



Technical and Vocational Education & Training (TVET) Reform Project

Project Workplan (Jan 2010 – Dec 2010)

**Government of Bangladesh (GOB)
European Commission (EC)
International Labour Organisation (ILO)**

January 2010

GOB TVET Reform Project

Introduction

The TVET reform project is a project of the Government of Bangladesh (GOB), funded by the European Commission (EC) and executed by the International Labour Organization (ILO).

It aims to assist Bangladesh in reducing poverty through reforms of technical and vocational education and training (TVET) policies and systems, so that more people can acquire employable skills and thus generate income through wage-earning jobs or self-employment.

The project also intends to contribute to the improvement of productivity in industry. This will be achieved through a number of measures, including more effective assessments of industry skill needs, more timely development and delivery of training programs and through improved employability of vocational education and training graduates.

The project also aims to enhance labour market participation, social inclusion and empowerment of disadvantaged groups such as youth with low literacy and numeracy, child labourers, women, and rural communities. The project's logframe and activities follow the requirements of the National Strategy for Accelerated Poverty Reduction (PRSP) in the areas of TVET.

The project started in December 2007 and will operate over a five year period. Phase I will end in December 2009. The project has five interrelated components which will:

1. Review and strengthen TVET policies, systems and legislation at the central and decentralized levels;
2. Enhance the flexibility, quality and relevance of TVET;
3. Strengthen TVET institutions through improving the knowledge and skills of managers and teachers;
4. Improve skills development practices to enhance productivity and competitiveness in key growth and export-oriented industries in the formal industrial sector; and
5. Increase access of underprivileged groups to TVET.

Project Reporting

The ILO submitted a progress report in June 2009 when it had reached the 70% expenditure mark in the first instalment of funds from the EC. The report described progress from December 12, 2007 to May 21, 2009 against the Phase I workplan which covers December 2007 to December 2009. At the same time, the ILO submitted a workplan for the May 2009 to May 2010 period, i.e. the one year period following the submission of the request for the second payment.

Workplan (January 2010 – December 2010)

The following workplan presents a program of outputs for what is effectively Year 3 of the project; i.e. 2010 and the start of Phase II. It includes:

- a. activities from the Project Plan of Action for 2010 (shown in Column 1);
- b. draft detailed outputs and timings for 2010 (shown in Column 2); and
- c. verifiable indicators from the Project Logframe (listed at the start of each component and in Column 3).

It should be noted that in (a) and (c) above, the activities and indicators, are drawn from the formal project document which has been agreed to by the GOB, EC and ILO. However, in this document there are some changes with new activities and indicators added and some rewording of others to improve clarity.

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Preparatory Activities

Preparatory Activities		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe*
0.1.6 Recruit international experts and national professionals	a. recruit replacement for S/T consultants for Component 2; b. recruit expert for Component 2 to take over from S/T consultants; c. obtain government clearance for Component 2 expert.	• <i>S/T consultants recruited and in place for Quarter 1, 2010</i> • <i>Component 2 expert is in place during Q2, 2010</i>
Activities from Plan of Action Phase 2		
0.1.7 Establish satellite project office in BTEB and BMET	a. Obtain approvals from BTEB and BMET; b. Develop plans for office layout; c. Procure and set-up equipment; d. Co-plan with host agency official opening.	• <i>Satellite offices established and functional in Q1, 2010</i>
0.1.8 Prepare project communication plan	a. Elaborate draft communication plan prepared in Phase 1; b. Support project-related communication efforts by stakeholders.	• <i>Project communication plan approved in Q1, 2010</i>
0.1.9 Implement communication strategies including website, and various media campaigns	a. Update project pages on ILO Dhaka website; b. Work with media outlets in creating exposure for the project through press releases, information pieces and others; c. Develop media and print resources through internal efforts and contracting out.	• <i>At least 20 pieces in print and electronic media on the project in 2010</i> • <i>Project web pages on ILO Dhaka website updated monthly</i>

* These indicators for preparatory activities are new and not part of original logframe

Component 1: TVET Policies, System & Legislation Reviewed & Strengthened at the Central & Decentralised Levels

Verifiable Indicators from Logframe:

- TVET policy and mechanisms for its implementation are drafted by the end of 2009 with a planned implementation by the end of the project.
- An account of national TVET laws and regulations compiled and reviewed by the end of 2009.
- *Proposal on the improvement of TVET laws and regulations developed in 2010.*
- Draft revised TVET laws and/or regulations developed in 2011.
- *Structure of the TVET system, functions and coordination between agencies involved (DTE, BTEB, BMET) reviewed and report prepared in 2010.*
- Timebound plan for the TVET system structural reform developed and delivered to government in 2010.
- Mechanisms for stakeholder participation in TVET introduced in 2011
- Operational handbook for TVET institutions drafted in 2011
- *Proposal for national TVET data system developed in 2010*
- National TVET data system in place in 2011
- Accountability framework for TVET system proposed and implemented in 2011

Result 1.1: Improved TVET policy & implementation mechanisms		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
1.1.8 Train key agencies' staff in policy and legal issues	a. key agencies and staff identified in consultation with stakeholders by March 2010; b. specific training needs of key staff determined by April 2010; c. training plan for key staff that links with activities of other project components developed by May 2010; d. training programs developed on an ongoing basis during 2010 as required; e. training plan implemented during 2010 as required.	
1.1.9 Support MOE, MOLE and other relevant agencies in long-term TVET policy planning and implementation	a. implementation plan for new national skills policy developed by March for submission to government; b. policy planning methodology developed for endorsement by relevant agencies by March 2010;	

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	c. relevant agencies assisted to implement new policy planning methodology as required in 2010; d. technical support provided to relevant agencies as required throughout 2010 to assist with specific policy implementation issues.	
1.1.10 Develop, test and implement new procedure for TVET policy monitoring, evaluation and long term planning	a. draft proposal for policy monitoring and evaluation procedure developed for endorsement by relevant agencies by June 2010; b. proposed policy monitoring and evaluation procedure initiated by November 2010 to evaluate new national skills development policy; c. review of proposed policy monitoring and evaluation procedure commenced as required in December 2010.	• TVET policy and mechanisms for its implementation are drafted by the end of 2009 with a planned implementation by the end of the project.

Result 1.2 Improved legal and regulatory environment

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
1.2.5 Support the development and endorsement of new laws, rules, regulations and procedures	a. Proposal on the improvement of TVET laws and regulations endorsed by government by May 2010; b. new and/or amended legislation, regulations and procedures required by new national policy are identified by June 2010; c. new and/or amended legislation, regulations and procedures are drafted by September 2010; d. relevant agencies are supported as required to finalise new legislation for enactment by December 2010; e. new and/or amended regulations and procedures are submitted to relevant agencies for endorsement by December 2010.	• An account of national TVET laws and regulations compiled and reviewed by the end of 2009. • Proposal on the improvement of TVET laws and regulations developed <u>in 2010.</u> • <u>Draft revised TVET laws and/or regulations developed in 2011.</u>
1.2.6 Support MOE, MOLE and other relevant agencies in the implementation of new laws, rules regulations and procedures	a. technical support provided to relevant agencies as required throughout 2010 to assist with implementation of new laws, rules, regulations and procedures..	

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Result 1.3 Improved structure and coordination of TVET system

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
1.3.4 Support establishment and operations of apex body and other mechanisms for stakeholder participation in TVET	a. throughout 2010, technical support is provided to MOLE, MOE and other relevant agencies to facilitate establishment and ongoing operations of the apex body and other mechanisms for stakeholder participation in TVET, such as Industry Skills Committees (ISC) and BTEB.	
1.3.5 Train staff of TVET agencies in the implementation of new tasks	a. key agencies and staff requiring training in new tasks identified in consultation with stakeholders by March 2010; b. specific training needs of key staff determined by April 2010; c. training plan for key staff that links with activities of other project components developed by May 2010; d. training programs developed on an ongoing basis during 2010 as required; e. training plan implemented during 2010 as required.	• Timebound plan for the TVET system structural reform developed and delivered to government in 2010. • Mechanisms for stakeholder participation in TVET introduced in 2011 • <i>Structure of the TVET system, functions and coordination between agencies involved (DTE, BTEB, BMET) reviewed and report prepared in 2010.</i> • Operational handbook for TVET institutions drafted in 2011
1.3.6 Support implementation of new structures and coordination mechanisms	a. new structures and coordination mechanisms requiring implementation support are identified in consultation with project stakeholders by March 2010; b. support plan developed by May 2010; c. implementation support plan implemented during 2010 as required.	

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Result 1.4: Improved monitoring of resources and outputs and improved accountability in TVET

Activities carried forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
1.4.1 Develop and agree on accountability framework in TVET	a. new structures and coordination mechanisms identified by June 2010 (see Activity 1.3.6); b. draft decentralisation scenario produced by Component 3 (Activity 3.4.12) reviewed by November 2010; c. draft trial accountability framework developed with key stakeholders by December 2010.	Accountability framework for TVET system proposed and implemented in 2011
1.4.2 Design TVET data system and submit to government for endorsement	a. Consult with contractor to finalize design b. Submit system design to government for endorsement	
Activities from Plan of Action Phase 2		
1.4.4 Support implementation of TVET data system and produce operational guidelines	a. TVET data proposal endorsed by relevant agency by March 2010; b. hardware and software purchased as required by June 2010; c. technical IT assistance provided as required by July 2010; d. draft operational guidelines for TVET data system prepared by July 2010; e. data collected and system populated by October 2010; f. reports generated and analysed by November 2010; g. first national report prepared in December 2010; h. operational guidelines reviewed and updated in December 2010.	<u>Proposal for national TVET data system developed in 2010</u> <u>National TVET data system in place in 2011</u>
1.4.5 Train national consultants, staff of public agencies, private and public TVET institutions and NGOs in data collection and accountability in TVET	a. TVET data related training needs for national consultants and agency staff identified by July 2010; b. necessary training on TVET data collection delivered from August 2010; c. training needs related to new accountability model developed in consultation with Component 3 by December 2010 (Activity 3.4.12); d. training in accountability issues delivered in support of decentralisation pilots commences in December 2010.	

Component 2: Relevance and Quality of TVET

Verifiable Indicators from LogFrame

- National Technical and Vocational Qualifications Framework (NTVQF), **proposed in 2009 and introduced in 2010**
- Implementation manual available in 2011
- Competency standards developed for priority occupations in at least four economic sectors in 2010
- Manual on development of competency standards and national TVET qualifications available in 2011
- Courses and curricula for priority occupations in at least four economic sectors developed and published in 2011 and in use in institutions **by the end of the project**
- Quality Assurance mechanisms proposed in 2010 and introduced in 2011

Result 2.1: Developed National Vocational Qualifications Framework

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable Indicators from LogFrame
Result 2.1: Developed National Vocational Qualifications Framework		
2.1.8 Apply National Qualifications Framework to the development and registration of vocational qualifications, competency standards and courses to be developed by this project	a. Draft vocational qualifications, skills standards and courses to be developed for NTVQF commenced by April 2010. b. Technical assistance provided to BTEB to assist with implementation of the NTVQF. c. Implementation manual handbook developed and available after 3 years	• National <u>Technical and Vocational</u> Qualifications Framework (NTVQF), proposed in 2009 and introduced in 2010 • <u>Implementation manual available in 2011</u>
2.1.9 Train TVET practitioners in applying the NTVQF	a. Conduct a series of workshops with government and private enterprises in applying the NTVQF, commencing in October 2010.	
2.1.10 Develop a strategic plan to implement the NTVQF throughout Bangladesh	No activity for year 3	
2.1.11 Develop public awareness on the NTVQF	No activity for year 3	

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Result 2.2 Developed or revised skills standards for occupations in selected economic sectors

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable Indicators from LogFrame
2.2.6 Publish new TVET qualifications and competency standards	a. Draft TVET qualifications and skills standards developed by September 2010. b. Plan developed for publishing and distribution with BTEB. c. Final TVET qualifications and skills standards published by December 2010.	• <u>Competency</u> standards developed for <u>priority occupations in at least four</u> economic sectors in 2010
2.2.7 Produce a manual on developing competency standards and TVET qualifications	No activity for year 3	• Manual on development of <u>competency standards and</u> national TVET qualifications available in 2011
2.2.8 Conduct national workshops on developing competency standards and TVET qualifications	No activity for year 3	

Result 2.3 Developed course and curricula based on the skills standards (for selected economic sectors)

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
2.3.3 Implement a pilot on development of competence-based modular training programmes for priority occupations and industries	a. Teaching and learning materials available by December 2010 b. Pilot programs implemented beginning of 2011	

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Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable Indicators from LogFrame
2.3.7 Procure necessary equipment to selected institutions which deliver competency-based programmes and assist in running new programmes	a. Equipment lists prepared for each of the pilot studies by June 2010. b. Tender documents prepared and advertised by September 2010 c. Supplier/s selected November 2010 d. Equipment purchased and distributed to the training institutions by commencing December 2010 onwards	
2.3.8 Produce a manual on developing competency-based and modular courses	No activity for year 3	
2.3.9 Publish course and curriculum developed by the project for priority occupations	a. Draft documents prepared commencing July 2010. b. Plan for review and publication by December 2010.	• Courses and curricula <u>for priority occupations in at least four economic sectors</u> developed and published in 2011 and in use in institutions by the end of the project
2.3.10 Develop teaching materials and learning resources for new programmes	a. Drafts documents prepared August 2010. b. Plan for review and publication by December 2010.	
2.3.11 Demonstrate competency and modular-based courses for instructors	a. Institutions for piloting programs with instructors determined by April 2010 b. Identify instructors to be part of demonstrated programs by June 2010 c. Conduct programs by September 2010	
2.3.12 Provide grants to TVET institutions and NGOs for developing competitive and demand-driven courses	No activity for year 3.	

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Result 2.4 Enhanced Quality Assurance Mechanisms in TVET

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable Indicators from LogFrame
2.4.2 Conduct a workshop to propose the quality assurance (QA) concept in TVET and assess its implications on TVET system management and funding	a. Workshop to propose the quality assurance (QA) concept in TVET and assess its implications on TVET system management and funding by June 2010	
2.4.3 Recruit international consultant on quality assurance (short-term)	a. First tour to commence in February 2010 to examine existing QA system. b. Second tour to commence in May 2010 to complete quality manual and procedures and train external and internal auditors.	
2.4.4 Train a group of graduates, staff of public agencies, public and private TVET institutions and NGOs in quality assurance in TVET	a. Training and recruitment plan for National Professionals and consultants developed by March 2010. b. Pool of trainee national professionals and consultants recruited by Apr 2009; c. Trainee development program implemented by Dec., 2010	
2.4.5 Recruit trained graduates as national consultants	No activity for year 3	
2.4.6 Develop and set-up a quality-assurance system in TVET	a. QA system outlines by June 2010 with reference to new TVET policy b. QA system finalised with consultation with key stakeholders by September 2010 c. QA system endorsed by relevant agencies by September 2010. d. Quality manual and procedures developed by October 2010 e. Implementation plan developed in consultation with key stakeholders by October 2010.	Quality Assurance <u>mechanisms proposed in 2010 and introduced in 2011</u>
2.4.7 Implement a pilot on enhancing quality-assurance mechanisms in selected TVET institutions	a. Pilot plan developed by December 2010 b. Institutions to conduct pilot identified by December 2010 c. Pilot commenced in 2011.	

Component 3: Strengthened TVET institutions through improved knowledge and skills of managers and teachers

Verifiable Indicators from LogFrame:

- **Operational handbook for TVET institutions drafted in 2011**
- TVET manager qualification at the certificate or diploma level **developed in 2011** and introduced **by the end of the project**
- More than 100 TVET managers **complete new manager qualification by the end of the project**
- **New instructor training system proposed in 2010**
- **New instructor training system tested in 2011**
- More than 500 instructors from public and private TVET providers complete **new instructor training program** and technical updating **by the end of the project**
- **More than 10 NGOs and private institutions participate in TVET leadership and management development courses by 2012**
- Model management structures for TVET institutions proposed **in 2010**
- Greater managerial and academic powers are devolved to TVET institutions **in 2011-2012**

Result 3.1 Improved capacity of TVET managers		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
3.1.4 Develop a TVET leadership and management development qualification and program at national certificate, diploma or degree level and publish it	a. Outline of national qualification in TVET leadership and management drafted by April 2010 b. Program delivery plan developed by June 2010 c. Program documents finalised by July 2010	• Operational handbook for TVET institutions <u>drafted in 2011</u> • TVET manager qualification at the certificate or diploma level developed in 2011 and introduced by the end of the project • More than 100 TVET managers complete new manager qualification by the end of the project
3.1.5 Select a group of TVET institutions' managers to undertake leadership and management development training	a. In consultation with stakeholders 20 managers from public TVET institutions are selected for participation in pilot program by June 2010	
3.1.6 Develop and implement a pilot to test the new TVET leadership and management development program	a. Pilot preparations completed by June 2010 b. Pilot program commenced by July 2010	
3.1.7 Ensure that managers from private TVET institutions and NGOs participate in leadership and management training	a. 5 managers from private TVET institutions are selected for participation in pilot by June 2010 b. Information session on pilot Management and Leadership training program conducted by June 2010 for selected managers in private TVET institutions.	

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3.1.8 Recruit an international expert on TVET management training (short-term)	a. Short- term International Expert to support management and leadership training is identified by March 2010 b. Short- term International Expert is recruited by May 2010	
3.1.9 Train a group of graduates and staff of public agencies in TVET management	a. Training in TVET management commenced by July 2010 b. Group of graduates and staff of public agencies in TVET trained in TVET management by December 2010	
3.1.10 Recruit trained graduates as national consultants	a. A list of graduates and staff of public agencies participating in leadership and management training is approved by stakeholders by June 2010 b. Graduates and staff of public agencies in TVET to undertake training in TVET management are recruited by September July 2010	

Result 3.2 Improved TVET Teacher Training		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
3.2.3 Conduct a workshop to propose a new teacher training and upgrading system	e. Final proposal prepared and submitted to GOB by end Feb 2010	
Activities from Plan of Action Phase 2		
3.2.4 Develop and implement a system for vocational and technical instructor training and upgrading	a. Consultation with relevant stakeholders commenced by April 2010 b. Vocational instructor training system development and implementation plan drafted by September 2010	• New instructor training system proposed in 2010. • New instructor training system tested in 2011. • More than 500 instructors from public and private TVET providers complete new instructor training program and technical updating by the end of the project
3.2.5 Develop and implement a pilot to demonstrate the vocational <u>instructor</u> training and upgrading programs	a. Identify trade areas to participate in pilot instructor training and upgrading by April 2010 b. Vocational instructor training and upgrading program for selected trades developed by July 2010 c. Pilot on vocational instructor training and upgrading for selected trades commenced by August 2010	
3.2.6 Conduct a workshop to review outcomes of pilot instructor training and upgrading programs	No activity scheduled for 2010	
3.2.7 Replicate instructor training course for instructors from public and private providers	No activity scheduled for 2010	
3.2.8 Based on outcomes of pilot of reformed instructor training review	No activity scheduled for 2010	

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relevance of existing instructor training and make recommendations.		
3.2.9 Revise competency standards and national qualifications for TVET teachers and promote adoption of new system	No activity scheduled for 2010	
3.2.10 Design and implement mechanism to assess instructor competencies	No activity scheduled for 2010	
3.2.11 Recruit an international consultant in TVET staff career development and training (short-term)	a. Plans for recruitment of international consultant in TVET staff career development and training (short-term) in place March 2010	
3.2.12 Train national consultants and staff of public agencies, private and public TVET institutions in TVET instructor training and upgrading	a. National consultants (Master trainers) in TVET instructors' training and upgrading identified by April 2010 b. Training for National consultants in TVET instructors' training and upgrading commenced by July 2010 c. National consultants in TVET instructors' training and upgrading trained by December 2010	
3.2.13 Executive study tour for group of senior TVET instructors and principals to countries with well developed competency based training system	a. Fellowship planning commenced by March 2010 b. Fellowship completed by December 2010	

Result 3.3. Enhanced capacity of NGOs and private TVET institutions		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
3.3.2 Extend participation in instructor training and TVET leadership and management program to NGOs and private training providers	a. NGOs and private training providers participating in instructor and management training programs are identified by March 2010 b. Instructor training and TVET leadership and management training program promoted to NGO's and private training providers commenced by May 2010 c. NGOs and private training providers formally invited to participate in instructor training and TVET leadership and	More than 10 NGOs and private institutions participate in TVET leadership and management development courses by 2012

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	management program by end June 2010	
3.3.3 Raise awareness of a new course accreditation system among NGOs and private training providers	No activity schedule for 2010	
3.3.4 Assist private institutions and NGOs in utilizing the project's manuals and expertise in upgrading courses	No activity schedule for 2010	

Result 3.4¹ Enhanced management, governance, flexibility, effectiveness and efficiency of TVET institutions		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
3.4.5 Review Funding mechanism across the TVET system and propose new mechanisms (stage-II)	a. Short term International consultant recruited by March 2010. b. Funding Mechanisms report completed by June 2010	
Activities from Plan of Action Phase 2		
3.4.11 Develop and print an operational handbook for TVET institutions that will involve model management structures and procedures	No activity schedule for 2010	
3.4.12 Draft guidelines for decentralisation and hold national consultation on decentralisation scenario in TVET	a. Stakeholder consultation regarding options for decentralization of management commenced by March 2010 b. Guidelines for decentralisation drafted by July 2010 c. Final consultations on draft scenario completed by December 2010 d. Decentralisation scenario presented December 2010	- Model management structures for TVET institutions proposed in 2010 - Greater managerial and academic powers are devolved to TVET institutions in 2011-2012
3.4.13 Implement pilot project on TVET institutions' decentralisation	No activity schedule for 2010	
3.4.14 Pilot decentralisation program reviewed and recommendations proposed	No activity schedule for 2010	

¹ Formerly Result 1.4

Component 4: Improved skills development resulting in enhanced productivity and competitiveness in key growth and export-oriented industries in the formal industrial sector

Verifiable Indicators from LogFrame

- Mapping of growth industry sectors and demand analysis completed **in 2008**
- Increased demand for skills training for workforce **by end of 2011**
- Employers recognize skill development of the workforce as a business growth strategy **by end of 2011**
- Employers recognize NTVQF qualifications as part of their HRD practices
- Employers participate in development of competency standards and curriculum **starting in 2009-2010**
- Industry-led bodies promoting skills development (e.g. Industry Skills Councils, Center of Excellence) established **by 2009** in at least **four** priority industry sectors with their own initiative, advice and support from TVET reform project
- Employers' and workers' representatives participate in committees working on the national TVET policy and system reform **by end 2009**
- Industries appoint representatives to lead the development of competency-based vocational qualifications for selected trades **by end 2010**
- Industry representatives appointed to governing bodies in at least 10 public TVET institutions **by end of 2011**
- At least 20 customized training programs delivered by public TVET institutions at the request of industry **by end of project**
- At least 50 industry instructors deliver programs at public TVET institutions **by end of project**
- Enterprises in at least four sectors introduced productivity improvement practices (through leadership and management training, and other tools such as KAIZEN, SCORE, etc.) **by end of 2010**
- 50 master trainers/assessors trained in four priority sectors **by end 2011**
- At least eight enterprises in priority sectors adopt structured training plans to support workplace learning **by end 2011**
- Share of certified workers in companies surveyed by the project in 2008 increased **by at least 20% by end of project**
- Legislative framework concerning apprenticeship revised in 2011
- Set of apprenticeship procedures established and agreed with government **by end of 2011**
- Industry body is identified which supports and monitors apprenticeship training **by end of 2011**
- Number of formal apprenticeship contracts increased **to at least 500 by the end of the project**

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Result 4.1 Employers' demand for higher skills raised

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
4.1.6. Conduct sectoral workshops on company needs for higher skills, impact of skills training and skills development as a business growth strategy	a. Sectoral workshop reports presented during Q 1, 2010 [Workshops completed in Aug-Oct 2009.]	Mapping of growth industry sectors and demand analysis completed in 2008
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable indicators from Log frame
4.1.7. Design and carry out campaigns in five industry sectors on NTVQF qualifications and RPL as part of their HRD practices.	a. Socialize and promote NTVQF and RPL amongst the industry so that they impart the concept as their HR policy b. Conduct workshop on promotion of Skills Recognition (combined with 4.4.4.) c. Other major campaigns will be carried once NTVQF and RPL is in place	- Increased demand for skills training for workforce - Employers recognize NTVQF qualifications as part of their HRD practices - Employers recognize <u>skill development of the workforce as a business growth strategy</u> by end of 2011 - Employers participate in development of competency standards and curriculum - Industry-led bodies promoting skills development (e.g. Industry Skills Councils (ISC), Center of Excellence) established in at least two priority industry sectors with their own initiative, advice and support from TVET reform project
4.1.8. Develop, deliver and promote further use of a model training course for employers' associations on the role of higher skills in the increase of productivity	a. To be completed after 2010	
4.1.9. Train national professionals and staff of public agencies in skills training and productivity improvement	a. Recruit national consultants by Feb 2010 b. Conduct capacity building training for the national professionals	
4.1.10 Conduct fellowship on public private partnerships and the role of industry and government in the delivery of skills training	a. Develop proposals for sectoral fellowship by Jan 2010 in the regional countries b. Organize 1 st fellowships by Feb 2010 and 4 th one by Aug 2010 c. Organize post fellowship review meeting/ workshop	

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4.1.11 Provide technical assistance to industry training bodies in each priority sector to promote skills development in industry	Pilot implementation on Industry Skills Centers to promote sustainable skills development driven by industry - Registration of Center of Excellence by Jan 2010 by the industry - Help to develop future action plan for the Centers by Feb 2010 - Identify areas of technical assistance on cost sharing basis and prepare a MOU Mar 2010 - Produce monitoring and evaluation reports (quarterly) on the activities of the Skills Centers - Help implement changes as per the routine feedback reports - Skills development/Productivity improvement promotional campaign conducted for four sectors with the help of hired national consultants (ref 4.1.10.) through Industry Center of Excellence	
4.1.12. Produce case studies illustrating benefits from employee skills training as well as industry-led bodies in promoting skill development and disseminate the findings to raise awareness	- Select case studies from Kaizen program and NUB Study on WPL by Apr 2010 - Development of TOR for a national consultant to produce case studies by May 2010 - Recruit national consultant by Jun 2010 - Disseminate findings of the developed cases in workshops/ conference for awareness raising by Apr 2010	

Result 4.2 Improved linkages between TVET and enterprises

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable indicators from Log frame
4.2.3 Conduct a workshop on linkages between TVET and enterprises and strategies for	1. Consultations with industry (ISC) and TVET reps to ascertain current linkages on private & public	Employers' and workers'

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TVET institutions and agencies to adapt courses to the industry demand for skills	partnership initiatives completed by May 2010 2. Industry survey conducted to determine short term and long term course demand to improve skills by Sep 2010 3. Workshop materials & schedule developed by Oct 2010 4. Workshop delivered in Oct 2010 5. Workshop evaluated and future interventions identified by Nov 2010	representatives participate in committees working on the national TVET policy and system reform by end 2009 • <u>Industries</u> appoint <u>representatives</u> to lead the development of competency-based vocational qualifications for selected trades by end 2010 • <u>Industry representatives</u> appointed to <u>governing bodies</u> in at least 10 public TVET institutions by end of 2011 • At least 20 customized training programs delivered by public TVET institutions at the request of industry by end of project At least 50 industry instructors deliver programs at public TVET institutions by end of project
4.2.4 Develop and test methodology enabling TVET institutions to develop tailor-made courses for enterprises	No activity in 2010	
4.2.5 Facilitate nomination of industry representatives into public TVET institutes' new governing bodies (e.g. Management Board; Board of Governors)	No activity in 2010	
4.2.6 Facilitate the collaboration wherein industry's instructors provide training programs at public TVET institutions	No activity in 2010	

Result 4.3 Modern work practices facilitating the utilization of skills and skills-productivity linkages in industry introduced

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable indicators from Logframe
4.3.4 Implement pilot project on introduction of high performance work practices in selected industries (e.g. KAIZEN, SCORE etc.)	a. Conduct High Performance Productivity improvement training (EYB, SCORE, Kaizen, 5S) by Aug 2010	Enterprises in at least four sectors introduced productivity improvement practices (through leadership and management, teambuilding, and other tools such as
4.3.5 Recruit an international consultant in high-performance work practices (short-term)	a. Development of TOR by Oct 2010 b. Consultant recruited by Dec 2010	
4.3.6 Train national consultants and staff of public	a. Development of TOR by Oct 2010	

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agencies in high-performance work practices	b. Consultant/trainer recruited by Dec 2010	
4.3.7 Conduct training / workshops on other modern work practices and productivity tools (e.g. leadership & management, teambuilding training) for effective deployment of skilled workers in improving productivity & competitiveness.	a. Consultation with the industry skills councils on skills development issues, training needs, and on effective TVET system b. Conduct training on Teambuilding, Leadership, OSH, etc. as per industry demand (monthly/bimonthly once)	

Result 4.4 Learning at work supported

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable indicators from Log frame
4.4.4 Encourage employers to recognize and test skills of employees acquired at work and advise on the application of the RPL system developed by the project	a. Conduct workshops on RPL, WPL, Competency Based Assessment (CBA) at the selected companies by Dec 2010 (combined with 4.1.7)	• <u>50 master trainers/assessors trained in four priority sectors by end 2011</u> • <u>At least eight enterprises in priority sectors adopt structured training plans to support workplace learning by end 2011</u> • <u>Share of certified workers in companies surveyed by the project in 2008 increased by at least 20% by end of project</u>
4.4.5 A group of industry master trainers participate in a study tour to learn more on workplace assesment, RPL, and skills testing at workplace	a. Conduct TOT program for the industry by Apr 2010 b. Conduct workplace Assessors Training (WPA) to create a industry Master Trainers' body by July 2010 c. Conduct training on RPL for the Master Trainers by Sep 2010 (in cooperation with comp 5) d. Conduct fellowship on RPL in the developed countries by Oct 2010 (may be with component 3)	
4.4.6 Selected industry trainers participate in reformed instructor training program (with possible external accreditation)	No activity in 2010.	
4.4.7 Develop and implement training course for industry-led skills traning bodies on learning at work to increase productivity	a. Consultation with the industry (ISC) to identify training courses for industry-led TVET bodies (ref: 4.3.7) b. Recruit consultant for the development of training course/curriculum deveelopment through industry-led	

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	TVET bodies (Skills Centers) (ref: 4.1.12)	
4.4.8 Implement programs for the promotion of workplace learning including RPL and PPP in two selected industry sectors	a. Initiate one pilot project at industrial workplace on RPL / PPP by July 2010 (implementation can be done through industry skills centers) b. Evaluate results of the pilot project after completion	
4.4.9 Examine the feasibility of introducing a model of basic skills training for workers co-managed by employers and unions.	No activity in 2010.	
4.4.10. Assist selected enterprises in priority sectors to develop a structured training plan	No activity in 2010.	
4.4.11. Support for development of advanced technical skills in the selected industries through training conducted by sector identified technical specialists	a. Identify skills development needs in technical occupations through Industry Skills Councils (ISC) by Jun 2010 (ref: 4.3.7) b. Identify sector specific technical consultants July 2010 c. Employment of the consultants by Sep 2010 on cost sharing basis	

Result 4.5 Formal apprenticeship system improved and supported

Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2	Proposed Outputs	Verifiable indicators from Log frame
4.5.1 Revise legislative framework and regulations concerning apprenticeships	a. Identify consultant to review and revise existing legal framework on apprenticeship in Bangladesh b. Prepare TOR for the consultant by Oct 2010 c. Conduct study on the review of the Apprenticeship Act d. Conduct workshop/conference on the findings of the study (in 2011)	- Legislative framework concerning apprenticeship <u>revised in 2011</u> <u>Set of apprenticeship procedures established and agreed with</u>

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4.5.2 Support implementation of national mechanism to support and monitor apprenticeship training	a. Discuss with the Govt agencies responsible for apprenticeship b. Consultation with industry to promote formal apprenticeship c. Support to link industry with the Govt apprenticeship registration department	government by end of 2011 • <u>Industry body is identified which supports and monitors apprenticeship training by end of 2011</u> • <u>Number of formal apprenticeship contracts increased to at least 500 by the end of the project</u>
4.5.3 Implement pilots on apprenticeship in select priority industry sectors	a. Develop a model of apprenticeship pilot in consultation with the selected industry by Feb 2010 b. Prepare MOU and identify facilitation areas / cost sharing heads by Mar 2010 c. Contract signing and implement the pilot by Apr 2010	
4.5.4 Support promotion and awareness raising of the proposed apprenticeship system	Will be implemented with 4.5.2	

Component 5: Increased access of under-privileged groups to TVET

Verifiable Indicators from Logframe

- More than 50 TVET institutions are capable to provide community-based training **by the end of the project**
- Advice and technical support provided to specialist agencies involved in delivering opportunities for working children to acquire a trade **during the life of the project**
- Model for improving informal apprenticeships developed
- Code of practice developed for informal apprenticeships
- At least twenty informal businesses in at least **four** sectors include informal apprenticeships through linkage with public training institutions **by the end of 2011**
- System for recognition of prior learning designed **in 2010**
- RPL system introduced into at least **four** industry sectors
- At least 25 persons trained **and certified** as RPL assessors **by the end of the project**
- NTVQF containing two pre-vocational levels available for people with lower educational levels proposed and tested
- National trade qualifications aiming at people with lower educational levels produced and tested **through TREE & Informal Apprenticeship pilots by December 2011**
- A need for extending public training capacity to under-privileged groups and people in the informal economy is recognized in the national TVET policy statement
- Training workshops conducted for key agencies.
- At least two pilot programs are jointly implemented with key stakeholders **by December 2011**
- New TVET policy aims to increase participation of females in TVET programs
- Curriculum documents are gender-sensitive
- Number of female instructors increased by 20% **by the end of the project**
- Staff of public TVET are aware of learning needs of female learners
- More than 20 % of public TVET students are female **by the end of the project**
- New TVET policy aims to increase participation of people with disabilities in TVET programs
- Curriculum documents are inclusive of the needs of people with disabilities
- **New instructor training program includes modules on “students with special needs” by end of 2011**

Result 5.1: Community-Based Training (CBT) mainstreamed into VET		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		

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5.1.4 Identify pilot areas for expansion and mainstreaming of the community-based training methodology in TVET	a. Pilot areas identified through consultation with key stakeholders and recommendations from research study by August 2010 b. TVET Training Institutions (both GO's & NGO's) selected to conduct training for TREE pilot by September 2010	• More than <u>50</u> TVET institutions are capable to provide <u>community-based training</u> by the end of the project
5.1.5. Identify a partner government agency and agree on the modality of collaboration and a strategy for mainstreaming CBT	a. A government focal TVET agency identified for collaboration by March 2010 b. Strategy developed for TREE/CBT mainstreaming in TVET agencies by May 2010	
5.1.6 Develop or adapt an operational manual for community-based training methodology for implementation in for partner agency and for selected TVET institutions	a. Past UNDP/ILO CBT manual upgraded to TREE manual. Draft available by October 2010 b. Draft TREE manual finalised by December 2010	
5.1.7 Train the Government agency officials and managers of TVET institutions in community-based training (TREE) methodology including institutional & operational arrangements	a. Draft training plan developed including number & location of institutions & trainees by October 2010	
5.1.8 Develop a system of post-training support and evaluation of training for the main target groups - poor women and vulnerable youth	No activity for 2010 (System of post training support included in TREE manual (linked to 5.1.5))	
5.1.9 Jointly implement a pilot on community-based training programmes for poor women and youth in 2-3 upazillas with the selected partner government agency	a. Past CBT participants selected & trained as TREE ambassadors by November 2010. b. Participants selected & training needs assessment conducted December, 2010	
5.1.10 Recruit an international expert in community-based training for income generation (fixed-term)	a. International Expert in TREE recruited & mission completed by September 2010	
5.1.11 Train and recruit national consultants in community-based training methodology	a. National Consultants/National Professionals (from GO & NGO training institutions) recruited & trained in TREE by October 2010	
5.1.12 Conduct fellowship to a country in the region with successful CBT experience	a. Fellowship location identified by March 2010 b. Fellowship completed by August 2010	

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Result 5.2: Increased access of working children to TVET		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
5.2.4 Provide technical assistance to the Urban Informal Economy (UIE) project to develop and implement pilot project on vocational guidance, skills training and employability of working children	a. Pilot plan developed in consultation with UIE by April 2010 b. Technical input on RPL, occupational competency standards, teaching and learning materials, apprenticeship guidelines developed in consultation with UIE project by May 2010	• <u>Advice and technical support provided to specialist agencies involved in delivering opportunities for working children to acquire a trade during the life of the project</u>
5.2.5 Develop capacity of companies, community administration, TVET professionals and parents of working children in delivering sustainable skills training to ensure career prospects and employability of working children	a. Selected key stake holders participate in fellowship as in 5.3.4 b. Technical support (as in 5.2.4 b) for capacity building of key stake holders in collaboration with the UIE project by March 2010 c. Promotional information on NTVQF, RPL, competency standards, apprenticeships (formal ² & informal) & career options developed in Bangla by November 2010	
5.2.6 Prepare proposals for policy reform aimed at catering for learning, training and employability of the working children	a. Contribute to new national policy undertaken by component 1 (see activity 1.1.9) by December 2010	
5.2.7 Recruit an international consultant in skills training of working children (fixed-term)	a. Mission dates identified for ILO technical input by Child Labor Specialist by February 2010 (Sherin Khan) b. Mission completed by Child Labor Specialist by December 2010 (Sherin Khan)	
5.2.8 Train and recruit national consultants in skills training and employability of working children	a. Need for national consultants reviewed in consultation with UIE & UNICEF by June 2010 b. National consultants/National Professionals recruited & trained in skills training & employability of working children to assist UIE project by July 2010	

² Component 4 focuses on formal apprenticeship

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Result 5.3: Apprenticeship improved and supported		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
5.3.2 Develop a code of practice on informal apprenticeships for employers and craftsmen/women that would support provision of decent training and development of employability of youth and people with low education	a. Consultative meeting with private sector (ISC's, BEF, FBCCI, SME) completed by April 2010 b. Consultative meeting with craftspeople's & other relevant associations by May 2010 c. Draft Code of Practice presented to relevant agencies for endorsement by December 2010 d. Code of practice included in revised regulations developed under activity 1.2.5	• <u>Code of practice developed for informal apprenticeships</u> • <u>Model for improving informal apprenticeships developed</u> • <u>At least twenty informal businesses in at least four sectors include informal apprenticeships through linkage with public training institutions by the end of 2011</u>
5.3.3 Develop a model and implement a pilot project on informal apprenticeships in selected industry sectors	a. Conduct fellowship with key stakeholders to a country that Informal apprenticeships & RPL has proven to be successful by Dec 2010 b. Industry & occupation selected for pilot by February 2010 c. Competency standards developed under TVQF by April 2010 d. TOR developed for both industry & TVET training institution for apprenticeship pilot by June 2010 e. Informal apprenticeship pilot developed and commenced by September 2010	
5.3.4 Facilitate linkages between public TVET institutions and informal apprenticeships	a. Linkage established between TVET institutions and informal apprenticeships by May 2010	
5.3.5 Build up capacity of TVET system, employers and labour unions to support and implement new informal apprenticeship arrangements	No activity for 2010	
5.3.6 Recruit an international consultant in informal apprenticeship	No activity for 2010 (Delivered as activity 5.2.7)	
5.3.7 Train national consultants and staff of public agencies in issues related to informal apprenticeships	a. National Consultants (from Industry, GO & NGO training institutions) recruited & trained in apprenticeships by August 2010 b. National Professional recruited and trained on	

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	apprenticeships by June 2010	
5.3.8. Conduct fellowship to a country in the region with successful informal apprenticeship experience	a. Fellowship location identified by March 2010 b. Fellowship completed by June 2010	
5.3.9 Procure necessary equipment for supporting project related-activities in the informal economy (e.g. informal apprenticeships, community based training)	a. Pilot equipment requirements identified by April 2010 b. Equipment procured by July 2010	

Result 5.4 System for recognition of prior learning (RPL) developed		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
5.4.5 Develop systems, standards, procedures and incentives for recognition of skills	a. Consultations completed with key stake holders by June 2010 b. Draft proposal for RPL developed by October 2010 c. Systems, standards, procedures and incentives for recognition of skills developed by November 2010	• System for recognition of prior learning designed in 2010 • <u>RPL system introduced into at least four industry sectors</u> • <u>At least 25 persons trained and certified as RPL assessors by the end of the project</u>
5.4.6 Implement pilot project on recognition of skills acquired on the job in selected industry sectors (as a joint programme with an indentified government agency)	a. RPL Pilot developed through consultation with key stake holders by July 2010 b. RPL pilot commenced by September 2010 (linked to activity 5.3.4)	
5.4.7 Develop capacity of employers, labour unions, and government agencies in the application of RPL systems	a. Awareness raising among key stakeholders conducted on RPL by December 2010 (RPL training provided to employers, master craftsmen, labour unions, GO's & NGO's involved with activity 5.3.4)	
5.4.8 Design and evaluate training for TVET managers, instructors and assessors for RPL	a. Draft RPL training program for TVET managers, teachers and assessors developed by June 2010 (Training delivered as part of component 3 activity; linked to pilot apprenticeship under 5.3.4)	
5.4.9 Train and recruit national consultants on skills recognition	a. Institutions identified & staff trained to provide training in RPL for national consultants by October 2010 b. National consultants training to be included as part of	

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	fellowship as in 5.3.4	
5.4.10 Conduct fellowship to a country in the region to explore accreditation linkages and use of RPL in ladderization	a. Fellowship location identified by March 2010 b. Fellowship completed by June 2010	

Result 5.5 TVET Extended to People with low Education Levels		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
5.5.6 Train TVET agencies, NGOs and national consultants in skills training of people with low literacy	a. Identify relevant agencies specialising in low literacy training & negotiate technical support on skill development issues by September 2010 b. Inputs on skills training for people with low literacy provided to new TVET teacher & manager training programs by March 2010 c. Training delivered as required (dates to be determined in consultation with Component 3)	• <u>NTVQF containing two pre-vocational levels available for people with lower educational levels proposed and tested</u> National trade qualifications aiming at people with lower educational levels produced and tested through TREE & Informal Apprenticeship pilots by December 2011
5.5.7 Develop sample competency standards and qualifications for people with lower educational levels (jointly with an identified government agency)	a. TVET skills standards and qualifications that can be acquired by people with lower educational levels developed through TREE program (see activity 5.1.8) by October 2010 b. Input to component 2 for development of TVQF to include those with low educational standards by February 2010 (Where possible, competency standards linked to Component 2, Result 2.3)	
5.5.7 Draft a methodology for developing courses and new types of teaching and learning materials for people with low literacy	No activity for 2010	
5.5.9 Promote government support for provision of TVET programs targeting persons with low literacy and encourage involvement by other providers (e.g. NGOs)	a. Linked with activities 5.1, 5.2, 5.3 & 5.4	

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Result 5.6 Enhanced capacity of key agencies (DTE, BTEB, BMET)		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
5.6.1 Train staff of TVET agencies and institutions in administering formal and non-formal training for underprivileged groups	a. Training relevant to pilots delivered in conjunction with component 1, 2, 3,& 4 by September 2010 (Will be linked to pilot activities in 2010)	• <u>Training workshops conducted for key agencies.</u> • A need for extending public training capacity to <u>under-privileged groups and people in the informal economy</u> is recognized in the national TVET policy statement
5.6.2 Conduct training for key agencies on RPL, CBT and Training-for-Working-Children projects, informal apprenticeship and extension of public TVET to low-literate people	a. Training delivered in conjunction with component 1, 2, 3, & 4 by September 2010	
5.6.3 Jointly implement pilot programs on skill development for the underprivileged groups (linked with the pilot programmes under community-based training, informal apprenticeships and RPL as above)	a. Linked with activities 5.1, 5.2, 5.3 & 5.4	
5.6.4 Upgrade capacity of TVET institutions in delivering gender-sensitive courses	No activity for 2010 (Training will be delivered in conjunction with Component 3 – scheduled for 2011)	

Result 5.7 Access of women to TVET and employment increased		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
5.7.6 Design and implement a pilot project on delivering training courses for females in non-traditional trades	a. Data collected on participation of females in non traditional trades by April 2010 b. Courses identified to increase female participation rates in non traditional trades by April 2010 c. Pilot course competency standards developed under TVQF by November 2010 d. TVET institutions selected and teachers trained to deliver	• <u>New TVET policy aims to increase participation of females in TVET programs</u> • <u>Curriculum documents are gender-sensitive</u> • <u>Staff of public TVET are aware</u>

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	CBT for trade skills to females by July 2010 e. Post training support identified & planned in collaboration with key stakeholders and the private sector by November 2010 f. Social marketing techniques are trialed to support the implementation of pilot by December 2010	<u>of learning needs of female learners</u> • <u>Number of female instructors increased by 20% by the end of the project</u> • More than 20 % of public TVET <u>students</u> are female by the end of the project
5.7.7 Support female entrepreneurship through skills training and subsequent post-training follow-up including linkages with labour market (linked with community-based training methodology)	No activity for 2010	
5.7.8 Train and recruit national consultants in gender-sensitive TVET	a. Identify appropriate dates for ILO technical input by Gender Specialist by February 2010 (Reiko Tsushima) b. National Professional recruited & trained in TVET & Gender by August 2010 c. Staff of GO's, NGO's & industry involved with relevant pilots trained in gender sensitive skills training by September 2010	

Result 5.8 Access of people with disabilities (PWD) to TVET and employment improved		
Activities Carried Forward from Phase 1	Proposed Outputs	Verifiable indicators from Logframe
NIL		
Activities from Plan of Action Phase 2		
5.8.3 Examine the feasibility of introducing basic skills & special bridge short courses for PWD's in TVET institutions	a. Consultations with key stake holders & potential partner organisations completed by August 2010 b. TOR developed for study by September 2010	• <u>New TVET policy aims to increase participation of people with disabilities in TVET programs</u> • <u>Curriculum documents are inclusive of the needs of people with disabilities</u> • New instructor training program includes modules on "students with special needs" by
5.8.4 Conduct a study on employment opportunities for PWDs to identify most suitable TVET programmes	a. Study conducted to identify feasible TVET area's of inclusion for PWD's by December 2010	
5.8.5 Draft a methodology for developing courses and new types of teaching and learning materials for PWD's	a. No activity in year 3	
5.8.6 Promote government support for	a. No activity in year 3	

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provision of TVET programs targeting PWDs and encourage involvement by other providers (e.g. NGOs)		end of 2011
5.8.7 Conduct fellowship to regional country with successful experience of integrating PWDs into TVET	a. Fellowship location identified by August 2010 b. Fellowship completed by December 2010	