- j. The ILO will help strengthen the viability of the TVET institutes through the promotion of business models to tap multiple sources of funding beyond government revenues and to provide mechanisms to allow them (TVET institutes) to retain and reinvest resources generated.

Skills Matching and Anticipation

- a. The ILO will build the capacities of stakeholders to implement more extensive and in-depth studies to produce reliable, and relevant information on current and future skill needs, with the [Skills for Trade and Economic Diversification \(STED\)](#) approach.
- b. The ILO will strengthen the system for skills anticipation in Bangladesh, with improved coordination and digital means, in order to revise systematically competency standards and programmes, to ensure policy priorities are grounded on evidences, and to provide intelligence to learners and job seekers on the labour market.
- c. The ILO will strengthen existing ISCs and support the establishment of new ISCs in priority industries (including health, biotechnology, alternative sources of energy, robotics, and automation) to facilitate inputs from the industry within training priorities and translate the analysis into practice.

Quality Skills Provision

- a. The ILO will develop and support the implementation of an upgraded Human Resource function for TVET teachers and managers, including a career progression model or Teacher Qualification System and continuous upgrading of capacities through higher level technical skills (BNQF Levels 3 – 5) and pedagogy trainings.
- b. The ILO will build the capacity of BNQF NQAS in implementing the following functions: registration and accreditation, competency assessment, qualification package development, MIS and database system. The ILO will also train quality auditors to undertake internal and external visits.
- c. The ILO will build the capacity of training institutes to implement quality assurance processes in order to become Centres of Excellence and Model TVET Institutes.
- d. The ILO will support the integration of pre-vocational and vocational qualifications in the secondary and equivalent Madrasah education to prepare graduates more directly to labour market requirements.
- e. The ILO will develop, pilot and support the upscaling of new training programmes in alignment with the BNQF quality assurance standards, and other relevant national²³ and international awarding bodies, that address critical and emerging skills required for climate change adaptation, 4IR technologies²⁴, and labour migration like the care economy, tourism and hospitality, and construction sectors.
- f. The ILO will conduct regular technical checks on alignment of qualifications including SIYB EDT courses with BNQF's levels and level descriptors - also designing qualifications not yet covered by the TVET sector such as those with maritime, agriculture, and medical technologies.
- g. The ILO will mainstream 21st century core skills (literacy, numeracy and digital literacy, communication skills, critical thinking, problem solving and learning to learn collaboration and cooperation) in all TVET programs to facilitate transitions to and within the world of work. Industry experts shall be tapped in the topics related to employment rights and occupational health and safety.
- h. The ILO will support the integration of an ILO's Know About Business (KAB) into the NTVQF curricular programs.
- i. The ILO will promote mutual recognition of BNQF qualifications in other South Asian member countries (SAQRF) and in the GCC and other CoDs to promote decent employment.

²³ National awarding bodies include the Bangladesh Accreditation Council for higher education, Board of Secondary Education for secondary education, Bangladesh Madrasah Education Board

Broadened Access to Skills and Lifelong Opportunities

- a. The ILO will provide technical support in ensuring quality of more public and private institutes as well as industries to become RTOs, and their accreditation to deliver more programs to improve access to quality and relevant programs.
- b. The ILO will continue to support the operationalisation of the BNQF initiatives on credit transfer system, bridging mechanisms and other articulation arrangements in order to build pathways between general, TVET and Madrasah and ensure that vertical, horizontal and diagonal pathways exist between different formal qualification levels.
- c. The ILO will expand the training of master trainers and managers to ensure sustainability as these trainings are potentials for upskilling the workforce rapidly and exponentially by developing government trainers. The ILO will likewise propose a mechanism for scholarships or educational grants to cater to the trainers from the private institutes.
- d. The ILO will support the development of new and migrate existing programmes to online or blended modalities through e-learning platforms, virtual classrooms, massive open online course (MOOC), and mobile learning.
- e. The ILO will support the expansion of RPL in various modalities (regular RPL, portfolio assessment, e-RPL) to other demand-driven qualifications to all including vulnerable groups and workers.
- f. The ILO will continually advocate equitable access to TVET for all- both mainstream and vulnerable groups like women and men, persons with disability (PWDs), informal workers, youth, migrants, older workers, indigenous peoples, internally displaced persons (IDPs) and other socially excluded groups, and develop, pilot and upscale concrete solutions for the same.
- g. The ILO will further provide technical support in the training and certification of NCCWE members to acquire competencies and qualifications to be able to defend the NCCWE and workers' rights and interests at the workplace, and to take up opportunities for the acquisition of technical as well as 21st century core skills and to communicate information about skills development activities to their members and/or workers.
- h. The ILO will develop, implement and mainstream skills-based entrepreneurship programmes focusing on women and youth, and foster incubation centres through employers' organisations like BEF, FBCCI, DCCI.
- i. The ILO will provide technical support to the MoPME to pilot the redesigned Pre-Vocational courses to provide 21st century core skills thereby reducing the number of illiterate workforce.
- j. The ILO will strengthen and upscale employment services and career counselling to reach out to the most vulnerable, in partnership with the private sector, and including through digital means.
- k. The ILO will continue its support to the finalization and approval of a national apprenticeship system and develop and implement targeted dual training programmes for vulnerable individuals.

Skills for Migration

- a. The ILO will undertake targeted skills anticipation research in countries of destination, design sector specific strategies for the training and assessment of potential migrants, current migrants and returnees.
- b. The ILO will support the systematic profiling and the establishment of a skills database of returnee migrants for policy making and promote access of returnee migrants to skills trainings (including entrepreneurship training), assessment and qualifications relevant to the future of work.
- c. The ILO will support the set-up of migration cells in the training institutes especially in the migration-prone areas to provide migration-related information, advise and refer potential, current and returning migrants to available services (including financial services), and jobs - in collaboration with the Bangladesh Employers Federation (BEF), Chambers of Commerce and other industry bodies.

- d. The ILO will provide capacity development to government District Employment and Manpower Office (DEMOs), Wage Earners' Welfare Board (WEWB) Offices, training institutes and civil society organizations on skills and migration and establish effective coordination of the services.
- e. The ILO will update existing skills such as those in the care economy like geriatric care, pediatric care, caregiving, domestic helper, etc.: entrepreneurship; and PDO curriculum including foreign languages i.e. English, Arabic, Japanese, Korean, Mandarin for migrant workers in line with the CoD market demand.
- f. The ILO will support the design and implementation of the Skills Verification Program by international bodies such as the Takamol in the assessment and certification of outbound, current and returning migrant workers in the GCC countries
- g. The ILO will support the development of a National Skills Passport (NSP) system to document skills certification in a systematic manner, engage with countries of destination to facilitate a dialogue on recognition of qualifications, and promote "vendor certification" for IT occupations as well as industry driven certification at global level.
- h. The ILO will expand the digital platforms for skills training and assessment designed by the Skills 21 Project to other priority occupations to provide opportunity for migrant workers to gain a set of skills, obtain certification and accreditation of such skills, and increase their options for employment.

V. Planning Ahead

Theory of change

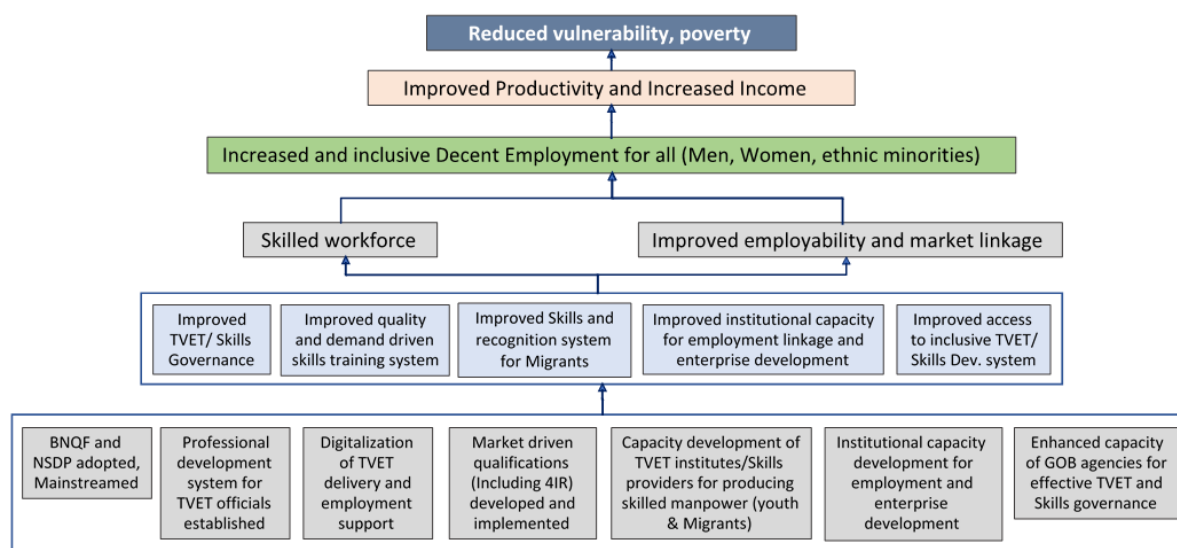


Figure 3. The Theory of Change

Beneficiaries

The indicative total for the number of direct beneficiaries are as below:

- New graduates: 10,000
- Skills upgrading beneficiaries including migrants: 10,000
- RPL beneficiaries including migrants: 5,000
- Teachers, Trainers, Master Trainers, Assessors and Managers: 5000
- Others (constituents' and stakeholders): 700

Out of the total number of beneficiaries, no less than 40 per cent will be women, 10 per cent persons with disabilities and 20 per cent individuals from disadvantaged ethnic groups.

Policy alignment

The proposed deliverables will be aligned with the following policies:

Priorities/policies	Alignment references
UNSDCF 2022-2026	The UNSDCF is the collective strategic response of the United Nations Development System in Bangladesh. Aligned with the priorities of the 8FYP and based on the latest situation analysis of the impact of COVID-19, the UNSDCF articulates five Strategic Priority Areas for engagement: (1) inclusive and sustainable economic development; (2) equitable human development and well-being; (3) sustainable, resilient and healthy environment; (4) transformative, participatory and inclusive governance; and (5) gender equality and eliminating gender-based violence. Skills will be largely under the strategic priority area 1 of UNSDF while this will also focus on number 5
DWCP P&B	Priority 1: Enabling decent work for all through sustainable, inclusive and gender-responsive economic growth

Priorities/policies	Alignment references
	Outcome 5: Skills and lifelong learning to facilitate access to and transitions in the labour market Output 1.1 and 1.2 Output 5.1, 5.2, 5.3 and 5.4
National policy and programmes	<ul style="list-style-type: none"> Bangladesh Vision 2041 (Vision 2041) Perspective Plan 2021-2041 (PP2041). Making Vision 2041 a Reality Eighth Five-Year Plan 2021-2025 (8FYP): Promoting Prosperity and Fostering Inclusiveness National Education Policy (NEP) 2010 National Skills Development Policy (NSDP) 2011 and 2021
SDG	<ul style="list-style-type: none"> Goal 4, 5 and 8

Risk assessment

Risk	Level of risk	Impact	Mitigation measures/alternative strategies
Slowdown of socio-economic activities due to the COVID-19 pandemic	High	Reduced employment creation by certain businesses and industries, with consequential impact on skills demand	Frequent review of labour market demand and focusing on reskilling and skill reallocation, creation of a mechanism for regular dialogue with employers to understand changing demand
Changing development finance environment, including declining overseas development assistance to Bangladesh, and reduced household income, especially due to reduction in remittances	High	Reduction in both development partner resourcing of skills development initiatives and private financing of training, requiring identification of alternative domestic and international funding sources	Conduct development partner roundtable and enterprise forum discussions for progressive increases in investment in skills development related programmes, promote public-private partnership
Reduced commitments from private sector and industry associations to invest in skills development related initiatives	Medium	Decreased national ownership of initiatives, affecting the sustainability of the interventions	Continue dialogue with the private sector over budget planning for investment in skills development, explore and promote training on cost-share basis with employers
Government priorities might deviate from skills development due to an increased focus on health and public works programmes	Low	Reduced government expenditure on TVET sector	The ILO will continue to strengthen the necessary advocacy in favour of increasing the TVET financing and to provide technical and advisory services to the Government to achieve sustainable financing

Annexes

Annex 1: Potential implementing partners

The ILO will be working closely with the following constituents to implement the programme:

- ▶ Government of Bangladesh:
 - ▶ Prime Minister's Office
 - ▶ Ministry of Education (MOE)
 - ▶ National Skills Development Authority (NSDA)
 - ▶ Ministry of Expatriates Welfare and Overseas Employment (MOEWOE)
 - ▶ Ministry of Primary and Mass Education (MoPME)
 - ▶ Ministry of Labour and Employment (MoLE)
 - ▶ Ministry of Foreign Affairs (MoFA)
 - ▶ Ministry of Health and Family Welfare (MoHFW)
 - ▶ Ministry of Industries (MoI)
 - ▶ Ministry of Social Welfare (MoSW)
 - ▶ Ministry of Youth and Sports (MoYS)
 - ▶ Ministry of Women and Children affairs
 - ▶ Ministry of Chittagong Hill Tracts Affairs (MoCHTA)
 - ▶ Technical and Madrasah Education Division (TMED)
 - ▶ Secondary and Higher Education Division (SHED)
 - ▶ Directorate of Technical Education (DTE)
 - ▶ University Grants Commission
 - ▶ Bureau of Manpower Employment and Training (BMET)
 - ▶ Bangladesh Technical Education Board (BTEB)
 - ▶ Bangladesh Accreditation Council (BAC)

- ▶ Employers' organizations:
 - ▶ Bangladesh Employers' Federation (BEF)

Other potential organizations:

- ▶ The Federation of Bangladesh Chambers of Commerce and Industry (FBCCI)
- ▶ Industry Skills Councils (ISC)
- ▶ Aspire to Innovate (A2i)
- ▶ Workers' organizations:
 - ▶ The National Coordination Committee for Workers' Education (NCCWE)
- ▶ Training providers:
 - ▶ public and private including NGO run TVET institutes/skills providers

Annex 2 References

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