

**Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth Project**  
**ILO Country Office for Bangladesh**

---

**TERMS OF REFERENCE**

National Consultant for reviewing the National Skills Development Policy 2011 and the National Education Policy 2010 and recommending updates to the National Skills Development Council (NSDC) and the Ministry of Education (MoE)'s Technical and Madrasah Education Division (TMED) for consideration.

Duty Station: Dhaka, Bangladesh

Languages Required: Bangla and English

Duration of Ex-Col Contract: 40 Working days over the period of six months (tentatively the assignment will be started from January 2019 but the date will be finalized after completion of recruitment process)

---

**1. Introduction**

ILO Country Office for Bangladesh in cooperation with the European Union (EU) and Government of Bangladesh (GOB) is implementing the Skills 21 – Empowering Citizens for Inclusive and Sustainable Growth project. The project aims to increase productivity and better employment opportunities for youth through institutionalizing an environmentally conscious, inclusive, demand-driven, and interlinked education and skills development system responding to the needs of the labour market. It targets to build the capacity of relevant government agencies, education and training institutions, learners, workers and employers with a particular focus on disadvantaged groups. It will enhance the market-relevance and effectiveness of the Technical and Vocational Education and Training (TVET) system with the following three interrelated outcomes:

- a. Outcome 1: Improve Quality of the TVET/Skills development System
- b. Outcome 2: Improved Access to and Equity within the TVET/Skills development system through TVET model institutions
- c. Outcome 3: Improve Governance and Management of the TVET/skills development system.

**2. Background**

Operational environments – where development programmes are planned, designed and implemented – are generally guided by a set of policies and strategies that are data-informed and far-sighted, to support decision-makers to handle issues as they arise, and identify key reform needs within a development sector. The TVET/Skills development sector to merit from an up-to-date policy framework, a National Skills Development Policy (NSDP) was introduced by the Government of Bangladesh (GoB) in 2011. There are other plans and policies, which have connections with the NSDP and its implementation, such as the National Education Policy (NEP) 2010, the National Youth Policy 2017, the National Industrial Policy 2016, the National Women Development Policy 2011, the Vision 2021, the 7<sup>th</sup> Five Year Plan, and the SDGs etc.

Policies and strategies need to be updated periodically, to ensure that they remain relevant, valid, and functional towards achieving the development goals of the sector within a rapidly changing context. If there are gaps unaddressed, there remain chances that certain groups of target population will fall into policy cracks, and will likely suffer from lack of equitable access to programmatic interventions and other developmental supports backed by a good policy environment. There also are chances that certain emerging policy drivers and issues that are important in terms of economic, social, cultural and environmental grounds might remain unaddressed, leading to substantial economic loss.

Included among the interventions under Outcome 3 of the Skills 21 project is to “Support the Ministry of Education and other Government institutions in updating relevant TVET/skills development policies and instruments including Vision 21, 7th Five Year Plan, NSDP 2011, NEP 2010, Annual Performance Assessment (APAs) to enhance coherence” (Activity 3.2.2 of the Project Document). The specific task is to “Review existing/relevant TVET policies and plans of government” (Task 3.2.2.1).

The NSDP 2011 itself envisages a review after every five years “to take account of progress in implementation and emerging trends in the national and international environment” (NSDP 2011, p.37). However, a systematic review of the NSDP – as well as of the NEP 2010, which also indicates regulatory guidelines for the TVET sector – have not yet been undertaken since they were introduced. Going forward in light of changed circumstances as well as learning from the experience of plethora of activities carried out over the last decade in the sector, it is important that a systematic review of the two policies provides a rich picture of the policy framework for TVET, the perceptions regarding the coherence of these, the way these are implemented, what their key features and characteristics are, as well as their main strengths and weaknesses from the point of view of stakeholders and users of the system at the national, regional and local levels.

The institutional landscape of TVET/Skills development in Bangladesh is complex and multifaceted. Under the Ministry of Education (MoE), the TVET/skills development is dealt with by the Technical and Madrasah Education Division (TMED), and its executing body: the Directorate of Technical Education (DTE) and the accreditation and certification authority: the Bangladesh Technical Education Board (BTEB). Among other institutions, the National Skills Development Council (NSDC) and/or the National Skills Development Authority (NSDA), the bill for which has been introduced in the national parliament in September 2018, is the skills policy coordination agency under the Ministry of Labour and Employment (MoLE), while several other ministries implement training for skill development through their implementing agencies, like the Bureau of Manpower Employment and Training (BMET) under the Ministry of Expatriates Welfare and Overseas Employment (MoEWOE); Ministry of Youth and Sports (MoY&S); Ministry of Women and Children Affairs (MoWCA); Ministry of Industries (Mol) etc.

Within the above backdrop, the ILO’s Skills 21 project, in collaboration and consultation with relevant government and civic sector stakeholders and development partners, aims to conduct a technical review of the two policies: NSDP and NEP to identify areas that these two policies and their instruments are failing to address, and/or need strengthening; and to generate expert views and recommendations for the NSDC/NSDA and TMED to take into consideration. For a comprehensive review, globally acknowledged tools, i.e. UNESCO TVET policy review guideline, and other tools are expected to be applied to provide up-to-date information about the socio-economic context of TVET, its characteristics and priorities, as well as an overall assessment of the complexity in governance arrangements and delivery characteristics. As efforts are made to improve the quality, equity and accountability of TVET to its main users, it is important that the reviews also take into account of everyday reality and stakeholder perceptions as the basis for any policy recommendation. This review will eventually contribute to a better understanding of TVET in the Bangladeshi socio-economic context, and provide recommendations for ensuring coherent policy environment for programmes to operate, thrive and benefit their targeted beneficiaries to a greater extent.

This ToR is, therefore, the basis of the assignment of a National consultant with the objectives mentioned in the subsequent section, who will be support/assist an international consultant with specific tasks agreed among ILO, International Consultant and National Consultant.

### **3. Objective**

The objectives of the assignment will be:

- a) to assist an international consultant to point out the key policy areas that require further dialogue, analysis and policy consultation and make specific recommendations for the government on the policy actions and strategies that the government has for improving and updating TVET policies and systems;
- b) to assist an international consultant to suggest how strategic alignment between policies and instruments of TVET/skill development policy (NSDP 2011) and other relevant policies and plans including Vision 21, 7<sup>th</sup> Five Year Plan, NEP 2010, Annual Performance Assessment (APAs), BMET Action Plan, SDGs etc. can be strengthened to enhance coherence between each other.

### **4. Key responsibilities to be performed**

#### **4.1 Scope of work of the assignment<sup>1</sup>**

The national consultant will assist the international consultant to come out with a report based on:

- a) Analysis of the national socio economic context of Bangladesh, the changes that are impacting them from within and outside the country and the imperatives and the expectations that arise for TVET, including from the perspective of the emerging changes in technology and the future of work.
- b) Analysis of the history of TVET reforms and policy development, the process of change, the management of change process and the internal and external factors facilitating or resisting adaptation and change.
- c) Assessment of the overall architecture of TVET education and training system, assess its quality, relevance, efficiency and effectiveness to equip the graduates with knowledge and skills for the labour market within and outside the country, and for further learning. In so doing, the consultant will look into the factors influencing them, viz. (i) the characteristics of the TVET system; (ii) the policy framework; (iii) the policy instruments; (iv) institutional arrangements and governance; (v) decontrol and decentralization; (vi) funding and budgetary system; (vii) access and participation; (viii) curriculum, pedagogy and quality; (ix) labour market interface; (x) available capacities to ensure labour market relevance and informed decision making in this respect; (xi) workplace learning; (xii) job placement and career guidance arrangements; (xiii) private sector performance, roles and responsibilities; (xiv) labour market information system and available instruments and approaches; (xv) equity and inclusion; (xvi) alignment with sustainable development priorities; (xvii) partnerships (including the roles of social partners) and their impacts; (xviii) capacity to undertake evidence based policy analysis and planning; (xix) the rationale for introducing vocational stream in general and secondary education; (xx) monitoring and evaluation practices.
- d) Mention, for each of these areas (i) the key findings and challenges; (ii) the policy questions; and (iii) the areas of policy action and stipulate the action required.
- e) Draw lessons from international experience and national discussions.

---

<sup>1</sup> A recommended reference is, UNESCO (2010), 'Guidelines for TVET Policy Review', Draft.

- f) Draw clear conclusions and make specific policy recommendations filling up the gaps in the existing policies, suggesting modifications and add emphasis wherever needed.
- g) Examine other relevant policies and plans like SDG Action Plans, policies of other major skill ministries, 7<sup>th</sup> Five Year Plan, NEP 2010, Vision 2021, BMET Action Plan, and update these policies, wherever relevant, to improve the coherence between these policies and plans.
- h) Conduct three (3) field visits for the period of nine (9) days to TVET institutions/training facilities/workplace based training sites outside Dhaka, and conduct consultations with sub-national level stakeholders.
- i) Assist the international consultant in contacting relevant persons and arrange field visits, meetings required for the assignment.
- j) Assist an international consultant recruited by ILO for the similar assignment. Hence, the final deliverables can be a joint product of two consultants but the main responsibility will be of the International Consultant to ensure the quality and timely submission of the final deliverable. And the specific tasks in this regard will be defined and mutually agreed during start of the assignment.

#### 4.2 Methodology of the assignment

- (i) Desk research and interviews;
- (ii) Review literature including the policy documents, like NSDP, education policy, 7<sup>th</sup> Five Year Plan, SDGs, different publications on SDGs by the Planning Commission, gender strategy, apprenticeship strategy, strategy for disability inclusion etc. and other relevant reports, research and publications, including statistical surveys available to supplement the findings from the interviews; consult relevant government orders/legislation to find out the policy instruments that support or hinder delivery of TVET provisions and/or raise its status and attractions.
- (iii) Stakeholders' interviews: government ministries/agencies, public and private training providers, ISCs, employers and workers, TVET students, Development Partners (DPs), NGOs and the Civil Societies.
- (iv) Validation of the findings and recommendations in two workshops<sup>2</sup> – one with the government and the other with the private sector, DPs, NGOs and Civil Societies.
- (v) Compilation and submission of the draft report to the DTE.

<b>Tasks</b>	<b>No. of days</b>
Desk review of the existing literature, data and documents	5
Inception report with work plan and time schedule	2
Field visit, stakeholder meetings, consultations	15
Debriefing and feedback of ILO	2
Drafting report	5
Validation of the findings and recommendations through workshops	5
Draft report incorporating feedback from the workshop	3
Final report incorporating ILO's feedback	3
<b>Total</b>	<b>40</b>

<sup>2</sup> It can be one workshop also including all depending upon the convenience of the ILO and the government

## 5. Deliverables

Sl. No.	Deliverables	Payment schedule
1.	Inception report specifying the methodologies, timeline/work plan, interview plans, questionnaire acceptable by the ILO.	20%
2.	Draft report covering all aspects mentioned in 4.1 (a) to (g) of acceptable quality to the ILO.	40%
3.	Final report incorporating feedback from the workshop(s) and ILO (50 pages at the minimum excluding annex and statistical tables) after acceptance by the ILO to the satisfaction.	40%

## 6. Completion criteria

- a) All reports submitted to the ILO must be relevant to the outputs (activity and the task) mentioned in the TOR.
- b) Provide information and update progress as requested by the Project team of the ILO.
- c) The consultant has to follow the guideline of ILO to ensure quality of the reports/documents.
- d) The consultant should be proactive, timely report on the progress, and undertake visits to the project partners' site, participate in meetings as and when necessary.

## 7. Special terms and conditions

- a) The documents prepared under this contract are the property of ILO. Therefore, the consultant cannot publish these without permission of the ILO.
- b) **Insurances:** The ILO accepts no liability in the event of death, injury or illness of the External Collaborator. The External Collaborator attests that he/she is adequately covered by insurance for these risks. In no circumstances shall the External Collaborator be covered by any ILO insurance and it is his/her responsibility to take out, at his/her own expense, any personal insurance policies he/she may consider necessary, including a civil liability insurance policy.

## 8. Timeframe/duration

The duration of the assignment will be for 40 working days over the period of six months (tentatively the assignment will be started from January 2019 but the date will be finalized after completion of recruitment process). ILO shall NOT provide office space in Dhaka and necessary logistics (like Laptop, Printer, Paper, internet, local travel, etc.) to carry out day to day jobs of the consultant.

## 9. Fees and payment terms

Fees are commensurate with the consultant's qualifications and experience as well as with the previous acceptable rates for similar assignment. Terms and conditions are as per the ILO rules and procedures for the purpose. The consultant's financial proposal should include all the costs to be

incurred on travel and logistics. The consultant should also enclose any recent/latest contract to substantiate daily fee requested.

#### **10. ILO's responsibilities**

The responsibility of the ILO will be to

- a) Provide all the documents and other related literature available as relevant to the task.
- b) Assist in coordination with relevant stakeholders.
- c) Review progress of the work and provide feedback as necessary.
- d) Organize the validation workshop (s).
- e) Ensure payment of agreed amounts, based on performance.
- f) Any other tasks/supports as required and agreed by the ILO.

#### **11. Qualifications and experience**

The assignment will be contracted to a person with demonstrated knowledge and understanding of the skills system and best practices in addition to experience in reviews of skills policy/education policy and reviews of skills development works.

##### ***Academic Qualification:***

- a) A University degree in policy research, education or any other social science discipline; M. Phil or PhD in the relevant field will be an added value.

##### ***Experiences:***

- b) At least three years of experience in policy development, policy research, conducting policy reviews and/or review of skills/TVET projects and any mix of these.
- c) Technical expertise in designing questionnaire, analytical skills and writing skills evident by high quality publication in policy research/education/TVET/skills development.
- d) Practical experience and knowledge of UN/inter-agency work will be preferred.

##### ***Competencies:***

- e) Excellent knowledge and skills of reading, writing and speaking in Bangla and English.
- f) Knowledge and ability to use computer for research and report writing.
- g) Ability to work in a multi-cultural environment.
- h) Must display a high standard of ethical conduct and exhibit honesty and integrity.
- i) Gender-sensitive behaviour and attitude.

#### **Client and users of the report:**

ILO and its constituents

## Evaluation Criteria and Score

The selection of the candidate will be made based on the cumulative analysis scheme, where total score will be obtained upon combination of weighted technical and financial aspects.

(a) Technical weighted score, out of 70: When using this weighted scoring method, the award of the contract should be made to the individual consultant whose offer has been evaluated and determined as:

i) responsive/compliant/acceptable, and

ii) Having received the highest score out of a pre-determined set of technical and financial criteria specific to the solicitation.

Only candidates obtaining a minimum of 70% score in the technical evaluation would be considered for the Financial Evaluation. The technical proposal will be evaluated in accordance with the criteria stated below:

<b>Evaluation Criteria:</b>
(a) Relevant educational qualification
(b) Relevant experience in policy review/analysis/development, policy research, preferably of education and/or TVET/skills development policies.
(c) Experience of working in development/implementation/appraisal/evaluation of TVET/skills programmes/projects, preferably in developing country context.
(d) Experience of working in South Asian countries.
(e) Excellent writing, reporting and communication skills in English

(b) Financial weighted score, out of 30:

The maximum number of points assigned to the daily fee is allocated to the lowest daily fee quoted by the applicant. All other quoted daily fees receive points in inverse proportion. The suggested formula is as follows:

$$p = y (\mu/z),$$

p = points for the daily fee being evaluated,

y = maximum number of points for the daily fee (here it is 30),

$\mu$  = the lowest daily fee

z = the daily fee being evaluated

## Recommended Presentation of Proposal

Interested individuals must submit the following documents/information to demonstrate their qualifications.

- **Personal CV**, indicating all past experience from similar projects, as well as the contact details (email and telephone number) of the Candidate and at least three (3) professional references;
- **Technical Proposal** will specify the candidate's qualifications and relevant experiences, and portfolio packages or samples of works in similar assignments authenticated/certified by relevant authority.

- **Financial Proposal** shall specify the professional fees for this assignment. Financial Proposal has to be submitted through a standard template attached herewith (ANNEX-01).
- To substantiate daily fee, any recent contract to be enclosed.

The ILO promotes equal opportunities for women and men to obtain decent and productive employment in conditions of freedom, equity, security and human dignity.

*Interested individuals must submit aforementioned documents to the ILO through email ID: [dac\\_skills@ilo.org](mailto:dac_skills@ilo.org) within **January 17, 2019 by 4.30pm**. Proposers who shall not submit these documents shall not be considered for further evaluation.*



**BREAKDOWN OF COSTS  
SUPPORTING THE ALL-INCLUSIVE FINANCIAL PROPOSAL**

**A. Breakdown of Cost by Components:**

<b>Cost Components</b>	<b>Unit Cost in BDT</b>	<b>Quantity</b>	<b>Total Rate for the Contract Duration</b>
<b>I. Personnel Costs</b>			
Professional Fees		40 working days	
Others (pls. specify)			
<b>III. Duty Travel</b>			
Round Trip Airfares (Domestic Travel)		3 (three) round trip	
Living Allowance / DSA		9 days	
Others (pls. specify)			