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SKILLS DEVELOPMENT POLICY

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The Draft National Skills Development Policy

The development of a national policy for TVET and skills development is a major outcome of the TVET Reform Project.

The TVET Reform Project is a US\$20M project over 5 years funded by the Government of Bangladesh (GOB), the European Commission (EC) and the International Labour Organization (ILO). The Ministry of Education (MOE) is the line ministry responsible for the project.

Key activities within Component 1 of the project include development of a national policy, a reform proposal for relevant laws and regulations and a proposal for improvements in tasks and mechanisms of coordination between TVET agencies. These three issues are addressed to varying degrees in the draft National Skills Development Policy included in this document.

The draft policy was finalised after considerable consultation with local stakeholders, both in Dhaka city and each of the country's Divisions.

In June 2009, a National Skills Policy Consultative Committee (NPC) was established to oversee development of the draft policy. The NPC included representatives from a wide range of government agencies involved in TVET and skills training, employer and worker organisations and private training providers and NGOs. The NPC met five times over a six month period to review and comment on various drafts of the policy. The list of participants in NPC meetings who contributed to development of the policy are shown in the list compiled at the end of the policy.

In late September 2009, a first draft of the policy was finalised for regional consultations and approved by the NPC for distribution. During the months of October and November, consultative workshops were held in each of the divisional cities of Bangladesh, including Dhaka.

Over 200 participants from a wide range of stakeholders provided feedback which was incorporated in the final draft presented here. The names of the workshop participants and the organisations they represented are shown in the list compiled at the end of the policy.

A final meeting of the NPC in November 2009 endorsed the final draft which was submitted to the Ministry of Education in December.

The TVET Reform Project is proud to present here the draft National Skills Development Policy in both the Bangla and English languages.

It is expected that the draft policy will be the subject of inter-Ministerial consultations in early 2010.

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Glossary of Key Terms & Acronyms

Apprenticeship	Any system by which an employer undertakes by contract to employ a young person and to train them or have them trained systematically for a trade for a period of which the duration has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.
BANBEIS	Bangladesh Bureau of Educational Information & Statistics
BBS	Bangladesh Bureau of Statistics
BMET	Bureau of Manpower, Employment & Training
BTEB	Bangladesh Technical Education Board
Decent Work	Decent Work refers to opportunities for women and men to obtain work in conditions of freedom, equity, security and human dignity
DTE	Directorate of Technical Education
ECNSDC	Executive Committee of the National Skills Development Council
Employability	Portable competencies & qualifications that enhance an individual's capacity to utilise education and training opportunities to secure & retain decent work, to progress within enterprises & between jobs, and to cope with changing technology and labour market conditions.
GOB	Government of Bangladesh
HRD	Human Resource Development
HSC (Voc)	Higher Secondary Certificate (Vocational)
Industry	Employers and workers in all industrial/commercial sectors, including agriculture, and associated industry and professional bodies and worker organisations.
Instructor / Trainer	A public or private sector employee who delivers training.
MEWOE	Ministry of Expatriate Welfare & Overseas Employment
MOE	Ministry of Education
MOLE	Ministry of Labour & Employment
NGO	Non-Governmental Organization
NSDC	National Skills Development Council
NTVQF	National Technical and Vocational Qualifications Framework
PPP	Public Private Partnership
PRSP	Poverty Reduction Strategy Paper
PWD	Persons with Disabilities
RPL	Recognition of Prior Learning
Skills Development	The full range of formal and no-formal vocational, technical and skills based education and training for wage employment and/or self-employment.
SME	Small & Medium Enterprises
SSC (Voc)	Secondary School Certificate (Vocational)
TSC	Technical School and College
TTC	Technical Training Center
TVET	Technical & Vocational Education & Training

1. Introduction

Skills, knowledge and innovation are important driving forces of economic growth and social development in any country, and those countries with higher levels of education and skills, adjust more effectively to challenges and opportunities in the global economy.

A comprehensive national skills development policy in Bangladesh will guide skill development strategies and facilitate improved coordination of all elements of skills training and the parties involved. The Skills Development Policy will contribute to the implementation of other national economic, employment, and social policies so that Bangladesh can achieve its goal of attaining middle income status in 2021.

Skills development depends on many different actors, including the private sector, non-for-profit actors, NGOs and civil society; as well as the large number of government ministries delivering skills based education and training. Consequently, the Skills Development policy for Bangladesh is a major initiative to improve the coordination and delivery of skills in Bangladesh for the betterment of the nation as a whole. This policy also extends and builds on other major government policies such as the Education Policy of 2009, 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.

This Skills Development Policy provides the vision and direction for skills development over coming years as it sets out the major commitments and key reforms that government will implement in partnership with industry, workers and civil society.

This national policy will be supported by a revised and more detailed NSDC Action Plan which will identify clear roles and responsibilities for all stakeholders and set out timebound measurable targets for action over five years.

2. Defining Skills Development

2.1. To more effectively manage its human resources and develop an integrated approach to skills development, there is a need to think beyond state controlled TVET systems and emphasise the varied types of formal and non-formal training through which skills are developed.

2.2. 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 thus includes:

- a. Pre-employment and livelihood skills training, including 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 affiliated with BTEB servicing both domestic and international markets.

2.3. Scope:

Skills development does not include:

- a. General education programs delivered by primary or secondary schools ie: those that do not have a vocational skills component;
- b. Non-formal education delivered by NGOs and government agencies that do not develop technical livelihood skills eg: programs on literacy, numeracy, nutrition etc; and
- c. Education for professionals delivered by universities ie: those programs that lead to qualifications at the Bachelors level or higher.

- 2.4. Skills development stands at the intersection of different policy domains including education and training, non-formal education, labour, employment and industry development. This policy integrates elements of education and training within these policy domains under the concept of skills development.
- 2.5. In Bangladesh, many Ministries and agencies deliver formal and informal skills training in the context of industry and community development. Many private training organisations, NGOs and donors also deliver skills training, both formal and informal. Skills training also occurs on-and-off the job in enterprises, and as pre-departure training for expatriate workers.
- 2.6. Current Situation:**
The skills development system in Bangladesh can be classified into four main segments:
- public (delivered to varying degrees by numerous ministries);
 - private (commercial training institutions including madrasahs);
 - NGOs (non-for-profit institutions); and
 - industry based (institutions managed by industry and training delivered in the workplace, including apprenticeships).
- 2.7. Each of these segments offers a wide variety of formal and non-formal training programs to different target groups using different approaches to delivery and assessment.
- 2.8. The scope of skills development is much wider and diverse than generally understood and encompasses a large number of institutions and activities. However, its impact has been limited as the various component parts move their own ways without a unifying vision to which each one has a clearly defined role. There is a need to rationalize the disparate efforts in TVET and skills training by putting it under a single regulatory framework to provide a unified and coherent direction.

- 2.9. In the current system, there is no nationally consistent approach to quality assurance, with current qualifications not based on standards that align with the occupations or skill levels in industry. Curriculum development is highly centralized, rigid and time consuming and not based on need. The development of new courses, the expansion of high demand courses and the closing of obsolete courses do not always reflect market needs.
- 2.10. The existing TVET and skills training system has problems with the quality, relevance and scope of programs delivered. The quality of graduates is inconsistent and is borne out by available data on graduate employment outcomes.
- 2.11. The lack of coordinated public sector delivery leads to duplication of programs, competition for the same target group of learners, limited links between different training centers and no clear picture of what training is being provided for which industry or occupation.
- 2.12. The skill development system in Bangladesh faces many challenges and issues, not all of which relate to financing or a lack of resources. Significant improvements can be made by implementing more effective and nationally consistent policies and systems of management and quality control.

3. Vision, Mission & Objectives

3.1. Vision:

The vision for skills development shared by the government, industry, workers and civil society is that:

Skills development in Bangladesh will be recognised and supported by government and industry as a coordinated and well planned strategy for national and enterprise development. The reformed skills development system will empower all individuals to access decent employment and ensure Bangladesh's competitiveness in the global market through improved skills, knowledge and qualifications that are recognised for quality across the globe.

3.2. 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.

3.3. Objectives:

Major objectives of the National Skill Development Policy are to:

- a. Provide a clear statement of the reform agenda 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 service the needs of labour markets, individuals and the community at large;
- d. Improve access to skills development for various groups of citizens, 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.

3.4. Key Target Groups:

Access to education, training and lifelong learning will be promoted for people with nationally identified specific needs, such as youth, low-skilled people, people with disabilities, migrants and internally displaced people, older workers, indigenous people, ethnic minority groups and the socially excluded; and for workers in small and medium-sized enterprises, the informal economy, in the rural sector and in self-employment.

3.5. Decent Work:

A major challenge for the skill development system is to address the needs of a huge population by providing skills to enhance employability and secure safe and decent work. Consequently, skills development for those working in the informal economy is a key strategy, one that will also create greater awareness of environmental, safety and health concerns.

3.6. Lifelong Learning:

The government will establish, maintain and improve a more coordinated education and training system within the concept of lifelong learning. The primary responsibility of government is for education, pre-employment training and training the unemployed.

3.7. Social Partners:

The social partners have a major role in skills development. In particular, employers and workers are key stakeholders who work with government to develop and

implement a vision for skills development. Through this Skills Development Policy, the government pledges to develop social and economic policies to encourage enterprises to invest in education and training and support individuals to develop their competencies and careers.

4. Demand-Driven, Flexible and Responsive Training Provision

- 4.1. For skills development in Bangladesh to meet the needs of local and overseas employers, workers and the community at large, it needs to be more flexible and responsive to demand. Flexibility means that providers of TVET and skills training have the incentives, resources and capacity to understand and respond to the identified demand.
- 4.2. Demand-driven policy requires capacity within agencies, industry and regional authorities to identify and communicate the demand for skills to providers. The skills data system will be developed to inform the type of skilled workforce required, and training providers will be encouraged and empowered to respond to this demand through incentives, performance-based funding mechanisms and accountability regimes.
- 4.3. To achieve this shift, a series of structural reforms will be implemented to ensure that through the Bangladesh Skills Development System, government, industry and the social partners can:
 - a. More clearly assess the skill needs of industry in Bangladesh;
 - b. Deliver nationally and internationally recognised qualifications that meet the needs of learners and employers; and
 - c. Deliver higher quality skill outcomes to maintain individuals' employability, increase their productivity and support higher standards of living.

4.4. The Bangladesh Skills Development System:

The Bangladesh Skills Development System will consist of:

- a. National Technical & Vocational Qualifications Framework (NTVQF);
- b. Competency Based Industry Sector Standards & Qualifications; and
- c. Bangladesh Skills Quality Assurance System.

5. Nationally Recognised Qualifications

5.1. The education and training system must keep abreast of the changing demands from industry and the community. Consequently, the system of qualifications used to recognise the attainment of knowledge and skills through formal programs in Bangladesh will be revised and updated, leading to introduction of a new National Technical and Vocational Qualifications Framework (NTVQF).

5.2. National Technical and Vocational Qualifications Framework (NTVQF)

The NTVQF will expand the number of qualifications available in the country to better reflect the growing and changing occupational and skill profiles in both domestic and international labour markets.

5.3. The NTVQF will support stronger integration of skills training in community organisations, schools, training institutions and the workplace, by providing a common national benchmark for the naming and achievement of qualifications, up to, but not including, university degrees.

5.4. The NTVQF will also provide a new benchmark for the international recognition of the skills and knowledge of Bangladeshi workers, who are recognised as an increasingly important export for this country.

- 5.5. The Bangladesh NTVQF will be a nationally consistent system designed to:
- a. improve the quality and consistency of nationally recognised qualifications;
 - b. introduce consistent naming of credentials for formal skills based education and training;
 - c. provide formal recognition of workplace skills obtained in both the formal and informal economies;
 - d. provide high-quality skill outcomes to maintain individuals' employability and increase their productivity;
 - e. improve the alignment of formal training programs with industry requirements;
and
 - f. increase options for students by broadening program and progression pathways;
and
 - g. support lifelong learning by providing recognised pathways for workers to raise the level of their knowledge and skills throughout their working life, and beyond.
- 5.6. The Bangladesh National Technical and Vocational Qualifications Framework will include two pre-vocational levels to introduce additional pathways in general education and to cater for the under privileged and low educated groups in society. It will also include five vocational levels, and one level for diploma level qualifications as shown in Figure 2. Under the NTVQF, training organisations will also be able to issue a Statement of Attainment for specific units of competency when less than the full program has been completed.
- 5.7. In general education, a new system of dual certification will be introduced so that students who satisfactorily achieve the skills component of vocational education programs such as the SSC (VOC), HSC (VOC) and HSC (BM), will receive a NTVQF qualification in addition to, and separate from, the school qualification.

NTVQF Levels	Pre-Vocation Education	Vocational Education	Technical Education	Job Classification
NTVQF 6			Diploma in engineering or equivalent	Middle Level Manager /Sub Assistant Engr. etc.
NTVQF 5		National Skill Certificate 5 (NSC 5)		Highly Skilled Worker / Supervisor
NTVQF 4		National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		National Skill Certificate 3 (NSC3)		Semi-Skilled Worker
NTVQF 2		National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQF 1		National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate NPVC 2			Pre-Vocation Trainee
Pre-Voc 1	National Pre-Vocation Certificate 1 NPVC 1			Pre-Vocation Trainee

Figure 2: National Technical & Vocational Qualifications Framework

- 5.8. All government agencies that deliver skills training will review their curriculum so it aligns with the new NTVQF. This will ensure that participants in government funded skills development programs have the opportunity to receive nationally recognised qualifications for the part of their program that is based on national industry skill standards.
- 5.9. NGOs and other providers of non-formal skills training, including the Bureau of Non-Formal Education (BNFE), will also be encouraged to utilise the new standards and support materials so the skills component of their programs can be nationally recognised.
- 5.10. To support implementation of the NTVQF, measures will be taken to safeguard the use of qualification titles. A new national logo certifying that training providers and programs meet national quality standards will also be introduced.
- 5.11. Under direction from the NSDC, the Bangladesh Technical Education Board (BTEB) will be responsible for the implementation and periodic review of the NTVQF.
- 5.12. To safeguard the integrity of the NTVQF, the Technical Education Regulations of 1975 will be revised to ensure that BTEB is empowered to take action against private training organisations that inappropriately use either the new NTVQF qualification titles, or the nationally recognised training logo.
- 5.13. To ensure a smooth transition to the new system, the NTVQF will be gradually implemented in thrust industry sectors to allow development of new standards and qualifications for occupations and skills in demand.

6. Competency Based Training & Assessment

- 6.1. The skills development system must be responsive to the present and future industry needs and will move to implement a competency based training and assessment (CBT&A) system to achieve that end.

- 6.2. It is widely recognised that skill needs in the labour market need to be more clearly and precisely defined so that delivery and assessment arrangements can give greater emphasis to practical skills. The CBT&A system will support the introduction of demand-driven training, and will result in the development of partnerships between industry sectors and the training organizations. CBT&A represents a shift away from traditional theory based approaches to delivery and assessment by placing greater emphasis on the achievement and demonstration of practical skills required to perform at a specified standard demanded by industry.
- 6.3. The CBT&A system will be based on the following principles:
- a. Progression through a competency based training program will be determined by whether the student has met the set standards, and not by the time spent in training.
 - b. Each learner's achievement is measured against job-related competency standards rather than against the achievement of other learners.
- 6.4. An important foundation for the introduction of CBT&E is close dialogue with industry to develop clear descriptions of the skills and knowledge required to perform different tasks in the workplace. These units of competency, or competency standards, set the performance criteria that will be assessed in training institutions who issue nationally recognised qualifications.
- 6.5. Industry Sector Standards and Qualifications Structure:**
- The government with its industry partners will implement a new system of industry competency standards and qualifications. The competency standards will be developed by each industry sector and then grouped into clusters that reflect occupations or key skill sets prioritized by employers and workers in that sector. This new system will be known as the Industry Sector Standards and Qualifications Structure.
- 6.6. Training organisations, both public and private, will not automatically be able to issue the new competency based qualifications endorsed by industry as they will be required to demonstrate they have the necessary equipment and trained staff to meet the skill standards set by industry.

- 6.7. Under a CBT&A system, industry will be expected to increase its engagement and support of training institutions, so that programs and graduates are more likely to meet the needs of employers and their staff.
- 6.8. Vocational education programs in schools such as the SSC (VOC), HSC (VOC) and HSC (BM) will be revised to ensure that the vocational components are based on industry competency standards and that students only receive NTVQF qualifications if they are assessed as competent.
- 6.9. All instructors and trainers will be provided with adequate training so they can develop and implement CBT&A programs. Considerable investments will also be made to upgrade the facilities and equipment of select training institutes so they can deliver the new industry endorsed qualifications.
- 6.10. The impact of CBT&A will be closely monitored to ensure the opportunities for skills development available to industry and learners are not adversely affected due to additional costs.

7. Programs and Providers Quality Assured

- 7.1. Maintaining the quality of training programs and training providers is of crucial importance. Improved quality will increase the return to industry and the community in general, and make skills development and TVET a more attractive option for learners and employers in Bangladesh.
- 7.2. Improved quality is also necessary so that learners and employers, both in Bangladesh and abroad, can be assured that qualifications issued in Bangladesh truly reflect the standard of knowledge and skills that they claim.
- 7.3. Quality assurance is also an important strategy to improve the relevance and delivery of formal and non-formal education and training programs.

Consequently, the Bangladesh Skills Quality Assurance System will be introduced to improve the quality of skills development in Bangladesh.

7.4. Bangladesh Skills Quality Assurance System:

The quality assurance system will introduce new national quality standards to ensure nationally consistent and high quality training and assessment services for learners.

The new quality assurance system will deal with the following issues:

- a. the registration of public and private training providers;
- b. development of nationally recognised units of competency and qualifications;
- c. accreditation of learning and assessment programs;
- d. auditing of training providers for compliance against quality standards;
- e. validation of assessment tools against units of competency (e.g. standardised examinations and practical tests); and
- f. the development and publication of quality procedures and manuals.

7.5. The key aim of the new quality assurance system is to ensure that training providers in Bangladesh meet minimum standards related to the facilities and equipment they use, the skills and experience of their trainers and the management and operations of their institutions.

7.6. Specific detailed quality standards and criteria will be developed to allow implementation of the new Skills Quality Assurance System. The new system will also consider a multiple tiered registration process so that mandatory registration for private training providers can be implemented. Tiered registration will also allow for the recognition of excellence amongst training providers.

- 7.7. Over time, all government agencies delivering skills training will become accredited against the new quality standards, so that learners can receive formal recognition of skills learned, through Statements of Attainment and other qualifications from the NTVQF.
- 7.8. The implementation and periodic review of the new quality system will be the responsibility of the Bangladesh Technical Education Board (BTEB) under direction of the NSDC. The NSDC will ensure that BTEB receives the necessary technical support and has adequate manpower and resources to fulfill this expanded role.
- 7.9. In accrediting local training providers, BTEB will recognise those who have achieved other national and international quality standards related to TVET and skills training. These include providers who meet ISO 10105, who are registered by the UK Qualifications & Curriculum Authority or under the Australian Quality Training Framework (AQTF). Training institutions that provide evidence of meeting these standards will have local registration fast-tracked.

8. Strengthened Role for Industry Sectors in Skills Development

- 8.1. There is a growing need for improved social dialogue and strengthened partnerships on skills development in Bangladesh.
- 8.2. Industry should be organized on sectoral lines to provide specific advice on occupations and skills in demand, and to identify key skills project priorities for their sector. Government and industry will implement these arrangements through a network of tripartite Industry Skill Councils (ISCs).
- 8.3. Industry Skill Councils (ISCs):**
ISCs bring together major enterprises and industry bodies in an industry sector to discuss skill development issues affecting their industry sector.

The ISCs will:

- a. Monitor and review skills development practices in the industry sectors and identify and overcome deficiencies;
 - b. Develop industry specific skills development policies and practices;
 - c. Develop industry's capability to deliver the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees;
 - d. Provide leadership and strategic advice to the skills system on skills development needs and priorities for those industry sectors covered by the council;
 - e. Support the delivery of industry relevant training and/or professional development programs for instructors and trainers;
 - f. Contribute to the development and review of skills standards and qualifications and participate in the development and review of new training curriculum;
 - g. Advise the NSDC on the industry sector demand for skills;
 - h. Advocate and facilitate workforce development activities in industry;
 - i. Produce sector skills development plans as required on a regular basis;
 - j. Support strengthening of industrial apprenticeship programs; and
 - k. Develop partnerships with training providers and support improvement of skills programs in schools, colleges, industry and enterprises.
- 8.4. These ISC will be independently established by industry under the Corporations Act and be endorsed by the NSDC as the recognised ISC for their sector with agreed terms of reference. Income will be generated through membership fees and other commercial activities excluding the delivery of training.

- 8.5. The government will work with industry and development partners to develop the network of ISCs, make their operation sustainable, and have them established as the primary point of contact for industry skill issues in Bangladesh.
- 8.6. As the operation of ISCs mature, the government will consult with them and other industry partners to determine the need for a peak skills body for ISCs and other industry representatives under the banner of Skills Bangladesh.
- 8.7. A more effective skills data system in Bangladesh will be developed which strengthens industry's role in data collection and analysis, and integrates the existing disparate efforts of BBS, BANBEIS and BMET within an expanded and nationally coherent system.
- 8.8. The government will also move to develop a consolidated picture of the number and location of training centres, the training programs they deliver, and how those programs match local employment opportunities.
- 8.9. Improved partnerships between industry and both public and private training organisations will improve the quality of skills development in Bangladesh. PPP models to be established include:
 - a. PPP Boards of Management to all government training centres, with priority given to those institutions who will deliver the new demand oriented industry endorsed qualifications from the NTVQF;
 - b. Establishment of skill centres of excellence for thrust sectors so they develop as key industrial training centres with links to other providers through a network hub model;
 - c. The expansion of industrial attachments and work placement, outside formal apprenticeships, as requirement of structured priority skill development programs;
 - d. The use of experts from industry as part-time trainers; guest lectures, demonstrations etc.

9. Accurate Skills and Labour Market Data for Planning and Monitoring

- 9.1. Quality data is crucial for the effective management and planning of skills development. If the demand for skills is not understood then government, employers, workers and other stakeholders cannot make informed decisions about what skills are required, what programs should be delivered and where. Data is required to ensure training institutions are accountable for the funds they receive and key labour market and program measures are required to ensure that TVET supply better matches the demand from industry.
- 9.2. The planning of pre-employment education and training should align with future employment opportunities and deliver competencies that meet the expectations of prospective employers both here and abroad. Accurate skills and labour market data is also important for assessing new opportunities for workers whose skills sets may be affected by change.
- 9.3. Quantitative and qualitative forecasting will be linked to broad national development strategies, with systems in place to track sectors and regions with high growth potential, so that new employment prospects and their skills requirements can be identified and the skills profiles of those losing jobs can be understood.
- 9.4. To improve the capacity of the skills development system to meet the demands of the labour market, the national skills data system will be strengthened so it can provide timely and accurate information to industry, planners and managers in both the public and private sector. The new system will:
 - a. Address domestic data needs related to the supply of skills, the demand for skills, and the matching of supply and demand;
 - b. Address international data needs related to the demand for skills in key international labour markets for Bangladeshi workers;

- c. Allow for the identification of both current skills shortages and potential future demands for skills, both at the regional and national level;
 - d. Increase the use of tracer studies to track the employability of graduates;
 - e. Identify and allocate responsibilities to institutions, bodies and agencies covering the collection, processing, management and reporting of skills data;
 - f. Provide for timely and broad dissemination of data so as to inform skills policy, program development and the choices of individuals; and
 - g. Take account of the impact of data collection on enterprises.
- 9.5. The new skills data system should receive information inputs from the industry sectors, national statistical office, ministries and agencies providing skills training, public and private providers, regions, etc. The data system should be professionally organized and able to benefit policy-makers and other stakeholders by providing clear and timely data and information.
- 9.6. BMET will be responsible for coordination of international demand data, including from Bangladesh missions abroad. The BMET data cell will be expanded and provided with technical assistance to increase their capacity to manage expatriate worker skill demands and will act as the focal point for the NSDC in this regard.
- 9.7. The new skills data system will be overseen by the National Skills Development Council (NSDC) and its Secretariat. The NSDC Secretariat will be responsible for integrating and analysing the data on both the supply and demand for skills so that the NSDC and ECNSDC can make appropriate planning and resourcing decisions.
- 9.8. To complement this new system, the government will also work with industry and the social partners to develop a system of vocational guidance for students and other users of the skill development system which shall detail:

- a. The employment situation, different occupations and employment prospects in each industrial sector;
 - b. Education and skills development requirements and opportunities for each identified occupation;
 - c. Major overseas labour markets and key occupations in demand;
 - d. Conditions of work, including safety and hygiene, in the different sectors; and
 - e. Rights and obligations of all concerned under labour-related laws and other forms of labour regulation.
- 9.9. To support the growth of skills development, an internet based information system will be established to provide employers, learners and the community with detailed information on the courses and programs offered by all public and private training providers in Bangladesh.

10. Competent and Certified Instructors and Trainers

- 10.1. As the backbone of any effective skills development system is a well trained cadre of instructors and trainers, those responsible for delivering both formal and non-formal skills training must possess the necessary up-to-date technical skills alongside with the ability to deliver and assess training in institutions and/or the workplace.
- 10.2. A new national system of training and certification for instructors and trainers will be introduced to deliver a more strategic approach to the development of the training workforce. This will ensure that common standards, programs and qualifications apply to all instructors and trainers working in the public and private sector delivering programs that are recognised under the new NTVQF.
- 10.3. Through this new system, the quality and professionalism of the skills training workforce will be increased over time because:

- a. All instructors employed by the government will be trained and certified under the new system;
 - b. All private sector instructors and instructors delivering formal programs that lead to nationally recognised qualifications under the NTVQF must be certified under the new system;
 - c. A national network of instructor training centres is established that integrates existing instructor training facilities separately managed by different government Ministries and agencies;
 - d. A national pool of certified national Master Trainers be created to implement the new instructor training programs;
 - e. Current prerequisites for instructors and trainers are reviewed to ensure that all instructors will have technical qualifications or industrial experience to at least the level of the qualification they are teaching;
 - f. Incentives are developed to encourage private sector trainers to gain certification under the new system; and
 - g. Professional development plans are developed for all public sector instructors and trainers to ensure they maintain the currency of their skills.
- 10.4. To facilitate flexibility and increased mobility in the skill development system, manning regulations will be reviewed to make it easier for instructors qualified under the new system to move between the different agencies responsible for delivering skills training in Bangladesh. The same regulations will also be reviewed to remove the current over emphasis on academic qualifications, and in particular, the need for Engineering Diplomas and Degrees rather than current industrial experience.
- 10.5. The new system of training and certification for instructors and trainers will ensure that:

- a. National competency standards for instructors and trainers are developed and used as the basis of assessment within the training program/s;
 - b. All instructors and trainers receive training in the delivery of competency based training and assessment, including the recognition of prior learning;
 - c. Instructors and trainers are trained in inclusive teaching and learning methodologies to support increased participation of disadvantaged groups in skills training;
 - d. Instructors and trainers are trained in use of technology supported learning;
 - e. Instructors and trainers have adequate English language skills where necessary; and
 - f. Qualifications issued to instructors and trainers are recognised nationally and internationally.
- 10.6. Due to the current acute shortage of trainers, the new system will introduce a two step certification process so that a greater number of trainers can be recruited in the short term. Those with suitable industry technical skills but who lack the required academic qualifications will be recruited and permitted to commence training in select programs after a short intensive train the trainer program.
- 10.7. Recruitment of trainers and instructors in the public sector will be managed by a new commission, focusing separately on the needs of the skills development sector and covering all TVET and skills training institutions.
- 10.8. The government will also work with industry to ensure that mechanisms are put in place to support a ‘return to industry’ program that allows current instructors and trainers to update their technical skills in the workplace. Arrangements will also be trialed in pilot sectors to develop short course intensive skills upgrading programs to develop the technical skills of trainers.

- 10.9. The necessary budget and administrative arrangements will be introduced to release staff from duty while undergoing the required training/technical upgrading so as to encourage development of a professional skill development workforce.
- 10.10. Training places in the new system will also give priority to female trainers to ensure equal access to professional development opportunities.
- 10.11. As many training institutions face severe shortages of instructors, the government will also develop a strategy to increase the recruitment of instructors so that vacant posts are filled and that women are better represented as instructors and trainers in the skills system.
- 10.12. A system of recognition and rewards will be established to encourage excellence in the profession, and a coordinated program of professional international exchange will be developed to exposure trainers and instructors to quality skills development systems in other countries.
- 10.13. As private training providers are a major contributor to skills development in Bangladesh, trainers from industry and private training organisations will be given the opportunity to participate in professional development programs to improve the overall quality of skills training delivered to students.

11. Effective and Flexible Institutional Management

- 11.1. The management of public and private training organisations needs to be improved if the skills system in Bangladesh is to effectively deliver quality education and training.
- 11.2. Clear guidelines and transparent procedures will be put in place to decentralise the recruitment and selection of instructors and trainers in public training institutions. To make government training institutions more effective, recruitment rules will be changed so that:

- a. Each institution can locally recruit suitably qualified part-time instructors and trainers on casual or fixed term contracts; and
 - b. The selection of institutional managers will be based on merit and not only seniority.
- 11.3. Financial and administrative authority will also be decentralized so that college principals are more able to form effective local working partnerships with industry.
- 11.4. Institutions will be given greater academic autonomy to close down courses in areas of low market demand and be empowered to develop and deliver new courses with BTEB to respond to emerging industry needs.
- 11.5. Incentives and consequences will also be introduced to encourage institutions to be more responsive to the training needs of industry, and institutions will have greater delegated authority to expend funds according to needs.
- 11.6. Institutions will maintain accurate and reliable data on student enrolment, course completion, employment outcomes, gender, disability and indigenous status, which will contribute to the national skills data system and allow for improved performance monitoring.
- 11.7. There will be an increased focus on student employment outcomes which will be measured by a new system of tracer studies implemented by all training institutions.
- 11.8. In partnership with industry, the government will introduce PPP Boards of Management to all government training centres, with priority given to those looking to deliver the new industry endorsed qualifications from the NTVQF. These Boards of Management will develop and oversee strategic planning and monitoring in the institution, with membership drawn from local industry associations/representatives and the community. They will also support the introduction of output-based planning and funding mechanisms.

- 11.9. The organizational structure of institutions will also be reviewed to ensure the right mix of positions and capabilities is available to support the dynamic and rapidly changing training environment.
- 11.10. The working environment in most training institutions is very male dominated and not gender balanced, with males significantly over represented in senior management positions. Consequently, an affirmative action strategy will be developed and implemented to ensure that at least 30% of managerial and senior faculty positions are held by women and that the participation of disabled persons and other under represented groups is encouraged.
- 11.11. As institutions need to be more accountable for the use of public funds and capital assets, new mechanisms will be put in place to reward good practice and deliver consequences for poor performance. A new institutional performance monitoring system based on outputs will be developed, with modern information management systems introduced to strengthen the monitoring and reporting of outcomes.
- 11.12. The government will work with industry and social partners to ensure that public and private institutions implement a continuous improvement approach to quality management so that they meet the needs of clients and stakeholders. These systems and standards will be linked to the registration and re-registration requirements for training organisations under the NTVQF.
- 11.13. The government, industry and social partners will also investigate the options for grading training institutions as a means of encouraging a quality culture and rewarding excellent performance.
- 11.14. Principals and senior staff will be trained in modern management and leadership practices, with all staff in institutions to be trained in occupational safety and health and in the use of information technology.
- 11.15. A standardised Operations Manual will also be developed for institutions to assist staff manage their work, and each institution will provide an induction/orientation to work program for all newly recruited staff.

- 11.16. To ensure that institutions establish and maintain effective and inclusive learning environments, the government will work with development partners and industry to increase investments in facilities and equipment.
- 11.17. In this new more decentralised and demand-driven system, institutions will need to develop marketing strategies to promote their courses. They will also be required to implement a transparent process for receiving and responding to complaints, both from students and their clients in industry.
- 11.18. The government will also work with industry and social partners to ensure that merit based selection, recruitment, enrollment and assessment systems are implemented to overcome external interference affecting training institutions.
- 11.19. All training institutions will also assume a role in providing timely and effective career guidance to students, using industry developed information and resources. A simple system will be developed so parents, learners, employers, workers and providers can make more informed decisions on their skill development options.
- 11.20. All training institutions will also be required to provide post training placement support so that so that students are assisted to find work after completing their program and that data on student destinations is collected in a more systematic fashion.

12. Strengthened Apprenticeships

- 12.1. Apprenticeships, otherwise known as cadetships, traineeships or internships, are known in many countries as an effective way for young people to move from school to the world of work by acquiring work experience along with technical and professional training. However in Bangladesh the formal system has not been well supported by government, industry or the community at large.

- 12.2. It is recognised that formal and informal apprenticeship arrangements often lack clear contracts, do not comply with or are not covered by legislation, are not adequately monitored and deliver skills of varying quality. Training providers also face difficulties in arranging industrial placements for students. Under these conditions, there is a risk that apprentices can be exploited as cheap labour without obtaining any meaningful training.
- 12.3. Through the Ministry of Labour & Employment (MOLE) and the Bureau of Manpower, Employment & Training (BMET), the apprenticeship system will be strengthened and expanded so that more employers, master craftspersons and learner, from both the formal and informal economies, can participate in the new system.
- 12.4. Government with industry and other social partners will develop and implement appropriate mechanisms and incentives, including financial measures, to encourage and increase the take-up of formal apprenticeships in industry.
- 12.5. Formal apprenticeships will involve Competency Based Training & Assessment (CBT&A), with training delivery occurring both on-and-off the job, with support from public and private training organisations. In this way, apprenticeships will be seen as another form of PPP operating in the skills development system.
- 12.6. Apprentices will receive nationally recognised qualifications under the NTVQF, and although incentives may initially be limited to those occupations identified as a priority by industry, the government will explore the potential of making apprenticeships available at all levels of the NTVQF in all industry sectors and will explore links between apprenticeships and the new system of National Service for the youth of Bangladesh. All state owned enterprises will be required to take on apprentices as specified in the relevant apprenticeship regulations.
- 12.7. As the term apprenticeship is widely misunderstood amongst industry and the community, a social marketing campaign will be implemented to promote apprenticeships and raise awareness of the benefits they deliver.

- 12.8. Whilst not seeking to bring the current shikkhanabish system under formal regulation, the government believes that developing a code of practice for apprenticeships in the informal economy may improve the quality of skills delivered and increase the engagement of these workplaces in the formal training system. A code of practice for apprenticeships in the informal economy will be developed to:
- a. Set out clearly agreed minimum rates of pay, working conditions and duration of the apprenticeship;
 - b. Lead to a clear and mutually understood contract between the employer and the apprentice or his/her guardian that is registered with the GOB or an approved local intermediary organisation;
 - c. Ensure apprentices meet the working age requirements of the Labour Law;
 - d. Identify the skills or competencies to be gained on the job, at a training centre or a combination of both during the apprenticeship;
 - e. Utilize a national Skills Logbook to maintain consistency in competencies gained through both the formal & informal training systems, and also between work places where training takes place on the job;
 - f. Allow for the recognition of prior learning (RPL) through designated RPL centres to formally assess knowledge and skills gained; and
 - g. Give apprentices the opportunity to be awarded a nationally recognised certificate.
- 12.9. To encourage apprenticeships in the informal economy, the government and its partners will trial and evaluate the use of incentives including equipment, skills training, affordable micro finance and other support mechanisms so that participating in the apprenticeship system improves more than skill level of their staff.
- 12.10. To effect these changes, the Labour Law and Apprenticeship regulations will be amended as necessary.

13. Recognition of Prior Learning

- 13.1. Many citizens acquire skills and knowledge through work and other life experiences without access to formal education or training. In order to recognise the skills and knowledge acquired and provide enhanced pathways into further education and training, a system for the Recognition of Prior Learning (RPL) will be introduced.
- 13.2. The RPL system will officially recognise prior learning (skills and knowledge) so that individuals can enter or re-enter formal training institutions and thus enhance their employability. The RPL system will ensure that:
- a. All people have the opportunity to have their knowledge & skills formally recognised;
 - b. The recognition process acknowledges job related knowledge and skills that were gained through formal or informal training, through paid or unpaid work, or via life experience or any combination of these;
 - c. Where ever possible, the recognition should be conducted against the competencies and qualifications embedded within the National Technical & Vocational Qualifications Framework (NTVQF);
 - d. To obtain formal recognition, applicants must show a sufficient variety of evidence of his/her knowledge & skills. This evidence can include:
 - i. Samples of work;
 - ii. Certificates;
 - iii. Portfolios; and
 - iv. References and referee reports.
 - e. The RPL process will recognise knowledge and skills when the evidence provided is judged to be sufficient, reliable and valid enough to meet the assessment requirement of the program for which recognition is being sought.

- f. Most recognition is likely to involve a series of assessments or challenge tests, and when complete, an equivalent qualification or a Statement of Attainment for individual unit/s of competence under the NTVQF may be awarded,
 - g. Reasonable accommodation will be made to cater for those who are illiterate, have a disability or low education levels, provided they demonstrate the skill to the required level; and
 - h. Those who are awarded recognition and/or certification of their skills should have the opportunity to enter a formal training program if they wish in order to complete a qualification or formally upgrade their skills.
- 13.3. To implement the RPL system, the government will ensure that:
- a. All skills training delivered by government training institutions will provide opportunities for RPL; and
 - b. Private providers affiliated with BTEB will be required to offer RPL to all prospective students.
- 13.4. The government and its partners will also explore the potential for introducing assessment only centres for RPL to be regulated by the same quality standards applicable to accredited training institutions.
- 13.5. The RPL system will also form part of the enhanced system of training and retraining planned for expatriate workers, so that departing and returning workers can have their skills properly recognised and certified and ensure that the highest level of skill is recognised and remunerated accordingly.

14. Improved Access for Under-represented Groups

- 14.1. The government recognises that for Bangladesh to reduce poverty and mitigate the limitations of inadequate school education, more citizens need to have access to both formal and informal skills training to develop skills that increase their employability. Accordingly, strategies to improve access for groups that are traditionally under-represented in skills training will be implemented targeting the agriculture, fisheries and handicrafts industries in the first instance.
- 14.2. One of the major barriers to under represented groups accessing skills is the lack of funds to cover the cost of attending programs. To address this issue, the government will work with industry and its social partners to ensure that a micro-credit scheme for learners is introduced.
- 14.3. The new micro-credit scheme for learners will also provide funds on a priority basis to graduates of skills development programs so as to increase successful self-employment outcomes.

14.4. People with Low Levels of Education:

Many citizens have left school before completing Grade 8 of general education, and because of this, are not able to enroll in formal skills programs. To overcome this barrier, the government will work with its partners to introduce reforms to ensure:

- a. The Grade 8 prerequisite is removed from formal courses and replaced by course specific entry requirements and challenge tests that are more closely aligned to the level of training being delivered;
- b. The NTVQF incorporates qualifications and pathways that allow those with limited education to undertake formal courses that lead to nationally recognised qualifications;
- c. Courses are specifically designed to cater for the needs of lowly educated to gain meaningful employment;

- d. Institutional instructors, trainers and managers receive professional development on how to deliver and assess training courses for students with low levels of general education;
- e. Assessment procedures allow for reasonable accommodation (ie: theory assessments may be read to students with reading problems and answers written word for word by a scribe when the ability to read and write does not affect the performance of the competency being assessed); and
- f. New pre-vocational course pathways are established for the lowly educated to enter into formal courses, including apprenticeships, to address any basic skills gaps.

14.5. Women:

Women should have equal access to both formal and informal programs so they can acquire or improve their knowledge and skills for meaningful employment or upgrade existing employment opportunities. Given the current low participation rates of women in skills development, special efforts are necessary to correct this gender imbalance, particularly in the formal training system. The participation of women in skills development programs government will be increased by:

- a. Offering a broader range of traditional & non-traditional skills training programs that could improve the employability of women;
- b. Reviewing programs and their delivery modes to assess their gender friendliness;
- c. Conducting social marketing and awareness raising for women on the benefits of skills development;
- d. Increase enrollment rates for females across all skills development programs;
- e. Providing a gender friendly environment for female students;
- f. Providing separate wash rooms for male & female students;

- g. Employing female instructors where possible;
- h. Implementing a workplace harassment policy in public institutions;
- i. Ensuring all instructors and managers undergo gender awareness, workplace harassment and equal employment opportunities (EEO) training; and
- j. Providing a system where all students have access to counselling services.

14.6. Persons with Disabilities:

The UN Convention on the Rights of People with Disabilities (2006) calls for action to improve opportunities for persons with disabilities through increasing their access and participation in skills development programs. To achieve this:

- a. A strategy will be developed by a special advisory committee of the NSDC to increase the participation of persons with disabilities in skills development programs;
- b. Institutional facilities will be upgraded to provide access to training for disabled students;
- c. Managers and instructors of training institutions will receive training on how to work with students with disabilities;
- d. Customised curriculum and delivery methods will be developed for people with disabilities in agreed priority occupations and skill sets;
- e. Reasonable accommodation will be made in delivery and assessment for those who have a disability to provide the opportunity for them to acquire the skills and perform at the required level;
- f. An overall target of 5% of enrolments for people with disabilities across all skill development programs;

- g. Students with a disability will have access to counselling on training and employment options; and
- h. Familiarization training on the employment and training of PWD will be delivered to key agency staff.

14.7. Working Children:

To meet its international obligations and provide the youth of Bangladesh a bright future, the access and participation of working children to skills development should be improved. Children of legal working age will have access to quality skills training to provide the opportunity to pursue decent future employment. The new system will provide:

- a. Working children entry pathways into formal TVET courses, including apprenticeships;
- b. Courses specifically designed to cater for the needs of working children to gain meaningful employment;
- c. Flexible shifts for the delivery of courses for working children;
- d. Assessment and RPL procedures that allow for reasonable accommodation;
- e. A structured industry work placement component for each course (where practical);
- f. A safe learning environment and a workplace free from the worst forms of child labour;
- g. Training to instructors, trainers and managers in the special needs for training working children; and
- h. Courses for working children that include a support mechanism during and after training, including counselling services.

14.8. Less Developed Areas:

The government recognises that many citizens often have limited access to skills development programs due to their physical isolation or lack of access. To increase participation of these disadvantaged groups, in skills programs, the government will set an overall target of 10% enrollments for people from haors, chars and monga affected areas in all skill development programs.

14.9. Rural Communities:

Given the large rural population in Bangladesh, efforts will be made to improve the quality of this skills development in rural communities, and where relevant, strengthen links between formal and informal skills training. To achieve this end, quality community based training for rural economic empowerment should:

- a. Be targeted at key rural industries such as agriculture, livestock, fisheries and handicrafts, as well as provide skills relevant to rural infrastructure and the development of a range of community services;
- b. Be specifically designed to increase employment opportunities for under privileged groups in their locality;
- c. Be linked to a cost effective micro finance option for post course employment opportunities;
- d. Provide linkages to formal skills training institutions to upgrade or gain further training;
- e. Include a support mechanism for students during training and post training that addresses future employment and training options;
- f. Be delivered by instructors that have received professional development in community based training;
- g. Link industry skill components with competencies and/or qualifications from the NTVQF;

- h. Provide students with incentives to participate; and
- i. Be delivered in a gender friendly environment.

15. Private Training Provision

- 15.1. Private training providers deliver a significant amount of education and training in Bangladesh and are an important contributor to the local skill development system.
- 15.2. To strengthen their role, the government will promote and support the expansion and diversification of training options for industry and the community, including through support for student micro-credit schemes.
- 15.3. Private training providers must meet minimum quality standards that address the quality of facilities, the knowledge and skills of staff and the standard of programs delivered. Private training providers who wish to issue nationally recognised qualifications under the NTVQF must be registered and accredited under the new Bangladesh Skills Quality Assurance System.
- 15.4. Implementation of the NTVQF includes controls on the use of qualification titles to maintain the integrity of the new system and encourage acceptance by industry and the community alike, both here and abroad. Terms such as ‘National Certificate’ and ‘National Diploma’ will no longer be freely available for public and private training providers to use in the marketing and promotion of courses. BTEB will be empowered to take action against private training organisations that inappropriately use NTVQF qualification titles. Training providers wishing to continue the use of these qualification titles will need to be registered with BTEB and deliver programs that meet national industry competency standards.
- 15.5. Financial support will be provided to private training organisations that meet national quality standards for BTEB affiliated programs. To improve the quality of private training providers, the government and its partners will improve performance monitoring and take the necessary steps to have MPO supported skills training

providers move to a performance based funding model, rather than simply being funded for the number of trainers employed.

- 15.6. To ensure the growth of training places, measures will be introduced to allow public training facilities to be leased by private training organisations so they are utilised through double shifts and not allowed to stand idle over holiday periods.
- 15.7. Short course skills training programs will also be made available to SSC and HSC graduates so they can further develop their skills during the time between completion of their courses and publication of their results.
- 15.8. The government will also ensure, as far as possible, that the development of any new training centre or infrastructure is progressed as a PPP venture.

16. Enhanced Social Status of TVET

- 16.1. The value and status of skills development and TVET need to be upgraded and enhanced. In Bangladesh, there is an oversupply of university trained graduates and a shortage of workers with skills and qualifications required by industry. Skills based education and training can no longer be considered a second class option for students and workers. Becoming and being a skilled worker should be a respected career choice.
- 16.2. To raise the status of skills development and TVET, a new partnership between government, employers, workers and the social partners under PPP is required in Bangladesh.
- 16.3. Representatives of government, employer and worker organisations must jointly promote the development and recognition of education and training and the need for firms and individuals to invest in new knowledge, skills and qualifications.
- 16.4. To that end, the government will strengthen dialogue with social partners through the NSDC and Industry Skill Committees to raise awareness of the value of quality

education and skills development. The new partnership will monitor existing remuneration systems in Bangladesh to ensure that workers with relevant and quality assured qualifications receive decent remuneration.

17. Industry Training & Workforce Development

- 17.1. For Bangladesh to prosper in the future, employers and workers must become more actively involved in skills development. New and upgraded workplace skills are required for enterprises to retain their workers and remain competitive. Higher and new skills also support improved employability for workers, better career paths and higher income.
- 17.2. Key industries, such as agriculture, tourism, IT and manufacturing, including garments, textiles and other manufacturing sectors, are currently constrained by the lack of skills and face reduced growth in the future due to growing demand for skills. New skill demands are also expected to arise from environmental issues and climate change.
- 17.3. To support employment growth and skills development in the workplace and along industry value chains, government will:
 - a. Promote a positive lifelong learning culture in companies through a strong and consistent policy framework;
 - b. Encourage enterprises to train their workforce as part of business development, with particular attention paid to occupational health and safety, and skills upgrading in SMEs and of low-skilled workers;
 - c. Strengthen the quality assurance of training and certification of skills obtained, so that skills, including those acquired through informal and on-the-job learning, become nationally recognised and are transferable;

- d. Explore a range of mechanisms, include financial incentives, to encourage and enable enterprises to train their workforce as part of business development, with particular focus on SME and low-skilled workers;
 - e. Establish a national Human Resources Development fund to provide additional funding for industry training initiatives;
 - f. Reinforce international labour standards, especially those which provide freedom of association, the right to collective bargaining and gender equality in the workplace;
 - g. Support social dialogue on skills development at the enterprise, sectoral, national and regional levels, particularly through establishment of industry skill committees and including national and regional industry representatives on the NSDC;
 - h. Promote public private partnerships which add value to meeting skills development needs of enterprises and workers;
 - i. Encourage private and public employers to adopt best practices in human resources development, including the recognition of prior learning (RPL); and
 - j. Encourage multinational enterprises to provide training for all of their staff to meet company needs and contribute to the development of human capital in the country.
- 17.4. Workplace learning will be expanded by promoting the development and delivery of programs that incorporate both on-and-off-the-job training.
- 17.5. The training of trainers and workplace assessors is also an important strategy to support the expansion of workplace training in industry, and through its new system of instructor and trainer training, the government will work with training providers to deliver opportunities for recognition and further development of industry based trainers and assessors.

- 17.6. Industry Skill Committees will be encouraged to become directly involved in formal assessments and trade testing and explore their role in the registration of industry assessors.
- 17.7. The feasibility of establishing specialized institutes or centres of excellence for thrust industry sectors through private and public partnerships (PPP) will also be considered.
- 17.8. The NSDC will work with key institutions, including the National Productivity Organization (NPO) under Ministry of Industries, to deliver industry specific training and productivity programs to ensure that skills upgrading translates into high performance work practices and improved productivity growth.
- 17.9. Management education will be reinvigorated by establishing PPP Boards for the Bangladesh Institutes of Management (BIM) and upgrading them to Centers of Excellence through partnerships with select international Business Schools.

17.10. Informal Economy:

In the informal economy, skills development can contribute to improved productivity and working conditions while at the same time addressing some of the challenges facing workers.

- 17.11. Whilst a strengthened apprenticeship system will provide some opportunities to address skill issues in the informal economy, the NSDC will specifically develop a strategy to engage with the informal economy and improve the level of skills utilized in this important sector of the economy.
- 17.12. In the informal economy, the cost of participating in training is a significant barrier. Consequently the government and its partners will explore innovative ways of addressing the cost burden, including the use of micro-credit linked to business advice and the formal recognition of Master Trainers and accredited training workshops.
- 17.13. Given the need to strengthen supply chains involving rural industries, priority will be given to improving coordination amongst service providers targeting rural industries

and increasing the emphasis given to product marketing within the skills programs they deliver.

18. Skills Development for Overseas Employment

- 18.1. The future growth of remittances from expatriate workers is dependent on improved skills development in Bangladesh. To improve skills development for overseas employment the new skills development system will:
- a. Assess and respond to the demand for different categories of skilled workers in major overseas markets;
 - b. Develop a coordinated and flexible recruitment and training strategy to service that demand;
 - c. Develop a national qualification system against which skill certification of an international standard can be made and communicated to overseas employers and international recruitment agencies;
 - d. Improve the capacity of training providers to deliver skills to the standard required by overseas employers;
 - e. Improve the regulation and quality assurance of training providers delivering pre-embarkation training;
 - f. Improve the employment outcomes of those who undertake skills training for overseas employment; and
 - g. Engage with returning migrants to assess and certify higher skills gained overseas.

- 18.2. Initiatives to strengthen skills development for migrant workers should not be progressed independently of other government efforts to reform the education and training system in Bangladesh.
- 18.3. All training and trade testing centers targeting overseas workers will be required to be registered with BTEB so that skills assessment and certification in these centres is linked to the NTVQF and based on national competency standards, or where possible, competency standards recognised in the countries of employment.
- 18.4. Nationally recognised qualifications will be available to expatriate workers. Over time, all migrating workers will be required to have qualifications from the NTVQF, obtained either through occupation specific courses or through a Recognition of Prior Learning (RPL) process at BTEB registered testing centres. To increase the number of qualified expatriate workers, RPL will be offered in a systematic way.
- 18.5. Overseas employers and governments will be made aware of the reforms to skills training in Bangladesh so that overseas employers can more easily assess the differences between skilled and less skilled workers and so that expatriate workers gain the recognition and remuneration they deserve in overseas markets.
- 18.6. There is a recognised need to provide comprehensive orientation training for would be migrant workers and establish special government migration support services for safe migration and livelihood. This will ensure that in addition to trade skills, expatriate workers are adequately prepared for overseas work.
- 18.7. Career and vocational guidance that provides details on key overseas labour markets and occupations in demand will be made available to participants.
- 18.8. A system of ‘ladderisation’ should be established similar to that in place in other Asian countries. Under this scheme, returning workers will be offered an opportunity for skills testing, skills upgrading and skills certification at a higher level certificate or part thereof before returning abroad. The work, learn, train and certify process can be repeated in several cycles until after some years the skilled worker will be able to

move into supervisory positions. For this to occur, modularised competency based training should be delivered that leads to certification under the NTVQF.

- 18.9. To increase resources available for skills training of expatriate workers, the Skills Development Fund for Expatriate Workers announced in the 2009 Budget will be made operational.
- 18.10. Under guidance from the NSDC, BMET will take responsibility for ensuring a more coordinated approach to skills development for expatriate workers. This more coordinated approach will include an assessment of how existing training infrastructure can best be utilized to service the overseas demand for skilled workers.
- 18.11. The NSDC through BMET will also develop a strategy to increase the participation of women in skills development for overseas employment.

19. Financing

- 19.1. Skills development brings returns to individuals, enterprises and society as a whole. Therefore all stakeholders, including government, public and private enterprises, and individuals as direct beneficiaries, should contribute to the national investment in education and skills training.
- 19.2. To build a strong foundation for skills development the government and its partners will introduce a new funding framework that will be based on three fundamental pillars:
 - a. Reducing Poverty by providing increased public funding of skills training for disadvantaged groups;
 - b. Improving the efficiency of institutions which receive public funding by creating incentives for results and quality; and

- c. Strengthening partnerships with the private sector so they increase their role in the governance, financing and delivery of skills training;
- 19.3. The funding framework will increase efficiency and effectiveness of current allocations, diversify funding sources and increase the involvement and contributions from individuals and the private sector;
- 19.4. To diversify funding arrangements, the government will work with its partners to establish and make operational the National Human Resources Development Fund with the target for government contributions of 1% of the value of remittances received by expatriate workers.
- 19.5. In partnership with employer and worker representatives, government will also investigate different mechanisms to encourage increased employer investment in training, including the use of levies and tax incentives. These incentives will be used as a priority to encourage and increase the take-up of formal apprenticeships in industry.
- 19.6. The NSDC will also take the necessary steps to ensure that additional financing options, including micro-credit, be available for both students and training providers so as to increase both the scope and amount of skills training.
- 19.7. Total GOB contribution to skills development as a share of GDP and GOB budget shall be also reviewed and increased to ensure comparability with other countries in our region.
- 19.8. In order to increase public accountability and effectiveness of funds allocated for skills development, a system of performance, or outcomes based, funding will be introduced.
- 19.9. The performance based funding system will introduce clear performance targets linked to the outputs of training, such as graduate numbers and employment outcomes, rather than the current system of training inputs, such as enrolments and staff salaries. This shift to an outcomes based funding model will include MPO supported institutions

delivering skills training so that training institutions receiving MPO funding will be judged on the outcomes of their training and not simply the numbers of trainers they employ.

- 19.10. Many training institutions currently have limited skills and authority to forecast where training efforts should be targeted, and budgets are short term, disconnected from clear strategic plans. In part, because of this, institutional managers have limited knowledge and skills in financial and business management. Consequently, the government will strengthen the capacity of institutions to operate with greater financial autonomy and clearer strategic direction.
- 19.11. In 2009, the GOB Budget signalled government's intention to move towards a unified budgetary framework that integrates the previously separate Development and Revenue Budgets. Whilst this will make it clearer to understand the financial demands of financing skills development, new budget guidelines will be developed to allow more accurate costing and budgeting of skill development activities across all government agencies.
- 19.12. To more effectively manage funding for skills development in Bangladesh, necessary changes to government accounting and budgeting practices will be made so that a specific budgetary provision for skill development can be made in future GOB Budgets.
- 19.13. Whilst the government is committed to ensuring that the reformed skills development system can provide increased and improved opportunities for the Bangladesh community, the challenge remains to deliver more efficient and effective use of greater and more diverse resources.

20. Implementation

- 20.1. Many of the key challenges facing skills development in Bangladesh derive from the current structure and management of the skill development system. Chief amongst these are limited inter-agency coordination, poor linkages with industry and the labour

market, insufficient capacity in key agencies, piecemeal regulation and quality assurance, and limited planning of delivery and infrastructure development, particularly at the District & Upazilla levels. To tackle these challenges, two key organisations will be strengthened and made fully operational.

20.2. National Skills Development Council (NSDC)

The NSDC is an important tripartite forum where representatives of government, employers, workers and civil society can provide leadership and clear direction to skills development in Bangladesh. Membership of the NSDC will be reviewed to ensure regional and national industry representation alongside representatives of national youth organisations and other elements of civil society, including disability groups, to ensure that direct beneficiaries are included at the highest level.

- 20.3. The NSDC is the highest and apex skills development body which will oversee and monitor all activities of public and private training providers related to TVET and skills training.
- 20.4. NSDC is also responsible for the approval and implementation of all governance, regulatory and legislative provisions related to human resource development and training.
- 20.5. Whilst initially established as a Council, government, industry and their social partners will monitor the performance of the NSDC to determine whether it should be restructured as an autonomous body to maximize its effectiveness.
- 20.6. NSDC will coordinate the provision of skills development delivered by different government ministries and private providers. NSDC will ensure that public institutions are best utilised to maximise effective use of resources, and will implement arrangements so that private training providers can access public facilities to increase the scope of skills training.
- 20.7. NSDC will have an Executive Committee (ECNSDC) and a well resourced Secretariat that will support NSDC and ECNSDC operations, including the review and monitoring of the National Skills Development Policy and Action Plan.

- 20.8. To support decentralisation, the NSDC will also introduce specific mechanisms to improve coordination of skills development in the regions. These will include Skills Development Consultative Committees to be established in each Division. In addition to improving coordination of programs and providers at the local level and introducing further opportunities for PPP in the regions, these committees will also support the NSDC Secretariat to monitor and evaluating implementation of the NSDC Action Plan.
- 20.9. These committees should involve both public and private stakeholders involved in skills development, including representatives of civil society, and provide for representation from district and sub-district levels.
- 20.10. These regional committees will also support efforts to maximise the use of public training infrastructure and will participate in a review of the distribution and effectiveness of existing institutions. This will support a move to evidence based planning so that new training centers are only established after demographic and industry demand projections are properly assessed.
- 20.11. Bangladesh Technical Education Board (BTEB)**
To support the government’s reform agenda, BTEB will be given a strengthened role within the Bangladesh skills development system.
- 20.12. The role of BTEB will be expanded to assume national quality assurance and regulatory responsibilities for all skills development programs including technical education, skills training and skills based non-formal education and training.
- 20.13. The structure and manning of BTEB will be reviewed to ensure it has adequate resources and expertise. A capacity building program for BTEB staff will also be introduced and necessary steps will be taken to ensure that BTEB can immediately contract casual staff and proceed immediately to strengthen quality assurance arrangements.
- 20.14. Over time, changes will be made to public service recruitment rules so that all BTEB staff can be appointed as full-time employees of that agency rather than only being

posted on secondment from other departments. The following changes to the operations of BTEB will also be made:

- a. The Board of BTEB will be restructured to include additional representatives from industry, professional bodies, civil society and other key government Ministries so the operational autonomy of BTEB is strengthened;
- b. Formal NSDC representation on the BTEB Board will be established to improve communication and develop a shared understanding of issues between these two bodies;
- c. BTEB will review and strengthen the quality assurance system so that the accreditation of courses and registration of training providers lifts the quality of training in Bangladesh;
- d. BTEB will work with Industry Skill Councils to ensure that industry will have a clear role in the quality assurance of training delivery and assessment, including the registration of training organisations and validation of assessment;
- e. BTEB will establish a regional presence to improve their inspection and monitoring of public and private training organisations;
- f. BTEB will involve MOLE and other key line Ministries are involved in the review and development of new skill standards and curriculum;
- g. BTEB will establish and support an Equity Advisory Committee to monitor and address issues related to under-represented and disadvantaged groups in the skills development system; and
- h. The curriculum, inspection and examination cells within BTEB will be substantially strengthened to enable BTEB to assume its national mandate within the skill development system.

20.15. To achieve these changes and provide for other requirements of this national policy, the Technical Education Act of 1967 and Technical Education Regulations of 1975 will be amended.

20.16. NSDC Action Plan:

The NSDC will develop and implement a comprehensive Action Plan that will identify in detail all relevant agencies and stakeholders and the tasks for which they are responsible. The Action Plan will be action oriented and set out the timebound targets and performance measures for implementation of this national policy over a five year period.

20.17. The NSDC will be the apex government body to oversee implementation of the Skills Development Policy. To assist them in this work, the NSDC Secretariat will be adequately resourced and given the primary role of working with government line Ministries and other stakeholders to support and coordinate implementation of the NSDC Action Plan. A summary of key tasks and responsible agencies is shown in Table 3.

Key Task	Responsibility	Key Implementing Partners
1. NSDC Action Plan	NSDC	Industry Skill Committees Line Ministries Private Training Providers & NGOs Industry BTEB
2. Industry Sector Standards & Qualifications	BTEB under guidance of NSDC	Industry Skill Committees
3. National Technical & Vocational Qualifications Framework (NTVQF)	BTEB under guidance of NSDC	Line Ministries Private Training Providers & NGOs Industry
4. Skills Quality Assurance System	BTEB under guidance of NSDC	Industry Skill Committees Line Ministries Private Training Providers & NGOs Industry
5. Skills Data System	NSDC	Industry Skill Committees BMET & BTEB Line Ministries

6. National Instructor Training System	NSDC	Line Ministries Industry Skill Committees Private Training Providers & NGOs Industry
7. Institutional Reform	NSDC	Line Ministries Industry Skill Committees Private Training Providers & NGOs Industry
8. Apprenticeships	BMET under guidance of NSDC	Line Ministries Industry Skill Committees Private Training Providers & NGOs Industry
9. Human Resources Development Fund	NSDC	Ministry of Finance Industry
10. Skills Development for Expatriate Workers	BMET under guidance of NSDC	Line Ministries Private Training Providers & NGOs Industry
11. RPL System	BTEB under guidance of NSDC	Line Ministries Industry Skill Committees Private Training Providers & NGOs Industry
12. Vocational and Career Guidance	NSDC	Industry Skill Committees Line Ministries
13. Public Sector Training	National Training Council	Line Ministries
14. Equity Issues	NSDC BTEB Equity Committee	Line Ministries Industry Skill Committees Private Training Providers & NGOs Industry

Table 3: Implementation Summary

20.18. The NSDC Secretariat will ensure that all key policy documents, guidelines and regulations associated with the skills development system in Bangladesh will be accessible centrally in hard copy and online.

20.19. Public Sector Training:

To ensure the delivery of high quality training to the civil and disciplined forces, the existing National Training Council (NTC) will continue as the peak body responsible for training in the public sector.

20.20. The systems, standards and directives contained in this national policy will also apply to public sector training to ensure a truly national skills development system.

21. Monitoring & Evaluation

21.1. As skills development is a dynamic and highly contested policy domain, it is of crucial importance that this national policy undergoes periodic review and revision to maintain its relevance. The National Skill Development Policy will be reviewed every five years and revised appropriately to take account of progress in implementation and emerging trends in the national and international environment.

21.2. In a similar fashion, the NSDC Action Plan will be monitored closely to track progress and provide the basis for continuous improvement of the skill development system in Bangladesh.

21.3. The NSDC Secretariat will be responsible for monitoring and evaluation (M&E) of the Skills Development Policy and the NSDC Action Plan. A detailed logframe will be developed so that an agreed framework for M&E is in place with evidence of progress national and regional level to report on implementation progress.

21.4. To improve future management of skills development in Bangladesh, government and its social partners will move to an evidence and needs based approach to policy and planning.

21.5. The impact of the National Skills Development Policy will also be evaluated alongside other relevant policies to measure progress made towards achieving broader human development goals, such as the creation of decent jobs and poverty eradication.

22. Future Growth of the Sector

- 11.1. The Skills Development Policy represents a key commitment to the strengthening and further growth of skills development in Bangladesh. The government has already made commitments in PRSP II to the effect that:
- a. TVET students shall comprise 20% of all secondary students (currently 3%);
 - b. enrolment in TVET should increase by 50%; and that
 - c. women's enrolment should increase by 60%.
- 11.2. Whilst these PRSP targets have yet to be met, they will be included as key performance indicators in the NSDC Action Plan. When the PRSP is replaced by a new national planning framework, the government will ensure that skills development targets are integrated and separately reported through the new five year plans so that skills development is an integral part of forward planning in Bangladesh.
- 11.3. In this way, the government will move to extend, adapt and harmonise its skill development system to deliver the competencies required of both young persons and adults in all sectors of the economy and branches of economic activity. These reforms will be used as the basis of a social marketing campaign which will reposition skills development and drive greater engagement by industry and the community more broadly.
- 11.4. This new approach to the management of skills development in Bangladesh will allow the government and social partners to introduce a skills development investment plan which clearly links the NSDC Action Plan to government budget allocations.
- 11.5. This investment plan will take full account of existing infrastructure and make resource allocations on the basis of need and capability, not on the basis of existing Ministerial plans for expansion. In this way, the allocation of MPO funds to private training organisations will be reviewed so the delivery of SSC (Voc), HSC (Voc) and

other skills training programs in schools can be better coordinated and delivered in the areas of most need.

- 11.6. Occupational patterns are changing and that new jobs, new job titles, and new flexible work arrangements are emerging as employment demands shift towards higher skill categories. It is imperative therefore, for Bangladesh to climb the skills ladder and produce a larger number of people with higher and more flexible skills demanded by new forms of work and work organisation, both in high skill services and high technology industrial production.
- 11.7. To ensure that training providers keep abreast of technological change and support industry development, additional resources will be committed to upgrade facilities and equipment across public and private providers.
- 11.8. To promote excellence in skills development, a significant number of well performing institutions will be assisted to develop into centres of excellence that specialise in key industry sectors. These institutions will be generously resourced, equipped with internationally comparable facilities and staff, to offer high quality programmes in current and emerging technologies. These institutions will be networked with a number of training institutions in their vicinity and serve as lead institutions in supporting their development.
- 11.9. The skills development system in Bangladesh must be strengthened and the reforms and future growth outlined in this policy will be an important ongoing reference for skills development in this country in the coming years.

LIST OF PARTICIPANTS ATTENDED IN THE CONSUTATIVE MEETINGS ON BANGLADESH SKILL DEVELOPMENT POLICY

Sl. No.	Name	Designation	Organization
1.	Mr. Elias Ahmed	Secretary	Ministry of Expatriates Welfare & Overseas Employment (MEWOE)
2.	Mr. Kamal Uddin Ahmed	Executive Chairman	Board of Investment
3.	Mr. A.B.M Khorshed Alam	Additional Secretary	Ministry of Industries (MoI)
4.	Brig. Gen. Aftab Uddin Ahmad (Retd)	Executive Director	Underprivileged Children's Educational Programs (UCEP)
5.	Mr. Afzalur Rahman Babu	Managing Director	Landmark Footwear; Chairman Leather & Leather Goods Industry Skills Committee
6.	Ms. Parvin Banu	Deputy-Secretary	Ministry of Youth & Sports (MOYS)
7.	Dr. Abdullahel Bari	Chairman	Ananda Group, Ananda Shipyard & Slipways Ltd.
8.	Mr. Md. Shafiqur Rahman Bhuiyan	President	Bangladesh Auto Biscuit & Bread Manufacturing Association (BABBMA) & Chairman, Industry Skill Committee (Agro-Food)
9.	Mr. Khorshed Alam Chowdhury	Director-General (in-charge)	Bureau of Manpower, Employment & Training (BMET)
10.	Mr. M A Sattar Dulal	Founder & Executive Director	Bangladesh Protibandhi Kallayan Somity (BPKS)
11.	Mr Bijoy Kumar Ghosh	Research Officer	Planning & Development, Ministry of Education (MOE)
12.	Mr. Abdul Kader Howlader	Member Secretary	National Coordination Committee of Workers Education (NCCWE)
13.	Dr. Safiqul Islam	Director Education	BRAC
14.	Mr. Kazi Nazrul Islam	General Secretary	Central Executive Committee, Institution of Diploma Engineers Bangladesh (IDEB)
15.	Mr. Md. Atharul Islam	Secretary	Ministry of Labour & Employment (MoLE)
16.	Mr. Mikhail I Islam	Member	Executive Committee, National Skills Development Council
17.	Professor Tajul Islam	Member	University Grants Commission (UGC)
18.	Mrs. Laila Kabir	Member	Executive Committee, National Skills Development Council
19.	Prof. Md. Abul Kashem	Chairman	Bangladesh Technical Education Board (BTEB)
20.	Mr. G A Khan	Secretary General	Bangladesh Association of Construction Industry (BACI)
21.	Mr. Salauddin Kasem Khan	Managing Director	A. K. Khan & Co. Ltd. & Co- Chairperson, EC/ NSDC
22.	Mr. Habibullah Majumder	Secretary & Member	Planning Commission & Programming Division (ADP, Budget)
23.	Mr. Fahim Mashroor	CEO	BD Jobs; Chairman IT Industry Skills Committee; Executive Member, Bangladesh Association of Software & Information Services (BASIS)
24.	Mr. Md. Musa Meah	President	Bangladesh Frozen Foods Exporters Association
25.	Prof. Ahmadullah Mia Ph.D	Dean, Faculty of Social Science and Humanities	American World University, USA

26.	Mr. Md. Ashraful Moqbul	Secretary	Ministry of Textiles & Jute (MoTJ)
27.	Mr. Ghulam Mustafa	President	Bangladesh Assoc. of International Recruiting Agencies (BAIRA)
28.	Mr. Ehsanur Rahman	Executive Director	Dhaka Ahsania Mission
29.	Mr. Gazi M. A. Salam	Convener	Bangladesh Association of Private Technical Institutes (BAPTI)
30.	Prof. Nitai Chandra Sutradhar	Director-General	Directorate of Technical Education (DTE)
31.	Begum Shamsunnahar	Joint Secretary	Ministry of Expatriates Welfare & Overseas Employment (MEWOE)
32.	Md. Dabirul Islam	Deputy secretary	Ministry of Health & Family Planning
33.	Mr. Hazrat Ali	Director General	Bureau of Manpower, Employment & Training (BMET)
34.	Mr. Shahidul Hassan	Programme Head, Education	BRAC
35.	Mr. M. Ahsanul Jabbar	Deputy Secretary	Ministry of Labour & Employment (MoLE)
36.	Syed Sultan Uddin Ahamed	Representative	Bangladesh institute of Labour Studies
37.	S. Humayun Kabir	Director	Bangladesh Frozen Foods Exporters Association
38.	Mr. Shameem Ahamed	Joint Secretary	Bangladesh Assoc. of International Recruiting Agencies (BAIRA)
39.	Mr. Amir Hossain	Coordinator (SDT)	Dhaka Ahasania Mission
40.	Md. Nurul Islam	Deputy Secretary	Ministry of Education
41.	Mr. Farooque Ahamed	Secretary General	Bangladesh Employers Federation (BEF)
42.	Mr. Md. Shariful Islam	Finance Secretary	Institution of Diploma Engineers Bangladesh
43.	Mr. Pradip Kanti Biswas	Vice President	Institution of Diploma Engineers Bangladesh
44.	Mr. Shaquib Quoreshi	Secretary	Bangladesh Employers Federation (BEF)
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49.	Ms. Afroza Khan	Deputy Secretary	Ministry of Industries
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56.	Mr. Md. Kabir Hossain	International Affairs Secretary	Institution of Diploma Engineers Bangladesh
57.	Mr. Md. Raisul Alam Mondol	Deputy Secretary	Ministry of Health & Family Welfare
58.	Mr. Abu Reja Khan	Executive Member (Addl. Secretary)	Board of Investment (BOI)
59.	Mr. Md. Faisal Kabir	Deputy Secretary	Ministry of Primary & Mass Education

60.	Ms. Selina Akter Banu	Deputy Secretary	Ministry of Agriculture
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63.	Dr. A.N. Maksuda	Deputy Secretary	Ministry of Labour & Employment (MoLE)
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184.	Mr. Abdul Hakim	Director	BoI, Rajshahi
185.	Mr. Md. Khaza Nazimuddin	Regional Director	BSCIC, Rajshahi
186.	Mr. Abu Bakker Ali	President	Rajshahi Chamber of Commerce and Industry, Rajshahi
187.	Mr. Kabirul Rahman Khan	Directort	Rajshahi Chamber of Commerce and Industry, Rajshahi
188.	Mr. Rosettee Najneen	Vice-President	NASCIB, Rajshahi University School & College, Rajshahi
189.	Mr. Sadrul Islam	General Secretary	Brick Field Owners Association, Rajshahi

190.	Mr. Mostque Ahmed	SPO	The Asia Foundation
Khulna Division			
191.	Dr. Khan Md. Rezaul Karim	Director (Admin)	Directorate of Technical Education
192.	Mr. Md. Shah Jahan	Principal	Khulna Polytechnic Institute
193.	Md. Sohrab Hossain	Principal in Charge	Khulna Women Polytechnic Institute
194.	Mr. Md Mahabubur Rahaman	Principal	Bagerhat technical School & College
195.	Mr. Md. Mehedi Hassan	Principal in Charge	Technical Training Center, Khulna
196.	Mr. Md. Lutfar Rahman	Principal	Technical Training Center, Jessore
197.	Mr. Krshna Pada Biswas	Asst. Director	Apprenticeship Training Office, Khulna
198.	Ms. Nargis Fatema Jamin	District Women Affair Officer	District Women Affairs Office, Khulna
199.	Ms. Kawser Parvin	District Women Affair Officer	District Women Affairs Office, Jessore
200.	Ms. Urida Sayeed	District Women Affair Officer	District Women Affairs Office, Jhenaidha
201.	Md. Sekander Ali	Asst. Director	Youth Training Center, Department of Youth Development, Satkhira
202.	Mr. Hiramon Kumar Biswas	Asst. Director	Department of Non-Formal Education, Khulna
203.	Mr. Md. Bazlur Rashid	Asst. Director	Department of Non-Formal Education, Satkhira
204.	Mr. Abu Affan	Asst. Director	Department of Non-Formal Education, Jessore
205.	Mr. Mrinal kanti Das	District Training Officer	Depart of Agriculture Extension, Khulna
206.	Md. Golam Hossain	Principal	Agriculture Training Institute, Khulna
207.	Md. Ahsanul Hakim	Plant Protection Specialist	Depart of Agriculture Extension, Khulna
208.	Md. Nizam uddin	Superintendent	Textile Vocational Institute, Khulna
209.	Md. Liakat Ali Sarder	Superintendent	Textile Vocational Institute, Madaripur
210.	Md. Abdur Rouf	Superintendent	Textile Vocational Institute, Kushtia
211.	Engr. Md. Abul Kalam Azad	Principal	Khanjahan Ali College of Science & Technology, Khulna
212.	Md. Zillur Rahman	Professor	Bangladesh Computer & Management College, Jessore
213.	Mr. M.A. Quyyum	Director	Institute of Arts, Commerce and Science, Khulna
214.	Ms. Lina Ferdoushi	Director	Jagrata Juba Shangha (JJS), Khulna
215.	Ms. Momtaz Khatun	Executive Director	Ashroy Foundation, Khulna
216.	Mr. Swapan Guha	Chief Executive	Rupantor, Khulna
217.	Mr. Furqan Ahmed	Programme Officer	UNICEF Office, Jessore