

ILO-JOBS Assessment

Final Report: Assessment and Overview of CBT and TREE Programs for Bangladesh

January 2010



JOBS
CREATING OPPORTUNITIES

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List of Acronyms

BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BMET	Bureau of Manpower, Employment and Training
CBT	Community-Based Training
CB-TREE	Community-Based Training for Rural Economic Empowerment
CHT	Chittagong Hill Tracts
CRP	Centre for the Rehabilitation of the Paralysed
HSC	Higher Secondary Certification
ILO	International Labor Organization
LIU	Local Implimentation Unit
LA	Local Associations
LCC	Local CB-TREE Committee
MoLE	Ministry of Labor and Employment
NAB	National Advisory Board
NCU	National Coordinating Unit
(P/I)NGO	(Partner/International)Non-governmental Organization
NPT	National Project Team
NVQF	National Vocational Qualifications Framework
PCJSS	Parbattya Chattagram Jana Sanghati Samity
PSC	Project Steering Committee
PWD	Persons with Disabilities
SSC	Secondary School Certification
TTC	Technical Training Center
TREE	Training for Rural Economic Empowerment
TVET	Technical and Vocational Education Training
UNDP	United Nations Development Program
WRP	Workplace Rehabilitation Program

Executive Summary

This final report is meant to provide an outline of the ILO-UNDP Community-Based Training (CBT) program in four divisions in which it was implemented in Bangladesh—detailing components that can be built upon and be most effective in piloting a new Community-Based Training for Rural Economic Empowerment (CB-TREE) program under a tailored methodology to the particular socio-economic and market contexts of Bangladesh. Organizational methods will be identified that can contribute towards new and sustainable income generating activities (IGAs) for targeted beneficiary groups.

The recommendations for the implementation of the CB-TREE methodology will highlight ways, means and locations which can be adapted or incorporated so as to increase underprivileged groups (rural poor women, indigenous groups and person's with disabilities) access to the TVET system and more viable and relevant (market-driven) training programs in skilled trades. The streamlining of CB-TREE within the overall TVET reform platform will also be a key focus of the Recommendations of this report, and for the successful initiation of a forthcoming CB-TREE pilot in Bangladesh. The aim of the assessment and final report will be to outline an approach for increasing access to training and accreditation under the TVET system for underprivileged and marginalized groups within Bangladeshi society, highlighting the relevant skills and trainings in demand by local industry and employers in the business community—as well as the dynamics of including relevant stakeholder groups in the effective and sustainable implementation of CB-TREE in a national skills development program in the country, and for building a cohesive structure which can be built in collaboration with the broader national policies set by the ILO and the Government of Bangladesh (GoB).

As the ILO has already adapted several models of CB-TREE in different countries, the adaptation of TREE in Bangladesh should figure extensively in the process of Technical, Vocational Education and Training (TVET) reform in Bangladesh. The study will emphasize the utilization of CB-TREE as a resource in giving marginalized and impoverished groups access to TVET institutions and training under a nationally recognized system for skills qualification, assessment and certifications. The assessment therefore will provide a basis for addressing the following concerns:

- Nature and need for employment opportunities and/or self-employment development in the context of the rural informal economy of Bangladesh; not often and readily addressed by the macro planning methods and institution-based programs of formal TVET system (i.e. Technical Training Centers, TTCs; Technical Schools and Colleges, TSCs; and their managing agencies).
- Limited capacity of target groups to access or qualify for formal TVET programs.
- Limited capacity of target groups to compete in local and national labor markets even after having accessed short term skills training.
- Limited budgetary support as compared with the huge demand for creating alternative sources for livelihoods and income generating activities for marginalized and under-privileged target groups.
- Relationship of other TVET reform components such as Recognition of Prior Learning (RPL), National Vocational Qualifications Framework, (Informal) Apprenticeship, etc, to the CB-TREE methodology in order to increase the capacity of target groups for educational and social mobilization.
- Need for strong policy initiatives that will complement CB-TREE within the TVET reform project guidelines and recommendations.

This final report will review a multi-faceted, in-depth approach to understanding the former CBT program launched in Bangladesh, as well as how former CBT program initiatives can be built upon within the framework of a new skills training and development that targets underprivileged and marginalized groups utilizing the components of redesigned and comprehensive CB-TREE pilot program. This report will conclude its assessment on the basis of the following recommendations generated from the findings of the study, and as they pertain to the initiation of a forthcoming CB-TREE pilot in Bangladesh:

- Beneficiary selection should be carried forward on the basis of dividing the groups into different categories. Initially this division should be carried forward on the basis of 1) Former CBT participants; and 2) New participant groups. Therefore: Former CBT participants should be further subdivided into 3 separate categories in order to develop training and support activities with distinct aims according to the following breakdown; and New CB-TREE participant should similarly be subdivided into different categories for program and activities development:
 - 1) Former and prospective CBT participants in/seeking Wage Employment
 - 2) Former and prospective CBT participants who are/seeking Self Employed/Self Employment
 - 3) Former and prospective CBT participants who have/want to establish(ed) Micro Enterprises
- CB-TREE Pilot should maintain a gendered approach to including Rural Poor, but should also be expansive to include males under the designations of poverty, exclusion and marginalization (e.g. set gender quota to ensure a breakdown of at least 70% new rural poor female participants, but leave 30% available for the inclusion of male community members who meet criteria for participation).
- Persons with Disabilities should be included in consultation with local experts in PWD-centered organizations and with international experts (selection of trades should be up-scaled from the commonly held activities for PWDs at their support organizations and the notions of what PWDs are capable of should be challenged and alternatives demonstrated under the pilot).
- Indigenous Groups can and should also be included in target populations under a CB-TREE pilot. Addressing specific needs, in collaboration with NGOs and other local entities working predominantly with indigenous groups, CB-TREE can be deployed on a locality-specific basis, utilizing its market-driven and participatory analysis methodologies to design a framework for extending CB-TREE programs to indigenous communities in CHT (or elsewhere in the country).
- Varying educational levels amongst participants and potential participants needs to be addressed—there should small focus groups tied to TTCs/TSCs (and/or other training programs and institutes) which can accommodate auxiliary programs that will specifically target beneficiaries with higher-level certifications in education, but who are also living under the specified conditions of poverty, marginality or exclusion—particularly, with inaccessibility to further TVET training and/or skills development.
- The overall process of Beneficiary Selection should utilize explicit market and needs analysis designed in the CB-TREE program methodology—and should be the main responsibility of the designated partner and authority (the Managing Agency [MA] in the case of CB-TREE).
- Where it is geographically possible TTCs and TSCs (and/or including NGO and privately run training facilities) should be included in the activities of the CB-TREE pilot. The capacity of the Partners, such as local TTCs/TSCs and NGOs, in implementing selection criteria for beneficiaries would be enhanced through direct collaboration with both the National and Local Coordinating Units of the pilot program.
- Public sector involvement in the forthcoming CB-TREE pilot should be much more extensive. In the aims of the TVET reform project under the ILO, these institutions should be incorporated into a national strategy for the use of NVQF—particularly with respect to the mechanism within the NVQF for Recognition of Prior Learning (RPL). The Directorate of Technical Education (DTE) has shown by far the greatest interest in taking part in a CB-TREE Pilot, and is the strongest public sector linkage for future CB-TREE programs in Bangladesh currently.
- Partner organizations should have representatives seated on the National Advisory Body (NAB) of the CB-TREE organizational framework, and should hold regular council sessions on the development of CB-TREE programs as well as within the scope of ongoing activities. The NAB should also seek members from other TVET reform program advisors in Bangladesh (i.e. by the Asian Development Bank, the World Bank and UNDP).

- Collaboration with the Private Sector is crucial to the aspects of the CB-TREE program where it is able to provide specific training in regions where wage employment is high in demand. This linkage is crucial to the betterment of skills training and development in Bangladesh, and trade unions, private sector associations, businesses and industries are integral to the creation of CB-TREE trades training courses and the successful linkage with NVQF and CBS broader TVET reform policies.
- ILO should seek to reinvigorate the former CBT program working areas and partnerships under a new CB-TREE pilot. It was observed that the structures put in place under the CBT program, though never fully developed or actualized, did lay a foundation of coordinated support and knowledge base of CBT and CB-TREE-type initiatives under their former programming in the former CBT pilot.
- At the local level, national support for the Local Coordination Unit (LCU) and MA should follow close and specific measures in order to safeguard the effectiveness of cooperation and sharing/distribution of resources, affecting the overall impact of future program interventions under a CB-TREE pilot.
- The creation of a Livelihoods Development Unit (LDU) within the partner organizations needs to work at the field level to provide information and research in Value Chain Analysis, Livelihood Diversification Opportunities, Product/Production Enhancement, Value Addition and Marketing, Availability of Financial Services, Counseling in Business Planning, and Options for the use of Micro Credit and/or Micro Credit Institutions. The LDU(s) would be able to brief the Steering Committee (SC) and NAB; as well as provide direct support to target beneficiaries on entrepreneurial activities, running and maintenance of their businesses, resource allocation and the development of knowledge and learning initiatives within overall program activities.
- Specific training and resource guidelines need to be made for program partners to carry out their activities under the pilot. While initial funding will be required from the ILO, one of the primary objectives of the LIU and SC/NAB should be in garnering support by developing other partnerships across sectors (i.e. public governmental support, as well as support from private industry and business).
- The capacity of potential local Training Providers, NGOs and other partners should be enhanced in order to create more effective linkages with Public Sector Agencies and Ministries working in target areas, and with relevant institutions in proximity to potential working areas that could be accessed by the CB-TREE program target groups.
- Potential partner NGOs and Training Providers at the local level should also be engaged as a coordinating body for advocacy and awareness—for program-related issues involving different target groups such as PWDs and Indigenous Peoples, etc (from the grass-roots to policy level); but should also use this function to promote CB-TREE program initiatives broadly at the local level. Awareness building campaigns should focus on the nature and relevance of TVET reform components, skills training and development, employment and education to relevant stakeholder groups (Lessons learned and successful CB-TREE beneficiaries can be asked to demonstrate themselves as meaningful examples of how the different components of TVET reform and CB-TREE can work to create new employment and better income generating opportunities).
- NGOs with Micro Credit (MC) programs should retool these lending schemes to better fit the individual needs of target beneficiaries. Repayment programs are often too rigid and/or too focused on recovering loans in the short-term and with a very regular frequency (payments once a week in many cases). Micro Credit should shift to focusing on *Investment* for cottage industry and/or entrepreneurial activities of micro enterprise. Capacity building on the part of PNGOs as well as target groups could focus on the features of credit as one tool of financial management—with NGOs and other MC lending institutions restructuring cost-effective micro loans based on business venture—this financial support structure should become integrated as one component of the LDU.

- Training of Trainers (TOT) needs to be a primary focus of activities involving Local Training Providers and NGO partners. Partnerships between local NGOs and Training Providers (TTCs/TSCs), and their relevant administrative body (e.g. DTE/BTEB and/or BMET, BNFE, et al), should be directly involved with the national level advisory body (NAB); and in order to incorporate the policy level guidelines for RPL and CBS under the proposed NVQF.
- Some capital investments and/or innovation funds should be granted to PNGOs in order to provide accommodations for both trainers as well as trainees, particularly in the absence of regionally available TTCs/TSCs—and when trainings will have to be administered to beneficiaries at and by the PNGOs themselves. Residential Trainings and or Mobile Training Centers could be used as vehicles in offering direct support during training phases of pilot implementation to trainees who were ill-availed opportunities due to locality, and would offer a means for beneficiaries who would otherwise be unable to assume the cost and burden of travel and accommodation.
- Local Training Providers and PNGOs need to be aware of and disposed to dealing with the many different characteristics of target beneficiaries desires and abilities in work (e.g. as many of the women in CBT were opposed to entrepreneurial activities in self-employment outside of the home, working or dealing directly in the marketplace; and that they were much more interested in wage employment (e.g. piece work) which could be completed in the household). TTCs, TSCs and/or NGOs implementing CB-TREE programming should be able to delineate target beneficiaries according to desire and ability for work opportunities—and programs should be responsive and adaptable to needs within particular communities.
- In most areas, there will be a significant potential for training and capacity building in agro-processing, post-harvest handling for commercial production. This sector should be included as a staple of CB-TREE course and programmatic development, and should be a primary inroad of the newly envisaged CB-TREE pilot through the introduction of low-tech processing or cultivation techniques, post-harvest handling procedures, cluster-centered production units at the village and homestead level.
- Among the skills in demand for each potential working area which are slated for CB-TREE course development—every working area should have courses and training for workers in Healthcare and/or ICT-Related Services. These sectors were observed to be in demand across divisions and districts; and as they are a primary aim and objective of national strategies and policy under MDGs and the PRSP—should be included under the CB-TREE course development.
- LDUs should also have the capacity to provide support to emigrant workers. CB-TREE courses should have specific programs oriented to workers seeking employment abroad (in issuing certifications, and offering counseling as well as financial services that can be provided as alternative and non-exploitative institutions that can help to mediate and administer support to migrant workers seeking employment in foreign job-markets). Specific trainings with regard to trades and skills should also take into consideration employability in foreign labor markets. Certifications with a nationally recognized accreditation (i.e. from GoB NVQF and CBS assessments), could be used to help migrant workers in better accessing international labor markets.
- Post training support is and should be considered a critical phase of program implementation. Although many of the CBT program participants were successful in establishing regular employment and income generation, nearly all remarked that their initial difficulties and lacking support in the beginning of their entrepreneurial and/or work-oriented activities hindered them from having a much higher order of success. In essence this was due to lacking opportunities for follow-on training or refresher courses offered in the skills and trades trainings that were given.
- In order to maintain sustainability, it will be crucial that the majority of efforts under the CB-TREE pilot go into the development of organizational capacities at every level of the program and amongst partners, in building viable organizational structures which can assume, utilize and implement CB-TREE programs effectively and consistently.

- Linking the organizational and curricular framework of CB-TREE with the NVQF and RPL policy guidelines will also help to guarantee sustainability in the long-term objectives of the pilot as well as once pilot-phased initiatives have been concluded. Having a policy guideline intact at the national level will help to ensure the continued support for and inclusion of marginalized groups, as well, that they have direct access to viable market-led and relevant skills training and capacity development.
- In the overall organizational structure of CB-TREE in Bangladesh, the NAB, local partners, LDU, and the LCCs should remain intact after the project duration has concluded; therefore, solidifying these elements in the overall program design should be a key feature in allowing for sustainability once program activities under the CB-TREE pilot have completed (and/or a larger-scale national program is initiated).

The final report will follow 1) an outline of the ILO-UNDP Community-Based Training (CBT) program in four divisions in which it was implemented in Bangladesh; and 2) will detail components that can be built upon and be most effective in piloting a new Community-Based Training for Rural Economic Empowerment (CB-TREE) program under a tailored methodology to the particular socio-economic and market contexts of Bangladesh. The recommendations section will provide a more detailed plan for the implementation of the CB-TREE programs in Bangladesh; highlighting the ways, means and localities which can be adapted and incorporated so as to increase underprivileged groups' (rural poor women, indigenous groups and person's with disabilities, et al) access to the TVET system and more viable and relevant (market-driven) training programs in skilled trades.

What is indeed the most important consideration for any subsequent CB-TREE pilot in Bangladesh is that: CB-TREE training manuals, logbooks and course curricula should be specifically designed in accordance with NVQF and CBS assessments for skills in attainment, and in compliance with newly redesigned TVET qualifications/certifications related to training in specific trades. In this way CB-TREE course material, modules and curricula, whether delivered by partners NGOs or other Training Providers, will be able to offer a direct linkage between beneficiary/target groups receiving CB-TREE training, and institutionalized TVET standards, which will be acknowledged by the issuance of fully accredited certifications by the GoB. In other words: ***a subsequent CB-TREE training program in Bangladesh should be streamlined within the TVET reform agenda, and CB-TREE training should be fully recognized and accredited within the TVET institutional system.***

The streamlining of CB-TREE within the overall TVET reform policy platform will be of *critical and fundamental importance* for the successful initiation of a forthcoming CB-TREE pilot in Bangladesh—linking it with the National Vocational Qualifications Framework (NVQF) and Recognition of Prior Learning (RPL) policy guidelines within the broader aims of the national TVET reform policy and strategies identified by the ILO and GoB. The aims of the assessment and final report have been in outlining an approach for increasing access to training and accreditation under the TVET system for underprivileged and marginalized groups within Bangladeshi society, highlighting the relevant skills and trainings in demand by local industry and employers in the business community—as well as the dynamics of including relevant stakeholder groups in the effective and sustainable implementation of CB-TREE in the Bangladesh.

1. Introduction

In Bangladesh, poverty and under/unemployment are inextricably linked. The prevailing socio-economic structures prevent many groups within Bangladeshi society from actively engaging in and sustaining decent work through viable income generating opportunities (IGAs). While some 60 percent of the country lives below the poverty line, 80 percent of the workforce is engaged in informal sector employment—ill-afforded legal protections or rights which could keep workers out of exploitative and low-wage jobs. Another component of the situation of poverty and under/unemployment can be seen in terms of the low level of skills employed within the workforce and labor economy. As a result of labor being cheap and abundant, employers (as a common practice in both the formal and informal sectors) often shirk responsibility towards supplying their employees with valuable and comprehensive skills training. In this regard, shortages of skilled labor are usually filled by unskilled and/or under-skilled workers who, in addition to lacking basic education, are informally trained on-the-job—most often receiving a low quality skills, and thus cannot sufficiently add value to their gradual acquisition of workplace skills.

Although the Technical and Vocational Education and Training (TVET) system in Bangladesh produces graduates with practical skills, typically these skills are of a low order in quality, and lack practical applications in various industries and workplace environments. As a result, graduates of Technical Training Centers (TTCs) and Technical Schools and Colleges (TSCs), generally are not sought after for employment in skilled industrial trades needed by private sector employers. Furthermore, TVET graduates will more than likely continue on to higher level educational certifications, such as the masters in engineering—usually to be employed directly as teachers and trainers in technical and vocational trades courses, without any practical work experience.

The reformation of the Technical Vocational Educational Training (TVET) system has the potential to address many of the major issues with regard to poverty and employment in Bangladesh. While Bangladesh's national labor force is approaching 50 million people, the skills gap within the labor economy evidences a major concern for the potential to sustain economic growth amidst the pressures being created by a continually globalizing economy. In Bangladesh, the level of *underemployment* has increased substantially over the past decade even while unemployment has remained relatively low.¹ With no foreseeable shortage in human resources, the flagging skill level of the workforce means that jobs, businesses and industries are left at a comparative disadvantage, and are forced to rely on low-skill labor that creates inconsistencies and deficiencies in production.

In addition, unskilled workers tend to experience diminished collective bargaining power, few to nonexistent labor rights and low pay which destabilizes their ability to secure gainful and decent employment. These characteristics have been conceptualized as labor “involution”, thereby defining a process where the size of the employment “pie” stays the same, while continuously being split into smaller and smaller segments due to the increasing (and characteristically unskilled) supply of labor.² These characteristics are mainly prevalent in the informal sector; and lead to little or no up-ward mobility for workers. Reforming the institutions and mechanisms for creating relevant and effective skills training can help to alleviate these conditions and can contribute to effectively boosting the overall productivity of the labor economy—leading to an increase in the added value of labor as well as real wages and rights for workers.

Although TVET institutions (i.e. policy, training centers and colleges, relevant ministries and personnel) will continue to be integral in the effective up-scaling of skills and overall workforce capacities, it is not the only factor to be taken into consideration when tackling issues such as the vastly ineffective training of workers across industry sectors. As mentioned above, the majority of workers are employed in the informal sector, and because many of these “informal” workers lack even basic educational opportunities, their access to the “formal” TVET system has in the past been limited on account of the necessity of obtaining

¹ The World Bank, “The Bangladesh Vocational Education and Training System: An Assessment,” 2006.

² Davis, M. “surplus humanity” in a Plant of Slums. September 2007.

Class VIII certification which has been a standard prerequisite for enrollment in both public and private TVET institutions.* Institutional reform must take into account this vast and continually increasing segment of Bangladesh's workforce by placing a considerable emphasis on vocations and trades that are marketable and relevant to the demands of employers.

The International Labour Organization's CBT program was launched under the UNDP-funded project "*Skills Training and Employment Promotion for Poor Women through Strengthening the Technical Training Centres*", which piloted the CBT methodology. The CBT project was initiated by the ILO in order to address the growing need to create more training opportunities for poor and marginalized groups within rural communities in Bangladesh, thus contributing to the alleviation of both the overall skills gap in Bangladesh, as well as the need to have training programs become more inclusive of traditionally excluded segments of society. With a focus on rural women, the CBT program in Bangladesh aimed to deliver trainings based on skills-in-demand in the CBT program areas. The CBT program concluded in 2005, and while its initial success is evident in the number of participants finishing training programs and currently working in sustainable employment opportunities; it has lacked coordination at a higher level and sufficiently involving direct policy measures as well as a platform for the continued involvement of and oversight of relevant government agencies (in the case of CBT, the Bureau of Manpower, Employment and Training, BMET, was the national agency responsible for managing the coordination of CBT programs in partnership with the ILO and UNDP).

The successor of the CBT methodology also focuses on providing training for marginalized and hard to reach groups through Training for Rural Economic Empowerment, or TREE (as CBT, or CB-TREE, is more commonly referred to at present), and has become widely accepted as a more formidable program in addressing the needs of under-skilled social segments in developing countries by offering a more decentralized, yet comprehensively structured program integrating stakeholder participation and program implementation at the local level. TREE programs have been implemented in Pakistan, Sri Lanka and the Philippines internationally, but have yet to be utilized in Bangladesh. The purpose of this assessment of CBT and TREE has been in highlighting the strengths and opportunities within the ILO's CBT program—its programming through trainings, and its overall impact on targeted beneficiaries. This final report on the assessment of CBT/TREE will 1) highlight how the strengths of the CBT program can be built upon while adapting the TREE methodology as a means of incorporating a broad-based national policy agenda; and 2) identify new networks (local government and non-governmental bodies/representatives, private sector stakeholders, and potential beneficiary groups) that can be incorporated into a new framework for CB-TREE in Bangladesh, and which can offer an expanded and improved model for designing and offering more relevant skills development and training to strategically targeted individuals and households who are currently denied access to TVET training.

This assessment on CB-TREE will provide recommendations for the streamlining of a revised CB-TREE methodology for Bangladesh as a means of **increasing access of underprivileged and marginalized groups to TVET (rural women, persons with disabilities and indigenous groups)**, working from the following objectives:

1. Review the past UNDP/ILO CBT pilot program
2. Identify strengths & opportunities of the past pilot program
3. Identify areas/Upazilas and the types of courses needed where future CBT programs would provide the most employment outcomes (through market, needs and skills-gap assessments—and for which can incorporate new designs for the inclusion of persons with disabilities, and indigenous groups).
4. Make recommendations on CB-TREE to be incorporated in the National TVET Policy and ways to strengthen and improve community based training programs in the future.

* The TVET reform process has placed a considerable amount of emphasis on lowering the Class VIII certification as major policy concern. While legislation has been taken up regarding this issue, it has yet to be effectively convened into law and general practice. Many TVET institutions have already agreed to accept either a Class V equivalency, or one certified through Recognition of Prior Learning (RPL), and the given "statement of attainment" for competency standards assessments given to informal workers.

The main goal of the assessment has been in concentrating analysis on demand-driven trades that are applicable to needs within specific industries and across relevant industry sectors. Building off of the platform under Component 5 of the ILO TVET reform Project, the assessment will detail how organizational models and frameworks from both CBT and TREE can be incorporated in a pilot program for the successful expansion of the preexisting CBT model—adding components that include a more specific focus to skills in demand, as well as providing a policy platform that can incorporate the certification and accreditation of CBT/TREE graduates under the National Vocational Qualifications Framework (NVQF). Moreover, the assessment will provide insight into the development of effective worker training programs that are able to address the needs of trainees respective to wage and self employment—as well as address the needs of potential employers in relevant and locality-specific industries.

A demand-centric approach to analysis ensures that the skill-sets within trades are relevant to sectors that currently demand skilled labor, and that would enable industries to capitalize on the enhancement of worker capacities through structured skills development and training—likewise, local demand for services and potential micro-enterprise and entrepreneurial activities. The assessment will demonstrate that further development of training programs under the TREE methodology should follow models which can be deployed across a range of sectors, ensuring that the implementation of new training programs follow set standards and assessment techniques, offer incentives to employers, employees and entrepreneurs for their utilization, and can be integrated into a comprehensive policy and legislative platform.

The survey phase of the assessment has garnered information from real-life workers, employers, industry and business people, NGO personnel and public sector officials, all of whom have shown considerable interest in the CB-TREE program, as well as the prospect to gain from improved training programs that tap into the potential that exists within poor and marginalized groups for meaningful and sustainable capacity building and skills development—and which can thus lead to increased access to viable and sustainable IGAs and employment opportunities through skilled work and labour. The findings from the survey indicate where demand is strongest both from current and prospective beneficiary groups, as well as within industry sectors; and hence where skills development can provide the greatest impact on production capacities, thereby providing a firm programmatic model for strengthening Bangladesh’s overall workforce and economy.

2. Background

The skills gap in the Bangladesh labor economy evidences several important issues with regard to poverty and employment. Bangladesh’s national labor force is rapidly advancing towards 50 million people, while the level of underemployment has increased substantially over the past decade although unemployment has remained relatively low.³ The rate of underemployment is higher for women than men due to many social stigmas that are attached to working women.⁴ The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) has noted that many attempts have been made since independence to renew educational policy through increased funding for basic education, but there has been little success in combating the underlying causes of poverty and under/unemployment that go beyond the provisions of basic education and higher enrolment (e.g. high drop out rates due to economic embattlement, financial constraints, social stigma, sheer necessity, as well as the need for more and better vocational education and training).⁵

Nearly 80 percent of the workforce is immersed in and dependent on the informal sector and informal employment for subsistence in Bangladesh.⁶ As a result, these workers are not afforded recognition or protection under labor laws or governmental policies. Further compounding the problem is the difficulty that most laborers have in accessing viable training and skills development, relegating them to a life of

3 Ibid 1.

4 R.I Rahman. “The dynamics of the labor markets and employment in Bangladesh; a focus on gender dimensions”. ILO 2005

5 BANBEIS, Bangladesh: Country Profile. < http://www.banbeis.gov.bd/bd_pro.htm>. [Accessed: 02 Sep 2009].

6 ILO, Thirteenth Asian Regional Meeting Bangkok, Aug 2001 <<http://www.ilo.org/public/english/region/asro/bangkok/arm/bgd.htm>> [Accessed: 02 Sep 2009]

subsistence on low wage employment and tenuous work agreements with employers. It is crucial for Bangladesh to develop and support educational courses and curricula for technical and vocational skills in demand across industry sectors.⁷

The World Bank has characterized Bangladesh as lagging in terms of its technical and vocational modernization. World Bank data emphasized that if Bangladesh had designed initiatives in the 1970s to provide quality education in demand-driven technical and professional fields it would have achieved an income ranking similar to that of Malaysia or Thailand. It has also been stressed by the World Bank, the UNDP and UNESCO that the country's primary strength is its human capital.⁸ The priority should therefore be given to reforming the institutions and mechanisms for creating relevant and effective skills training; to help to alleviate inaccessibility of training institutions and boost production, leading to an increase in the added value of labor as well as real wages. Even though there is no shortage in human resources, the failing skill level of the workforce means that jobs, businesses and industries are left at a comparative disadvantage, and are forced to rely on low-skill labor which creates inconsistencies and deficiencies in production.

Furthermore, weak linkages between private sector employers and the Technical, Vocational Education and Training (TVET) system have hindered TVET institutions in assessing the ever-changing demand for skills in the workforce, and hence these schools, colleges and training centers have been provided with little incentive to bridge this gap.⁹ This lack of public-private partnership is perhaps the biggest obstacle in ensuring that courses are relevant and useful to both graduates of TVET institutions as well as employers. While the matching of skills training with labor demand is one significant issue, what perhaps may be even more significant is the need to expand the access of TVET training to broader segments within Bangladeshi society. Poor and marginalized groups in Bangladesh are categorically excluded from accessing technical and vocational education, for a variety of reasons, but perhaps most notably due enrollment requirements of Class VIII educational certification. These two issues together: 1) the mismatch of skills training courses with labor demand in the market; 2) limited accessibility of poor and marginalized groups to TVET institutions and training courses on the basis of educational requirements—form the core of considerations to the International Labour Organization's TVET reform project, and for the initiation of revised policy measures intended to both improve the quality of skills training in the TVET system, as well as access to TVET by more segments of the population who are in need of increased opportunities for enhancing their ability to generate income.

2.1 ILO TVET Reform Project

The Technical and Vocational Educational Training (TVET) reform project launched by the Government of Bangladesh, the European Commission and the ILO has initiated programs aimed at overhauling TVET institutions, and has deemed that these programs are critically important in dealing with Bangladesh's growing labor needs across various markets, sectors and industry trades—and in securing decent work for Bangladesh's working population. The accessibility of TVET to underprivileged groups (Component 5) will entail a considerable policy shift as far as overall educational training in the country. As Bangladesh's economy grows and continues to show steady gains in output, the immense pressure placed on the workforce and labor economy will necessitate further adaptation and accommodation in order to provide relevant training on highly mechanized and technical skills in demand by industry sectors.

With a workforce currently approaching 50 million people, and expected to reach 70 to 80 million in the next ten years, the immediate demand for more highly and technically skilled workers will undoubtedly reach significant proportions. In Bangladesh, many structural and institutional problems exist within the current system of TVET in its design, all of which prevent it from satisfying this increasing demand. In 2005, there were purportedly 2,728 TVET institutions with a total enrollment of 241,336 students. Of the total, 48,267 students were enrolled in public TVET institutes, with the rest enrolled in private institutions

⁷ Alam, M. Gazi, "The role of technical and vocational education in the national development of Bangladesh", Research and Evaluation Division, BRAC, Dhaka, Bangladesh. 27 March 2008.

⁸ Ibid 7

⁹ Ibid 1

(i.e. roughly 80% of TVET students are enrolled at private schools, colleges or training centers). Individual private institutions are typically much smaller in terms of the actual number of students; but are actually on parity with public institutions in terms of the teacher-student ratio with between 13 and 17 students to each teacher.¹⁰

Furthermore, TVET institutions are generally resource-poor, and given the lack of modern equipment in workshops, laboratories, classrooms, the lack of qualified teachers managers and administrators, insufficient teacher training and teaching materials—these factors, along with out-dated curricula and learning modules, as well as few if non-existent linkages with the private sector; all contribute to TVET institutions inability to guarantee effective job placement for the students. It is argued that at the moment, with existing practices and within the TVET structure, Bangladesh is incapable of meeting the labor and skill demands in terms of both quantity and quality. A major factor can be contributed to the lacking participation on the part of the private sector, meaning that there is no real influence of private sector labor demand over training courses in their design and execution.¹¹ All of this substantiates an urgent need for the comprehensive retooling of programs for skills training and development—one that is accessible to all stakeholders within economies and sectors of the society.¹²

Access to the TVET system is limited for many on the basis of non-completion of Class VIII, a prerequisite for participation in TVET programs.¹³ Private companies are almost universal in offering in-service training as a means of supplying their workers on-the-job training in a respective skill or trade. Hence, certification and completion of most TVET training is not widely regarded as utilitarian by employers when making hiring decisions. This is due to there being little awareness of the potential benefits that could be seen in terms of producing workers with viable skills and workplace capacities in industry trades *if* there were a greater public-private partnership in influencing the use of demand-driven courses and curricula, and a greater investment on the part of both the public and private sectors.¹⁴ Information about labor markets is widely unavailable to workers as well as employers, who are, as a result, unable to make effective decisions about where inroads to employment or meeting the needs of demand can be made through an investment in relevant training and skills development.¹⁵ Employers, by and large, tend to feel that there are significant skills gaps fostered by the inefficiency of TVET training programs, and that institutions continue to produce graduates with out of date and/or marginal skill sets, sometimes in trades that are completely irrelevant or that no longer exist.¹⁶

2.2 ILO Community Based Training

The UNDP/ILO Community Based Training Pilot Project (2002 -2005) was aimed at delivering training to underprivileged and marginalized groups in Bangladesh. The UNDP-funded ILO project “*Skills Training and Employment Promotion for Poor Women through Strengthening the Technical Training Centres*” piloted the CBT methodology and has served as a benchmark for the purposes of this study on CBT-TREE. The CBT methodology was employed in order to create opportunities for income-generation and local economic development by emphasizing the importance of skills training and development, as well as the

10 Ibid 5

11 Sirajuddin, Muhammad, Nurul I. Khan, Anwara Begum, and Mahbuba Nasreen. EFA MDA National Report 2001–2005. Dhaka: UNUNESCO and UNICEF, January 2008.

12 Rahman, Rushidan Islam, Chapter 4—“Skill Development in Bangladesh: Responses to Globalization,” Edited: Muqtada, Muhammed; Rashid, Mohammed Ali; Singh, Andrea M., Bangladesh: Economic and Social Challenges of Globalization, Study prepared for the ILO, Geneva, The University Press Limited, 2002.

13 EC-ILO, People's Republic of Bangladesh Technical and Vocational Education and Training (TVET) Reform Project, “Availability of Data related to Technical and Vocational Education and Training (TVET) in Bangladesh,” Md. Nurul Islam, Dhaka, 2008. Relaxing this educational prerequisite is also a major policy initiative of the ILO under the TVET Reform Project, either by effectively lowering the minimum educational requirement, or in offering assessment certifications that will provide Recognition of Prior Learning.

14 National Policy Group, GPE Regional Brief, Capacity-Building Program on Gender, Poverty and Employment (GPE) in Southern Africa, “Skills Development and Poverty Reduction,” Geneva, May 2003.

15 Ibid 1

16 The World Bank, “Learning for Job Opportunities: An Assessment of the Vocational Education and Training in Bangladesh,” Bangladesh Development Series Paper No. 16, June 2007.

utility of practical knowledge and experience in trades and work-oriented trainings that could create better employment options for poor under/unemployed and socio-economically disadvantaged groups in Bangladeshi communities.

The CBT methodology, at the time, had been piloted in several different countries in Africa and Asia, and was adapted to fit the specific needs of Bangladesh determined through different needs and market assessments during the implementation phase. CBT is seen by the ILO as being “**a holistic and integrated approach linking skills development with employment, and empowering marginalized and poor rural women**”.¹⁷ The CBT program was linked directly with the ILO and the Government of Bangladesh’s Decent Work Agenda in promoting “opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity.”¹⁸

In collaboration with local NGOs, the Government of Bangladesh (GoB) Bureau of Manpower, Education and Training (BMET), the technical training centers (TTCs) administered under the BMET—the ILO was able to develop an intricate network of actors, all of whom engaged in addressing the needs and circumstances of rural poor women under the ILO-UNDP program. The BMET was the key governmental implementing partner, whose designation was in facilitating the linkage between the TTCs under its administrative jurisdiction, and the local NGOs who were tasked with developing the trades training courses in consultation with the BMET. A wide range of tools and techniques were used to develop a framework for program implementation. The specific objectives of the CBT program were to:

- Develop the capacity of BMET to promote the ILO’s CBT methodology through TTCs and other GO/NGO training providers, particularly for disadvantaged women.
- Strengthen BMET/TTCs in planning, implementation and managing a decentralized CBT program

The ILO-UNDP CBT project developed 219 staff dedicated to the implementation of the CBT methodology. The project was operational in 4 regions and a total of 8 Upazilas and 40 villages. The regions of the CBT pilot included Dhaka (Ghatail, Gozaria), Rajshahi (Bogra, Gabtoli), Chittagong (Boalkhali, Phulgazi), and Khulna (Khulna Sadar, Jessore). A total of Eight local NGOs were selected to implement the CBT methodology in each of the Upazilas, and a total of five TTCs were partnered with regionally.¹⁹ Based on the final assessment of the CBT program, there were a total of 1201 women graduates; 85% in self-employment and micro enterprises; 7% wage employment; 66% of the women graduates received initial business training.²⁰

Overall the program was seen as a success by the implementing partners. Further detail will be covered in section 5 of this report which will include a comparison of organizational structures and methodologies between CBT and TREE.

2.3 Training for Rural Economic Empowerment TREE

TREE has been implemented in 3 countries internationally—Philippines, Pakistan and Sri Lanka. The TREE methodology differed from the CBT approach by creating an inclusive national level program comprised of social actors, private sector, financial organizations as well as government officials to ensure an **enabling policy environment**.²¹

The purpose of the TREE project as it was implemented by the ILO in Colombo, Sri Lanka (Jan 1 2006 – Dec 31, 2008), was to address the need for economic rehabilitation of victims of the 2004 Tsunami in 45

¹⁷ CBT Manual for Bangladesh”, Published by MoLE, BMET, ILO and UNDP, November 2005.

¹⁸ Ibid 17

¹⁹ Ibid 17

²⁰ Ibid 17

²¹ ILO. TREE Manual. ILO Sub-Regional Officer for South East Asia & the Pacific TREE Users, 2007.

villages in Ampara. The project later tested the TREE methodology in conflict-affected areas of Batticalao and Jaffna during two 6 month no-cost extensions.²²

The TREE methodology proved effective in the economic rehabilitation of poor disaster victims and their communities during the transition period between relief and development phases in the post-disaster area.²³ The project was successful in many regards, with around 90% of the beneficiaries utilizing their new skills, in spite of security problems, weather, and procurement of materials and the limited capacity of partners. More specifically the following outputs were generated:²⁴

- 1010 men and women were trained in different skills and trades (63.5% women and 36.5% men and 30% PWDs); 70% of whom were engaged in group enterprise.
- A total of 10 community groups were organized to operate micro-credit programs.
- There were a total of 2,400 indirect beneficiaries of the project intervention.
- Capacity building of partners was also successful, a total of 12 workshops were organized for local partners; 145 partners attended and were trained on the TREE methodology; 90 of whom were trained into local experts of CB-TREE methodology.

The government of Sri Lanka deployed the TREE programmatic framework specifically for use in their poverty reduction schemes, effectively using the tools and methodology developed during the project. In addition, the TREE project also improved local capacity by training key resource people within 14 community groups, with a total of 2,780 beneficiaries trained in Co-Fund operations, whose experience was modeled in order to be used in future up-scaling interventions led by the government.²⁵

The overall success of the project demonstrates the effectiveness of garnering the active participation of various sectors (i.e. social, commercial and governmental), and targeted stakeholder groups. Practical tools can be developed to implement policies in a way specifically tailored to the needs of marginalized target groups and the economic contexts of villages in developing countries. The TREE project also demonstrated that the support and guidance of national level agencies, local governments and ILO offices, can significantly enhance social impact projects in their implementation, particularly if the delivery system or methodology used can remain decentralized while being closely monitored by the responsible authority or the ILO.

The TREE Projects in Pakistan and the Philippines, which were carried out between 2002-2007, aimed primarily to develop skills and create employment among the most socially and economically disadvantaged groups in the two countries, including rural women, unemployed youth and disabled people. Additional objectives included contributing to security in the target areas; creating a regulatory environment conducive to supporting the economic activities of the target groups; increasing the capacities of local government and non-government organizations; and providing follow up support such as improved access to credit and advisory counseling on business activities.²⁶

The project was successful in creating employment among the beneficiaries: around 93% of those in Pakistan and 95% of those in the Philippines used the training to gain employment. The project also improved beneficiaries' access to information and finance, for example, by helping them to form new savings and credit groups and business associations. However, in trying to increase partner organizations' capacity to provide training services, the project fell short of its objective in Pakistan, while meeting its targets in the Philippines. In sum, Pakistan had the following outputs:²⁷

22 Baldemor. R, Sivapragasam, R. "Skills Development for Economic Empowerment and the Creation of Livelihoods after Tsunami" ILO 2009.

23 Ibid 22

24 Ibid 22

25 ILO CB-TREE Project, Sri Lanka, SRL/05/08/BEL, Skills Development for Economic Empowerment and Creation of Livelihoods, Date Information Table, December 2008.

26 Katherine Webb, Trevor Riordan, Bruno Bui "Evaluation: Training for rural economic empowerment (TREE) Project: Expanding economic opportunity and income security through workforce education, skills training, employment creation, and local economic development in Pakistan and the Philippines" ILO 2005.

27 Dr. Frederick C. Huxley, Ms. Lucita Lazo "Evaluation: Expanding economic opportunity and income security through workforce education, skills training, employment creation, and local economic development in Pakistan and the Philippines (TREE Project)" ILO 2007

- The TREE project trained more than 3,072 rural women, youth and PWDs; exceeded the initially planned trainees of 2,970.
- 9 out of 10 trainees were able to get a job as a direct result of their newly acquired skills.
- The project increased access to information and financial resources by helping to form 175 new savings and credit groups and 7 business associations.
- The project also helped build capacity of partner organisations; a total of 54 organisational officers and staff were trained on the CB-TREE methodology.

In Philippines, the following outputs were generated:²⁸

- The TREE project trained a total of 1,897 also exceeded the expected 1,743 trainees; the employment rate was 95% following 3-5 months after training.
- The Project helped build 23 new savings and credit groups were formed (exceeding the initially expected 12).
- The Project also built the capacity of local partners by training 6 organizations on how to design and implement the skills-training through the TREE methodology

The success of the project in addressing poverty and security issues in the target areas indicates that the TREE methodology could be adapted to similar projects in other areas (such as initiatives in the Indigenous areas of the Hill Tracts in Chittagong which present significant security concerns). It also shows that perfect security is not a prerequisite for project aims, and that the project itself can often contribute to better security. The case of Pakistan shows that having a single implementing partner organization with sufficient capacity and nationally administrated facilities, also makes project expansion easier. It is important to take into account the specific conditions that may exist when targeting minority populations, ethnic groups or different socially excluded and marginalized groups in a society. If such a project were to be replicated in other areas, the methodology would have to be appropriately adapted to the needs of the target groups in that were to be engaged in the program.

2.4 Marginalized Women's Groups

While women in Bangladesh contribute heavily to household economic stability, they are not traditionally seen outside of the domestic sphere, and in employment. Women agricultural workers are estimated to make up around 43% total employment in the sector, out of which 70% of the work is “unpaid” family labor.²⁹ The women that do receive wages from agro-based employment earn approximately 60-65 percent of what men do, this is very much due to labor market discrimination as women, particularly in rural areas are seen in the domestic sphere only.³⁰ The underlying social stigma has created disparities in the markets where women are able to work and gain access; while they may have fewer work opportunities; their employment is often times either unpaid or less than what a man would be paid in a similar capacity. These characteristics undermine the work and workplace capacities that women engage in, and continue to impede women in joining the workforce.

However, women's participation in the workforce has doubled since 1995 to around 26 percent, and younger women's employment is seen to be the driving force of the growth being led in the health and community service sector. Between 1999 and 2003, women's overall employment grew at a rate twice that of men. However in comparison to other countries such as Nepal where 74.8 percent of the agricultural workers are women, Bangladesh's agricultural workers only account for 58.7 percent of women laborers.³¹

²⁸ Ibid 29

²⁹ Mitra, S and Kumar, B. “Encyclopedia for Women in South Asia: Bangladesh”. Delhi, India: published by Kalpaz. 2004. It should be noted that while this work might be “unpaid” in terms of wages, it should not to be considered anything other than Income Generation, as these are mainly contributions to households, and traditional family structures.

³⁰ “IV Women's Employment in Bangladesh: Conundrums Amidst Progress”, World Bank. 2008.

³¹ Ibid 32

As agriculture is the largest sector in Bangladesh (contributing 23.5 percent to GDP³² and providing employment to 67 percent of the workforce³³) it is also exemplary of the lower participation rates for women, particularly for those in poor rural areas when compared with other Least Developed Countries (LDCs).

Furthermore, 10 percent of women and 22 percent of men currently employed between the ages of 22-55 do not receive any monetary compensation for their work.³⁴ Poor access to wage work is prevalent with men as well as women, although the figure is nearly double for female workers in terms of inaccessibility. Limited access to wage employment, as well as the exploitation of laborers both remain a problem for Bangladeshi workers, mostly within the informal sector. This sort of exploitation also serves as an indication of the pressing need to address informal sector employment in Bangladesh as a major issue of concern for workforce enhancement and capacity building.

Technical and vocational training options are limited to women in Bangladesh as they lack information on existing opportunities. The teaching curricula is argued to show considerable gender bias as it reflects traditional male roles; undermining women's multiple responsibilities at the household level. Only 9% of students in TVET schools are women in Bangladesh.³⁵ Many of the relevant programs and training courses that are available (such as agriculture and engineering) are also limited for women, as they are typically seen as male-only fields. Environmental catastrophes have led to increased landlessness among what have become a growing segment of female headed households; putting severe economic pressure on women to find and maintain employment and/or income generating opportunities while still maintaining household responsibilities. This is reflected in the recent figures stipulating that approximately 8 million women (40% rural) are seeking employment in Bangladesh.³⁶

Women in technical and vocation schools tend to find themselves underrepresented, reflecting their disproportionate numbers in the overall labor economy. However, the options for women to participate in the workplace have expanded, and as mentioned above, in spite of the social stigma and discrimination that has taken place and created barriers for women historically in Bangladesh.³⁷ Although many of these discrepancies have gone into decline over the last decade, attributable to the overall trend of women's increased participation in the labor economy, there are still many inequalities which persist and keep women in Bangladesh from enjoying full rights and entitlement to decent work as it is defined under the law.

The ILO Policy on gender equality and mainstreaming issued in 1999 stipulates that all policies, programmes and activities must aim to systematically address the practical and strategic needs of women.³⁸ A priority has been to combat discrimination in the labour market in order to allow women to participate on an equal footing as men. The dominant myths and rhetoric impeding women's participation in the workforce should be challenged by providing business development services, access to finance and creating gender awareness. In Pakistan, networks were formed to provide peer to peer support as part of the TREE program; bringing together women, young adults and community organisations to support each other—mobilizing capital through collective savings; and increased linkages with financial service providers.³⁹ The ILO has done much to mainstream gender equity within all of its programs. Proven lessons have been demonstrated in programs which provide collective motivation for women in pursuit of economic opportunities, as well as in regards to market access and financial planning.

32 Bangladesh Agriculture at a Glance (BBS Agriculture handbook 2006). Ministry of Agriculture (MOA). <<http://www.moa.gov.bd/statistics/bag.htm>>. [Accessed: 02'Sept'09]

33 Xinhua News Agency, Bangladesh Gov't Attaches more importance to agriculture sector. ReliefWeb 10'Apr'2009 <<http://www.reliefweb.int/rw/rwb.nsf/db900SID/MUMA-7RB8QQ?OpenDocument>>. [Accessed; 02' Sep' 09]

34 Ibid 32

35 Ibid 31

36 Mitra, S and Kumar, B. 31.

37 Ibid.

38 ILO, ILO Action Plan on Gender Equality and Gender mainstreaming, 1999., <<http://www.ilo.org/public/english/bureau/gender/newsite2002/about/action.htm>> [accessed 2 Sep 2009].

39 Committee on Technical cooperation, "Women's entrepreneurship and the promotion of decent work: A thematic evaluation". Geneva, ILO. March 2007.

Although there has been a steadily increasing number of women joining the workforce in the last decade; new industries which can promulgate women's entry into the labour market need due consideration—such as healthcare workers and manufacturing jobs. Many women also lack relevant market knowledge and access to technical and vocation skills training. However, with continued investment in programs building gender awareness, discrimination could further be eradicated.

2.5 Persons With Disabilities (PWDs)

Of the 150 million people living in Bangladesh, more than half currently live on or below the poverty line. Many studies have drawn direct linkages between poverty and disability, and that both phenomena correlate with on another in direct proportionality:

*The combination of poverty and disability is a fearsome one. Either one may cause the other, and their presence in combination has a tremendous capacity to destroy the lives of people with impairments and to impose on their families burdens that are too crushing to bear*⁴⁰

The United Kingdom's DfID estimates that around 50% of the impairments in developing countries such as Bangladesh are preventable and directly linked with poverty, in spite of the fact that there are no concrete figures on the number of disabled persons in Bangladesh, estimates have varied from 0.5% to 10% over the past twenty years. If this figure stood at 5%, that would mean that there are over 7 million persons living with disabilities in Bangladesh currently.⁴¹

The Government of Bangladesh has taken few measures to include these members of society within the workforce and education canter, though what has been written in policy is not always practiced. In 1995 a National Policy on Disability was developed as the first official acknowledgment of the strife of PWDs in Bangladesh, culminating in the Disability Welfare Act of 2001. The GoB also formulated a National Action Plan on 24 September 2006 to implement the National policy on Disability and the Disability welfare Act. This included the involvement of forty-six ministries and divisions of the government. In 2007, Bangladesh signed and ratified the United Nations Convention on the Rights of Persons with Disabilities (CRPD), the signing the CRPDs "optional" protocol in 2008. Within the existing government structures, the Ministry of Social welfare, the Department of Social Services and the National Foundation for Development of the Disabled Persons are the main bodies responsible for upholding the policy framework which addresses the needs of PWDs.⁴²

There has been much criticism about the lack of effective enforcement of national policy concerning Disability and the Disability Act on the part of the government. It is argued that PWDs in Bangladesh face grave barriers to equality; being treated unjustly, discriminated against (e.g. in terms of voting rights, education, health, and the right to employment). The right to free movement is restricted by inaccessible public infrastructure and work place and education building, and many PWD are victims of violence and abuse, particularly women.⁴³

PWDs are often seen as a burden, both within the society as well as in families and communities. Exclusion and marginalization prevent them from being contributing members to their households or in their communities and to their own subsistence. The associated medical costs further preclude their dependency on unsupportive social structures that do not possess the awareness to affectively provide, or demand care.⁴⁴ Thus, PWDs face considerable challenges accessing the workforce due to prejudice, ignorance, intolerance and lacking opportunities for training and education; and are thus unable to break

40 Quoted from the World Bank Advocates Discuss Creation of Treaty to Protect Disability Rights December 2002
<http://www.banminesusa.org/news/949_disability.htm> [Accessed: 2 Sep 2009]

41 Hansen, Christian H., Ilias Mahmud, and Afsana J. Bhuiyan. "Vocational Reintegration of people with spinal cord lesion in Bangladesh – An Observational study based on a Vocational Training project at CRP." Asia Pacific Disability Rehabilitation Journal 18.1 (2007).

42 Alam, Khandaker J. "Bangladesh and Persons with Disabilities." HURIGHTS OSAKA. Web. 2007.

43 "Rights of persons with Disabilities" chapter 21. 2008 < http://www.askbd.org/hr_report2008/21_DISABILITY.pdf>

44 Elwan, Ann. Poverty and Disability: Survey of Literature. Rep. no. 9938. Social Protection: Labor Markets, Pensions, Social assistance. The World Bank, December 1999.

away from dependency on families or communities for immediate “care”, though this often comes at the price of social ignorance, scapegoating and prejudice from ones on family and community members.

Workers impaired or disabled as a direct result of working conditions or workplace accidents often do not receive any financial assistance from the government, their employers, let alone private insurance companies. It is harder for these workers to return back to work especially if they have been skilled at a given occupation in which they are no longer able to perform due to their injury.⁴⁵ PWDs suffer a great deal through family and social prejudice, having to live in a society that sees them as unproductive dependents. The lack of government support does not better their situation either; particularly for those who have been injured doing hazardous jobs, as they find it difficult to rehabilitate, regain or acquire new skills.

The need of healthcare provisions for PWDs is crucial as this would eliminate some of their dependence on families. It is estimated that 70% of PWD in Bangladesh are unable to seek medical or rehabilitation assistance because of economic hardship.⁴⁶ It has also been emphasized that the government should be responsible for the treatment and rehabilitation of PWDs, and should bolster the healthcare system in Bangladesh to accommodate hospitals, health centers and rehabilitation centers for free and low cost treatment, as mandated in the Disability Welfare Act of 2001.⁴⁷ Health care for PWDs is perhaps the biggest determinant of their transition to sustainable and productive lives. Without the necessary provisions, any productive activities they undertake can be disrupted by any various economic and social shocks, such as discrimination, job loss, further injury or a regression of their medical state of health.

At the Asia-Pacific Regional Workshop in 2005, it was concluded that “the [GoB] does not yet have the required capacity and/or personnel to do a situation analysis of persons with disabilities. Nor does it have the means to gather information on any other socio-economic indicator. Fortunately, the Government also recognises these limitations [even though] it is highly dependent on the NGOs”.⁴⁸ Recognition and awareness, coupled with increased institutional and organizational capacities of NGOs, government agencies, private sector companies and businesses to work with and accommodate PWDs, must be developed in order to provide vocational training that encompass a social model for the disabled which does not further impede their rights as individuals, or to be healthy and productive members of society.

2.6 Indigenous Groups

Bangladesh has a total of 45 ethnic groups that account for some 2.5 million people living in the country. The largest concentration of ethnic enclaves (11 separate ethnic groups) lies within the Chittagong Hill Tracts (CHT). The remaining 33 ethnic groups of Bangladesh inhabit the plain land areas outside of the CHT and in various locations across the country. These ethnic minorities have mostly been integrated within the Bengali culture to a large extent while maintaining their own languages, however, many of are on the verge of disappearing. The religious diversity in Bangladesh is also owed mainly to the different ethnicities, which encompass the faiths of Buddhism, Hinduism, Christianity and some traditional/tribal beliefs.⁴⁹

The indigenous groups of the CHT have been residing in different areas of Bangladesh for hundreds of years. Some tribes (*Kukis* and *Mizos*) can be traced back as far as the 15th century. Under the British rule, there were elaborate legislative measures taken to protect these regions to ensure that areas stayed ‘indigenous’, without the people’s economy being disrupted or destroyed by outsiders. Post 1971, indigenous groups’ struggles have led to the formation of the indigenous people’s political party called Parbattya Chattagram Jana Sanghati Samity (PCJSS) who have asserted their demands for full inclusion

45 Ibid 43

46 Ibid 43

47 “Bangladesh Persons with Disability Welfare Act 2001. No 24. Part C: “Curative Treatment of Disability”” Government of Bangladesh, 2001.

< <http://www.asiadisability.com/~yuki/BanglaLawEng.html> >

48 Ibid 43

49 Roy, Rajkumari Chandra Kalindi. Land rights of the indigenous peoples of the Chittagong Hill Tracts, Bangladesh. Copenhagen: International Work Group for Indigenous Affairs, 2000. Print.

within the constitution and with respect to their entitlement and land rights.⁵⁰ When these demands were not met, the PCJSS formed a military wing and began an insurgency. The struggle has been reduced since the signing of a peace agreement between the GoB and the PCJSS in December 1997.⁵¹

The education of the indigenous people has largely been neglected by the GoB, and the young children of these tribes find it difficult to adapt to bangle-medium school curricula. The extinction of indigenous languages can also be attributed to the lack of educational consideration under policies, and not offering curriculum to learn tribal and regional languages. There are a total 18 government primary and 103 NGO-run schools in the CHT. Approximately 10% of the population attends the government schools while 90% attend NGO schools. The information of the literacy rate based on the main ethnic groups is outlined in Table 2.6.1 below:⁵²

Table 2.6.1

Ethnic Group	Total Population	Average Literacy rate Rangamati 1998
Bengali	473,300	25
Chakma	248,321	18
Marma	150,419	4
Tripura	77,677	n.a
<i>GreenHill, May 2002.</i>		

Disparities remain prevalent between different ethnic groups, even though literacy rates in the region are categorically lower than the national average. The schools suffer due to lack of staff, resources and in terms of accessibility to the tribes living deep in the hill tracts. If all the polytechnic, agricultural, vocational and technical schools are taken together, the student enrolment is a total of 27,127 in the whole of Chittagong, which is about 10.8% of the total vocational enrolment (this is second lowest figure before Sylhet which stands at 2.7%).⁵³ Therefore, the indigenous groups of CHT suffer a great deal in terms of access to educational opportunities, and particularly to TVET institutions.

As a result of their political instability, the educational and economic rights of the indigenous are severely undermined. However there is a considerable potential to provide CBT trainings that are relevant to their needs and demography. As was mentioned above, the TREE program in Philippines and Pakistan succeeded in the face of political instability by tailoring training programs to the local people's needs and interests, and in the midst of various security concerns.

While much has been written about the politics of indigenous groups in Bangladesh, there is little known about their socio-economic situation as information is either outdated or simply unavailable. The economy of the CHT people is mainly land-based and agrarian; with the traditional practice of swidden cultivation known as *jhum* (slash and burn or shifting cultivation). In the 1960s, the construction of the hydro-electric dam at Kaptai destroyed the principle economic base for more than 100,000 people; many of whom were plough cultivators and *jhumais*. Many were displaced and forced to take up alternative sources for livelihoods and income generating activities (e.g. commercial fruit gardening). However, due to weak market linkages, lack of storage and access to credit, many of these alternative livelihoods solutions were not successful. At present, the indigenous groups in the CHT are forced to take up employment as seasonal labourers.⁵⁴ Other economic activities include horticulture plantation, tree farming forestry, and plantation of industrial crops such as tea, rubber, and medical plants. Newer occupations include off farm activities in wage employment: wine-making, fishing, handicrafts made from cane, weaving and eco-tourism.⁵⁵

⁵⁰ A.R Khan. "Crisis in the Chittagong Hill Tracts - Bangladesh." Hurights Osaka. Web. 5 Sept. 2009. <http://www.hurights.or.jp/asia-pacific/no_07/02crisisin.htm>

⁵¹ Chakma, Shobhagya M. Current Education situation in the CHT. GreenHill, May 2002. Print.

⁵² Ibid 53

⁵³ Ibid 11

⁵⁴ Ibid 51

⁵⁵ International Labour Office.; Project to Promote ILO Policy on Indigenous and Tribal Peoples. Traditional occupations of indigenous and tribal peoples : emerging trends. Geneva: ILO, 2000. Part 1: Traditional Economics Pg 103. .

3. Methodology

The main objective of the assessment on CB-TREE is to provide recommendations for the streamlining of a revised TREE methodology for Bangladesh as a means of **increasing access of underprivileged and marginalized groups to TVET (rural women, persons with disabilities and indigenous groups)**, identifying the following objectives:

1. Review the past UNDP/ILO CBT pilot program
2. Identify strengths & opportunities of the past pilot program
3. Identify areas/Upazilas and the types of courses needed where future CBT programs would provide the most employment outcomes (through baseline market, needs and skills-gap assessment—and for which can incorporate new designs for the inclusion of persons with disabilities, and indigenous groups).
4. Make recommendations on CB-TREE to be incorporated in the National TVET Policy and ways to strengthen and improve community based training programs in the future.

The main goal of the assessment has been in concentrating analysis on demand-driven trades that are applicable to needs within specific industries and across relevant industry sectors. To pursue the objectives of this study, a number of qualitative tools were adopted, and as such, data was collected through in-depth interviews and focus group discussions using Participatory Rural/Urban Appraisal (PR/UA) techniques. In addition, a number of case studies were collected to add additional depth to the findings (see Annex 4 “Case Studies”).

As this study is aimed at providing a well-rounded assessment of CBT in Bangladesh, all four divisions which contained CBT working areas were selected for field visits. The areas that were visited by the assessment team include; Khulna and Jessore (Khulna Division); Gabtoli/Bogra (Rajshahi Division); Ghatail/Tangail and Gozaria (Dhaka Division); and Phulgazi/Feni/Chittagong (Chittagong Division). Within these areas, geographical locations in relationship to both the CBT program areas, and industrialized areas with large scale industries within Savar, Tongi and Gazipur (Dhaka), Mongla (Khulna) and Comilla (Comilla) districts, were visited. In each of the four divisions, the study identified four groups of stakeholders to partake in in-depth interviews and Focus Group Discussions (FGDs). These different stakeholder groups included: the private sector; NGOs; technical training centres (TTCs); Beneficiaries (both former CBT participants as well as potential CB-TREE beneficiaries); and local government officials and national agency administrators.

Semi-structured questionnaires was drafted (see Annex 2, Sample Questionnaires) for each of the above mentioned groups. Private sector questionnaires examined employment practices with regard to hiring and training methods, assessing the regional areas for existing and future employment, future skill requirements and type of skills-training preferred with public sector employers. NGO and TTC, the questionnaires sought to document the motivation behind and the types of trainings given, in order to establish a clear understanding of existing and potential Income generation activities (IGAs) for beneficiaries—the questionnaires investigated employment histories (such as placement in wage-based employment, or in terms of micro enterprise and entrepreneurial development), existing beneficiary capacity development and training needs. The questionnaires for government officials aimed at identifying organisational structures (in relation to TTCs), business and economic opportunities and constraints in working areas, as well as existing and future training needs as far as where organizational capacities and resources were limited or non-existent. In addition, each questionnaire also included sections outlining a series of questions on the subjects of both persons with disabilities (PWDs) as well as gender equality in the workplace.

FGDs were also held with both former and potential CBT participants. The discussions were directed to ascertain background information (related to regional demographics, social/economic constraints, community features, etc), work experience, type and quality of trainings, as well as perceived constraints

for up-ward mobility. During the initial stages of the field visit, repetitive responses were observed; these were remedied through further refinement of the questionnaires. A total of 48 questionnaires were completed; with 9 private sector representatives, 19 NGOs/TTCs, 9 CBT beneficiaries and 4 potential beneficiaries. In addition 5 FGDs were held, 3 with former CBT participants and 2 with potential participants (one of which was with a group of men).

Table 3.1.1: Interview and FGD Participants

Participants	Focus Group Discussions	Expert Consultations	Individual Interviews	In-depth
<i>Beneficiaries</i>	5		13 (9 CBT/ 4 potential)	
<i>Local NGOs</i>			13	
<i>TTCs</i>	..		3	
<i>Local Government Officials</i>	..	3	..	
<i>Private Sector Stakeholders</i>	..	7	..	
Total	5	10	29	

3.1 Survey and Questionnaire Development

The Surveys and Questionnaires were developed for four different stakeholder segments.:

i) Beneficiary Groups and participants of the ILO-UNDP CBT program, as well as non-participants (potential beneficiaries) who could highlight potential demand for skills and training within the local market context—in addition to the relevant experiences of the former target groups of the CBT pilot. Former participants will generate findings relevant to objective 1 and 2 of the study (assessment of CBT programs; to shed light on strengths and shortfalls). Questions about unmet consumer demands were also added to highlight potential services and goods that could potentially create income and employment opportunities. These subjects have been explored in order to establish a more comprehensive idea of the training needs according to locality.

ii) NGOs and Training Providers questionnaires were focused on the nature of past, current and future training programs—including those under the CBT pilot. The questionnaires for these stakeholders were designed in order to provide an overview of their strengths and opportunities, as well as identifying the existing potential for training and/or programs being used by NGOs and TTCs/TSCs. These needs have been shown to be rooted in the lacking resource base, and the socio-economic realities on-the-ground at the local community level.

iii) Public Sector Government Agencies' representatives from relevant ministries were interviewed as to their involvement in the CBT pilot (i.e. the BMET)—as well as other GoB agencies which have regulatory and/or legal authority with respect to TVET and/or employment.

iv) Private Sector Stakeholders and representatives from the business community, local and national industries shared experiences regarding practices in hiring (skilled and/or unskilled) and training personnel; according to the type and scope of trainings which are in demand by the various private sector stakeholders themselves. The findings from this group evidence the types of skills and/or trainings potentially needed for the local (industrial) workforce, according to region and locality.

In addition, each questionnaire has included both a section on gender as well as persons with disabilities. These additional sections were meant to provide participant/stakeholder feedback regarding the inclusion of these different groups generally—and also served as a general guideline for interviews with NGOs and

government bodies that deal specifically with persons with disabilities or gender issues.* Similarly, the questionnaire have also added components for interviewing disabled persons, in order to generate their views about their own experiences with regard to employment, skills training and development, and market conditions that could be an entry point for their inclusion in the labor force.

3.2 Data Collection

Per the project proposal, the assessment phase of the study utilized several different methods of data collection. Building upon the information gathered in the inception phase, the final report has incorporated information gathered through questionnaire guidelines developed for Expert Consultations, Key Informant Interviews (KII) and Focus Group Discussions (FGD), reviewing CBT and TREE program manuals and materials in questionnaire development, and interviewing stakeholders including: beneficiaries of the CBT program, private sector managers in industry as well as business and trade organizations, government agencies, local government officials, and training services providers in the target areas.

The survey took place over an 14 day period with two (2) field teams traveling to the abovementioned locations—those in the former CBT working areas as well as relevant commercial and industrial areas; government offices; and potential partner organizations. Of the locations that were used as program field stations, the assessment teams visited visit: Khulna and Jessore (Khulna Division); Gabtoli/Bogra (Rajshahi Division); Dhaka City, Ghatail/Tangail and Gozaria (Dhaka Division); Phulgazi/Feni and Chittagong (Chittagong Division). The field teams also covered geographical areas in relationship to the 1) the CBT program areas, and 2) industrialized areas with large scale industries such as in Savar, Tongi and Gazipur (Dhaka), Mongla (Khulna) and Comilla (Comilla) districts—where skilled laborers are high in demand and trainings take place on a more substantial scale. Furthermore, within each locality, the assessment questionnaires contained a series of questions to collect information to be used for a **Baseline Market and Needs Assessment of the areas visited**; highlighting the demand for skills in local areas.

5. A Comparison of the CBT and TREE Models

Where they have been implemented respectively, the overall and apparent successes of both the CBT and TREE projects shows that both of these programs demonstrate effectiveness in utilizing resources and forging meaningful partnerships (i.e. social, commercial and governmental) with targeted stakeholder groups. While the TREE methodology has proven to be effective in the economic rehabilitation of poor disaster victims and their communities, the CBT methodology has also played an effective role in creating opportunities for income-generation and local economic development; emphasizing the importance of skills training and development, as well as the utility of practical knowledge and experience in trade and work-oriented trainings.

Though the emphasis in the CBT program was not entirely rooted in the creation of policy measures both the CBT and TREE methodologies demonstrated that the support and guidance of national level agencies, local governments and NGOs can significantly enhance social impact in the implementation of workforce rehabilitation projects. Although the TREE methodology places a much firmer emphasis on streamlining support from these different segments of social, economic and governmental agents, both programs have duly acknowledged the inherent need for multi-sector interaction and guidance; which can in turn create better employment options for poor under/unemployed and socio-economically disadvantaged groups and communities. The following section is meant to provide an outline of the individual programmatic frameworks, and methodologies of the former CBT program in Bangladesh, and TREE.

* Separate questionnaires for indigenous groups were not developed, but the NGO and Beneficiary questionnaires were adapted in their delivery to address particular issues with regard to this group as they were discerned in the course of the interview. While it remains that their relevant experiences and insights need to be given particular attention and scrutiny, the information collected will be fully covered in detail in the Findings section below.

5.2 Organizational Composition – CBT

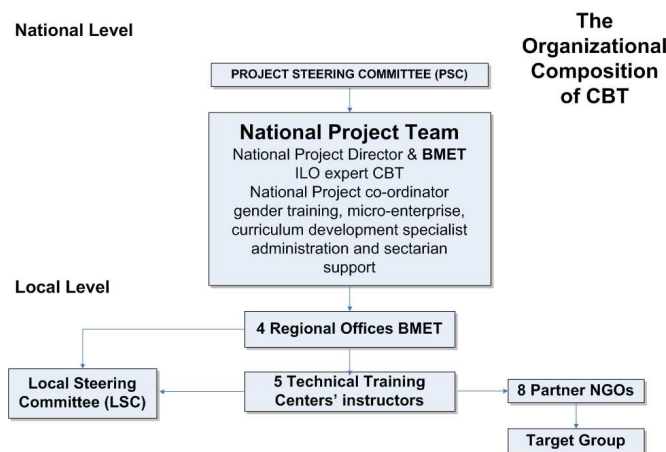


Chart 5.1: CBT Organizational Structure
(Source: CBT Manual for Bangladesh, 2005)

The CBT program was linked directly with the ILO and the GoB *Decent Work Agenda* in promoting “opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity.” The CBT methodology has been piloted in several different countries in Africa and Asia, and was adapted to fit the specific contexts in Bangladesh determined through needs and market assessments conducted during implementation. Local NGOs with solid outreach programs and with strong capacities for social mobilization on a grassroots level played a critical role in the design of project

implementation and coordination; enabling a decentralized process while also promoting partnership with government affiliates, agencies and the donors. The Lead Agency (the MoLE and BMET) has extensive networks and infrastructure with numerous support personnel, including direct administration of Bangladesh’s TTCs.

A Project Steering Committee (PSC) and Local Steering Committee (LSC): The PSC was comprised of representatives of Government, and non-government organizations, and included private sector partners. At the local community level, LSCs were made up of representatives from the target groups (rural women), local government and non-government agencies, community leaders and other interested parties. The PSC’s function was to advise on the selection of target groups and organizational issues as they arose within the local context. LSCs were established in order to ensure that the project was implemented in a way that was not detached from the needs of the target groups. The PCSs were also charged with identifying opportunities for the target groups, as well as obstacles and challenges faced during project implementation.

The National Project Team (NPT) encompasses specialists in national coordination, training, gender, curriculum development, and micro-enterprise and employment. This team is responsible for day to day implementation of the project, overall management, and coordination.

The Lead Agency has extensive networks and infrastructure with numerous supporting agencies (NGOs with good outreach and social mobilization experience on a grassroots level). This design is to ensure decentralization while also promoting the partnership concept.

Regional Offices under the NPT work alongside the respective **Technical Training Centers (TTCs)** designated in each region. The LSC works at this stage, as NGOs are selected based on the criteria developed by NPT specialists. The competent NGOs in their working areas along with the regional offices, TTCs and their social moralizers (for each village, mainly women) set forth to identify the target group and market-relevant trades and skills.

5.3 Organizational Composition – TREE

Steering Committee (SC, seen left as “Govt. Ministry + ILO”) is given overall responsibility of co-ordinating and implementing the project employing inter-agency coordination as part of its mandate. The Steering Committee reports overall programme performance and output to the National Advisory Body.

The National Advisory Body (NAB) includes representatives of institutions engaged in training, skills development and employment, and organizations with a clear track record of practicing gender equality and/or working with PWDs or other target groups. The membership for the national advisory is highly diversified and includes organizations that share a similar mandate with the TREE program: to extend employment opportunities to rural communities. These are generally distinguished between training institutions social partners, NGOs and financial institutions. Members are relatively high-level decision makers able to provide policy support and influence decision-making within their institutions.

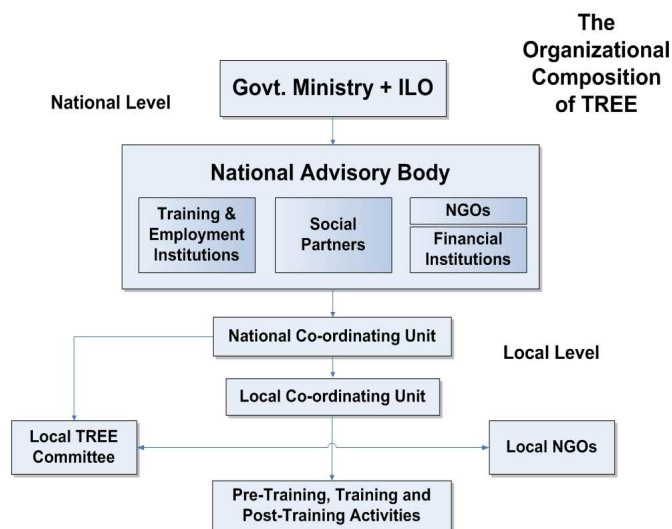


Chart 5.2: TREE Organizational Structure
(Source: TREE Manual, ILO, 2007)

The National TREE Management Team (National Coordinating unit (NCU)) acts as the secretariat to the advisory committee and is responsible for the management and implementation of the TREE program. The team should consist of a number of experts and specialists; national programme coordinator; socio-economist and training specialist (specialists can vary and their inclusion should be based on local needs). These specialists, in collaboration with the local coordinating unit (LCU), come up with all guidelines on carrying out project activities including administration and financial matters. Collectively the team works as the liaison between SC/NAB and LCU.

At a local level, the **Local Coordinating Unit** (LCU) is in charge of co-ordinating and implementing day to day operations of the program—consisting of the Local TREE Committee and the Local Association—each LCU is set up on either a district-by-district, or a locality specific basis that provides for effective coordination and implementation of program objectives and initiatives at the local level. Each LCU has three members who are nominated by the implementation partners, these would include; local TREE coordinator, local “socio-economist” and a local training officer.

Local TREE Committees (LTC) are comprised representatives from target groups, local government and non-governmental institutions and key members of the community, including employer and trade union representatives, women’s organizations, disabled persons’ organizations, individual employers, financial institutions, local government officials and NGOs. They work closely with the NCU and the LCU during market surveys, feasibility studies, training implementation, monitoring and evaluation activities and post-training support. The role of this committee is not clearly defined as its composition is supposed to reflect the broad base of local institutions which can effectively map and use information pertaining to the socio-economic conditions on the ground.

Local Associations (LAs) are local partner NGOs that also coordinate program objectives and transmitting feedback and information from the local level to the national level through the local TREE committee. LAs help mobilize communities, provide validation on potential participant profiles and assist in selection and implementation of the program.

5.4 Comparison of the CBT and TREE Methodologies

The CBT and TREE methodologies stem from the same ideology of creating training opportunities for marginalized groups. The major difference is the target group of each program, as there are little differences between the two; they are outline and compared collectively below. The CB-TREE methodology consists of the following crucial steps: market opportunity and training needs assessment, feasibility of trades/skills and wage employment and selection, training preparedness and organization (venues, equipment, raw materials, curriculum develop, selection of trainees and instructors, and training of trainers TOT); delivery of trainings, post-training support services, entrepreneurship/micro-enterprise development.

5.5 Market Opportunity Survey (MOS) & Training Needs Assessment (TNA)

The MOS is a learning tool for assessment of local markets and people's purchasing power. It helps to identify vocations, trades/products and services with potential of generating an income using local resources, potential and facilities. As market information is crucial to business development in any region or locality, the MOS fills provides direct information about local markets that can enable target groups to make informed decisions about viable market outlets for skills, services and products in demand.

TNA aims to identify the required skills for business ideas and wage employment; this tool helps to pin point the skill gap between skills and trades in demand in local areas, that, if employed by the target groups, can help to increase their bargaining power in local (and or distant, and possibly foreign) markets. Some of the methods and tools used for MOS/TNA are: *community profiling* – Compiles background information on the socio-economic situation, sources of income, constraints, available resources and services, etc; and the *consumer demand survey* – Which can identify the unmet demand of local consumers for products and services that can potentially be provided through micro-enterprises.

These tools are provide a set of organizational methods that can help in gathering information and supplement the preliminary and ongoing objectives in the implementation of programs. The outcomes are foremost informed by the opinions of the local people who partake in the surveys and assessments: women, men, teachers, shop owners, government officials, local business and industry representatives, et al. The survey is conducted through KII interviews and Focus Group Discussions (FGDs) and is guided by the principles of PR/UA appraisal, which ultimately seeks the direct inclusion of the target groups and their communities in mapping and information gathering on local conditions for effective business development.

5.6 Feasibility Studies

The findings from the MOS and TNA are used to conduct feasibility studies in order to validate that the selected trades/skills are viable within the local market context. The feasibility study takes into account market demand, technical and managerial aspects, financial and social obstacles for certain groups (e.g. women in unconventional trades). The underlying intent of the feasibility studies is to identify opportunities for micro-enterprises and entrepreneurship development that can closely follow the CBT methodology. Often times this there is little scope for rural formal employment opportunities with major industrial, and large-scale employers, therefore emphasis is given under the TREE methodology in aiming to identify opportunities for micro-enterprises in addition to potential wage-employment (where applicable specific to locality).

5.7 Training preparation

Once the trades/skills are identified, they are discussed with the local and national stakeholders, and with the organizational units of the CB-TREE framework. The team of specialists (National Project Team in the case of CBT) and the (National Advisory Board under TREE programming) sets out to create training curricula, select trainers and trainees. The trainers are given orientation training under TOT objectives and within the pre-selected trades to ensure that teaching methods are of the required quality. Awareness building begins at this stage in both the overall objectives of CBT/TREE methodology, as well as on the specific target groups (e.g. gender inclusiveness, PWDs, or persons living with HIV/AIDS, etc). It is important that the trainers receive a significant amount of sensitivity training prior to beginning work with different (social and/or ethnic) target groups under TOT, which should aim at ensuring that they are well versed with program objectives and relevance to affected areas in development and relief efforts.

5.8 Training delivery

The training is then conducted with the selected trainees (in the case of the CBT methodology, the training is split between technical, business and gender/motivational training courses; the TREE methodology entails courses on basic management, group training, technical, gender, PWDs and persons with HIV/AIDS). Additionally, the monitoring process also starts from this point forward in program implementation; and as trainers keep progress reports on the trainees, who then give valuable feedback on the quality and delivery of training under the methodological organization. This information is shared with all stakeholders and continues till the end of the program.

5.9 Post-Training Support

The post-training support services are both a crucial and defining element of the programs. Both methodologies adopt the similar set of services which includes: group formation to enable collective ownership, business, market, equipment/inputs (i.e. procurement), technical support, credit/savings and post-training follow-up business training—including addressing the need for further skills development training through refresher courses or more advanced modules. While both methodologies have additional services (such as legal and advocacy services), both methodologies outline the need for the two based on the local socio-economic need. Therefore, post-support services for both methodologies are similar in their ability to address need following the completion of training courses, as well as other arising issues during the period following the main interaction between program implementers and target groups.

5.10 Monitoring and Evaluation

Monitoring and Evaluation (M&E) is tasked to the local partner organizations—NGOs, Training Providers, etc—in coordination with the LTC and the national and local teams throughout the project cycle. M&E carried out by the local partners in conducting regular meetings, record keeping, data/info gathering and analysis, monthly, quarterly and field visit reports. Monitoring at the local level is geared to be participatory of the target group and includes LSC which includes representatives of beneficiaries, other community members as well the project implementation teams. Monitoring at a national level is done through tripartite review meetings by the ministries, donor agencies and lead agencies (i.e. under the SC and NAB). The monitoring indicators are both qualitative and quantitative which includes verifications such as the number of women trained and subsequently employed, their overall increase in income as well as with the integration of relevant social issues (e.g. gender and PWDs).

The overall aim of M&E exercises is to ensure that inputs as well as outputs are being effectively utilized and/or delivered; to ensure that work plans are followed, and in order to assess progress, identify problems leading to improvement of the programming by fine-tuning the design according to monitoring outcomes.

Monitoring exercises are an ongoing process, and are same with both CBT and TREE methodology. The Evaluation process is an in-depth study of program outcomes and impact. There are two evaluations to be carried out and conducted by external teams: a midterm evaluation and a final assessment. Evaluation is to assess if outputs have achieved the overall goals of the project through effective implementation, and have generated tangible results.

5.11 Policy Implication and Sustainability

The training institutions in the developing world (public or private) deliver formal training courses with high entry requirements. The CBT-TREE methodology aims to bring in relevant ministries and existing institutions as partners in the CBT program; and braces them in attempting to reach marginalized groups by delivering non-formal training. With its success, it is stressed that the institutional implications would mean a review of formal training policies to include these groups in order to create more jobs and reduce poverty. Through by adopting policies which can be inclusive of the CBT-TREE methodology, governments can evolve valuable skills training to be more locally-specific and relevant to poor and marginalized groups, offering more and better opportunities for income generation and employment. The CBT program included the Ministry of Labor and Employment (MoLE) in Bangladesh as its lead agency for program implementation—and subsequently the its undersigned agency responsible for administering TVET training centers and programs, the BMET. However, there were no direct policy implications or adaptations made as a result of this linkage. MoLE and BMET were lead agencies only. The TREE methodology however has a more adaptive model that includes government ministries as well as NGOs, social partners TTC and education centers to be partners at the national level in the hope that civil society representatives can help to ensure the CBT-TREE program aims are continued by local institutions in the long-run on a policy level, and by promoting policy track changes more broadly which can ensure the longevity of CB-TREE programmatic and organizational frameworks.

In sum, the main difference between the two methodologies is their target group, while CBT has mainly targeted rural women, the TREE program on the other hand aims to incorporate, other marginalized and disparate groups (such as PWDs, persons living with HIV/AIDS, rural poor women and men, etc). Based on the target groups, the post-training services differ as CBT includes a component of advocacy while TREE includes full-on awareness of legal requirements, as well as significant advocacy for changes at the policy level. However within the guidelines of both methodologies, both these services are listed as options to consider as relevant to local socio-economic settings. Policy implications will be different for each program, TREE has a different organizational structure than CBT which might also generate different results (outlined in Section 5.1). These institutional differences also give agencies, organizations and teams responsibility for each step of the methodology (i.e. while the regional government offices head project implementation training delivery, M&E, etc); under the CBT methodology, TREE calls for the LCU to head this aspect entirely, utilizing the LCU's body of local actors, organizations and specialists. Besides subtle differences in organizational makeup, the methodologies are almost identical along each step of their individual programmatic design, implementation and evaluation procedures.

5.12 Comparison of CBT & TREE Institutional Composition

National level – The national level segment of the CBT program consists of designated MoLE and BMET personnel, the PSC and the NPT. These groups comprise of institutions with experience and networks in place and specialists in coordination, for example gender and micro-enterprise, which give enough macro level support for project implementation. In contrast, TREE encompasses a huge array of partners at the national level (training/education institutions, social partners, NGOs and financial institution) as well as specialists at a meso-level to coordinate efforts between the national and the local partners (NCU and LCU). As such, the TREE methodology ensures program design and evolution at a national level is directed by a diverse group of stakeholders, rather than just one government agency and several specialists.

The CBT program framework in Bangladesh, had MoLE as its lead agency, under which the BMET takes most of the responsibility of for program implementation. These bodies, along with a group of specialist in the PSC, oversee and advise the evolution of the program. There is some decentralisation in this process, by ensuring partnerships at a micro level. However in TREE, the lead agency answers to the NAB which ensures complete decentralisation as the advisors are representatives of program delivery (Training centres, NGOs, Public and Private Sectors). This solidifies a national level composition that also has representation at all levels of the program framework—promoting decentralisation and effective delivery of programmatic objectives.

While many relevant ministries may have a vast infrastructure and networks in place to provide for a solid framework for a CB-TREE program, NGOs on the other hand encompass a larger outreach in hard to reach rural areas, and also benefit from experience in social mobilisation and their experiential knowledge from lessons learnt in field activities. TREE has NGOs as part of the NAB which enables the lessons learnt in the field to be part of the project core learning mechanisms under M&E. Training and Education Centres, along with other social partners can also bring the lessons learnt at the field-level. The same applies to financial partners, who can provide credit during post-training periods to project beneficiaries and subsequently as need arises during post-program completion of funding and activities.

Local level – Within the CBT organisational layout, the local level organization is comprised of regional offices of the BMET, which are tasked with keeping regular ties and managerial direction to local partners (NGOs and TTCs). Local/National NGOs and the LSC function below the regional offices of the BMET and the TTC. This process clearly appoints the two lead agencies (regional BMET offices and its TTCs) as the drivers of program implementation. While the LSC and the NGOs have a say in the selection of target groups and working areas; the curricula, trades and skills training is all defined by the NPT and is implemented through the BMET and the local partners (NGOs and TTCs). Under the TREE organizational layout, there are two main coordinating units at the national level and at the local level; and they are solely responsible for meso- and local-level program activities; increasing communication between the two levels and ensuring all stakeholders have a say. This setup ensures that micro level agencies have a channel to communicate, facilitating the sharing of information from both directions of program output—from the advisory expertise of the project MA, and from the base of project implementation at the local level.

The CBT structure has a focus on effective program delivery through clearly defined roles for each agency, ensuring the curricula and training modules are developed by specialists which are then approved by the NSC and the BMET, which then go through the TTCs and through the NGOs. The TREE structure on the other hand, has program delivery put in place with the NSC, LCU and NGOs working together. However this organisational lay out puts emphasis on macro-level communications not just between government agencies and the specialists but also between financial institutions, technical and education sector, social partners, and NGOs. The diverse composition at a national level ensures the TREE methodology can be sustained in the long-run as the membership of the NSC ensures persons with relatively high-level decision making abilities within the public, private and NGO sectors are selected who can offer further guidance and expertise to the project.

The institutions that work within the CBT organizational framework are driven by the need to work with and along other organisations and networks. In the case of Bangladesh the existing infrastructure and networks of the BMET was the primary organization responsible for program management under CBT; supposedly assigning roles and responsibilities through the BMET offices at a regional level, as well as its TTCs. Along with NGOs and LSC under its management structure, BMET is supposed to ensure that the program is being implemented effectively, with clear oversight. However, this ‘top-down’ design does not allow enough room for information from the field level to reach the national level (as was evidenced by personal accounts of the field study, and will be shown in the findings section below).

The TREE intuitional composition however includes NGOs, social partners, technical and education institutions and financial institutions within the NAD. The lead agency or ministry answers to the NAD rather than the other way around which ensures complete decentralisation. Further more the presence of NGOs on the national level ensures the design reflects the situation at the local level (following best practices and lessons learnt by the NGOs in the field). In addition, the NCU acts as a secretariat to NAD

working very closely with the LCU which will, in turn, work closely with the NGOs and the Local TREE Committees (LTCs). The representatives of these teams can reflect the diversity of necessity on the ground, in terms of skills and training in demand, and can also lend their expertise to local-level organization, as well as to findings generated on-the-ground, and feedback from local actors and partners. These open channels, and diffuse organizational structures help to facilitate effective communication between the national and local level implementers, by enabling lessons learnt at the grassroots level to be incorporated into the design of program evaluations and planning at the macro level. While the institutional layouts differ between the two programs, the methodologies employed follow very similar aims and overall objectives. Under the findings section below, we will explore some of the limitations of the CBT program in light of its organizational attributes.

6. Findings of the Survey

Using the methodology outlined above, the survey team delivered the questionnaires and focus group interviews in order to collect information that was relevant to each individual stakeholder group included in the study:

- Existing and Potential Beneficiaries
- Local NGOs
- Technical Training Centers (TTCs)
- Public Sector Government Agencies
- Potential Private Sector Stakeholders
- Persons With Disabilities (PWDs)
- Indigenous Groups

Within each stakeholder questionnaire, KII or FGD, the guidelines that were used were ubiquitous in order to ensure that the responses which were generated remained within the parameters designated by each set of questions. However, the design of the questions that were used, as well as the questionnaires themselves, was developed in a way which could account for variances within the different stakeholder groups and their individual experiences. Therefore, the findings follow a qualitative appraisal rather than one which would have generated statistically organized response data; and follow more closely with the participatory nature of the assessment under PRA/PUA techniques.

The following section, which is outlined by stakeholder group, will show the breakdown of common response trends within each of the different segments. Each sub-section of the Findings will enumerate the relevant responses generated in the survey, and mark commonalities in critique and support of the CBT program activities (when related to participants in the former CBT program); and will also organize the responses of relevant stakeholders according to the information which they provided that can be used to inform the implementation, methodological strategy, or organization of a future CB-TREE pilot program (Sample Questionnaires have been provided in Annex 2).

6.1 Existing and Potential Beneficiaries

Existing Beneficiaries: There were approximately 1,200 woman beneficiaries trained under the ILO-UNDP CBT program from 2002 – 2005. Former program participants were interviewed in 6 out of the 8 CBT program sites in Tangail/Ghatail, Bogra/Gabtol, Jessore, Khulna, Gozaria and Feni/Phulgazi. The former program participants were sourced through the partner NGOs who were engaged in the CBT program in each of the aforementioned regions (see individual case studies with interviewees under Annex 5). There were several key themes which were continually brought up by program participants in terms of their experiences in the ILO-UNDP program. By and large, the issues and constraints of the former CBT program participants related to post-training and post-program support. Many of these issues and constraints were also verified by the partner NGOs.

The common responses given by former program participants interviewed under the study are as follows:

→ ***Market Constraints, Post-Training/Programmatic Support and the Selection of Trainings/Trades.***

- Many participants are willing to receive further training in (as follow-on to the CBT trade training), current as well as other trades; especially those which could be used to establish auxiliary sources of income in addition to existing business .
- Many of the women built a keen awareness of business development, often looking for trades and businesses with higher outputs and reduced overhead costs of material inputs. Many of the women also, and at least nominally, understood the concept of product diversification.
- Many of the products that are produced by the women have a seasonal demand, thus making it difficult to balance income generation year round in one respective trade or business, and even though many of these are considered “good” earners in-season.
- The quality of the trainings that some of the women received were not at a level that was suitable in order to be competitive in the market place. In addition, many of the instructional resources that were used were also of a poor quality, and when women went to develop their own businesses they had no other reference on which to base their production, and as a result the poor quality of inputs was duplicated, and hence their products were uncompetitive in the market.
- One of the most frequently cited constraints for the women participants was the absence of follow-on and advanced training in skills and trades. Almost all of the women saw the potential value of continued training and education to their businesses, and felt that they hit against barriers to the development of their businesses and/or in their employment prospects by not having further knowledge in their respective trades.
- Maintenance and repair of machinery and equipment was often difficult as women were unfamiliar with these procedures on some of the more intricate machines. Often times women had to travel considerably in order to repair machines so that they could continue to be used for the business.
- Many of the women felt that if they had better business management training in post-training/post-project support that their businesses would significantly improve. As was observed, many women lacked a critical awareness of business and markets—as they related to further opportunities, skills and products in demand, as well as viable market outlets for sales. In many cases, when asked about her interest in other types of training some women were simply unable to respond, and some did not appear to understand the nature of the questions. However, even these women would often show themselves to be motivated in challenging themselves to try different avenues for income generation and employment through skills training.
- Most of the women stressed the importance of engaging in relevant training along with support mechanisms to ensure their success.

→ ***Financial Constraints***

- The costs of running a business are often high and many inputs become unmanageable in supply and/or detract from the solvency of the business.
- Businesses which are successful in operation and establishment experience difficulty in their attempts at expansion.
- Access to capital is extremely limited (as many of the participants were dependent on family contributions)—many of the women were weary of assuming debt under micro-credit lending schemes provided by NGOs and banks.
- Many women have no savings and are unable to establish savings from their earnings.
- Loans from financial institutions mean monthly or weekly installments that are often difficult for the participants to keep up with—this is often due to the SEASONALITY of business/earning

trends. Seasonal constraints often cause break-even profits and in some cases, losses for the participants.

- Many of the women who were successful were able to nominally expand their businesses' productive capabilities by hiring on more workers in wage employment.
- Women participants often received both financial and operational support from their families and immediate social networks. This often substituted the need for micro credit and borrowing.
- In terms of regional and geographical constraints, many women are simply unable to take part in training courses as a result of their proximity to the training venues. Many women would require accommodations for travel and lodging in order to be able to participate.
- Some of the women preferred to work in groups in order to minimize and collectively share costs, as well as boost productivity. Several others preferred to work individually in order to remain close to the home. Many of the latter were not willing to learn non-traditional or un-conventional skills and preferred to work at home in more "acceptable" capacities and trades.
- Women who sold their products in local markets 'on credit' often have a hard time with collection.
- Women who work from home but travel to local markets in order to sell their goods often find transportation cost is a major portion of total overhead expenditure.
- For much of the women's production, if they were able to directly access markets, either by establishing shops and storefronts, or creating more cost-effective supply methods (logistics), much of their business would improve significantly.
- Financial constraints often curtail the women's involvement in training and enterprise development as they are economically unable to pursue these opportunities (e.g. cost of transportation, cost of leaving the household and/or household activities/productivity, cost of lodging and meals if away from village, etc).
- Recurrent barriers and constraints (e.g. lack of access to capital, equipment and transportation; overhead costs for raw materials and necessary inputs; marketing and handling, et al) often discourage women from continuing to act and participate in their businesses, and in income generating activities either in or outside of the household. As a result, some of the women simply disengage their business practice, as it is most often only an additional, and not a primary source of income.
- Technological resources which could aid in the efficiency of production as well as reduce costs in the long-run are often expensive and beyond the financial means available.

→ ***Social and Regional/Geographical Constraints***

- Many of the women were the first in their areas to run a business independently and their potential customers were often mistrusting of their work in non-conventional capabilities.
- Some women experienced social constraints in operating businesses in local markets, but that were further away from their homes and immediate proximity to their villages. As a result, some women moved their businesses away from local markets to be closer to their households. As a result this often had a dramatic and negative impact on the profitability of their enterprises (many of the women were thus reluctant to take out loans when experiencing a loss of income and profits).
- Many of the participants, over time, began to earn a great deal of respect from their families as well as their communities and with the local market vendors and businesspeople—regarding the establishment and running of their businesses favorably (though this was not entirely ubiquitous).
- Where there was a negative reception of women in local markets, they were often times forced to sell their products at reduced prices compared with the products that were made by their male counterparts. Micro credit/loan repayment often compounded this necessity.
- In terms of family acceptance, and though often times reticent to the idea of women working, many of the women's families saw and appreciated having an additional source of income.
- Many of the potential customers were also hesitant to buy from women entrepreneurs.

- Women were often kept from pursuing businesses or employment opportunities after receiving the training because they had married. Most often, women who had not continued in the program, or who were unemployed did so because of marriage.
- Women who do not have support from their household and families often have to enter into the market arena alone or with each other as colleagues and partners. Without a male presence, discrimination is often a considerable barrier to their businesses.
- Literacy and basic numeracy was a problem for many of the women who had to rely on family members to record and interpret both in training as well as business and accounting materials. However, many of the women had primary education, which varied between completion of Class V, and Class VIII. A few of the women even had HSC or SSC certifications in some instances.
- Many of the women had difficulties with the scheduling of training courses with TTCs or NGOs.
- Initially many of the males who met the women in the marketplace kept inquiring about how they knew how to make their products and from where they were able to acquire the money to start their own businesses. Some of the businesspeople even went so far as to inquire with the local NGO who was able to inform them. On this voucher, eventually these men became more inclined towards doing business and working alongside the women.
- Many of the women were opposed to wage-based employment and working in businesses and/or industries away from their households.
- Many of the women could not go beyond primary education because of household responsibilities and pressure from their families.
- Many women of the women's involvement in their occupations was limited do to their household responsibilities and family pressure to be in, or close to the home.

Potential Beneficiaries interviewed in the study were most often sourced for this assessment from the partner NGOs who had worked under CBT. As the local partners' existing beneficiaries number in the tens, and hundreds of thousands (in many cases, within one NGO), these working groups marked a ready and available segment within the NGO program areas, which are much more extensive than the working villages of the CBT program. The local NGO beneficiaries also show characteristic similarities to those of the CBT target groups, in that their regional and socio-economic realities are shared within similar (regional) working areas. While the findings of the assessment with regard to these potential groups are not sweeping in terms of their indication of dissimilar or disparate traits that can or should be included in a CB-TREE pilot; they do highlight reasonable grounds for the expansion of the CBT program within the framework of the former partnerships that were forged with different local NGOs (the following sections on PWDs and Indigenous Groups will also show where a future program might be expanded, both in terms of target groups, as well as regionally).

Responses which were not similar to the former CBT participants:

- Many run their own businesses, some with, and many without any formal skills training from a government or NGO provider. These businesses are often solvent, and many times supply a much better income for households when compared with that of the CBT beneficiaries. Businesses run by these individuals, and similarly to businesses established by CBT participants, are able to create employment in the area for poor and marginalized groups.
- Most of the potential beneficiaries that were interviewed felt that skills training could definitely help to improve their businesses, as well as improve the work and capacity of the people they have working for them.
- Many of the skills and/or trainings already exist at a local and community level within different villages. Some of these skills are traditional production methods used for fabrics and handicrafts production.
- Potential beneficiaries that were interviewed felt that their businesses could benefit from trainings in improved design and marketing techniques, as well as skills development. Many felt that diversification wasn't necessary, neither were alternative and/or non-traditional skills and trades—

rather, that their existing businesses and production should be improved by enhancing their competitiveness in local markets.

- Many of these individuals are considered masters in their respective skill or trade, and train subsequent generations through apprenticeships and/or traditional instruction techniques.

6.2 Local NGOs

The Local NGOs that were interviewed were mainly comprised of the NGOs included in partnership under the original CBT pilot, and a total of 6 of these former CBT partner NGOs were interviewed, corresponding with each of the program areas that were visited by the assessment team. The other NGOs included in the study were roughly as many with a total of 7 other NGOs interviewed outside of the CBT working areas, 4 of which were NGOs whose programmatic focus was centered on either work with PWDs or indigenous groups (2 each). Most of the local NGOs who were involved in CBT emphasized many of the same concerns as their program beneficiaries—however, many of their solutions were tied directly to the use of funds given through Micro Credit, as it is a main revenue generating strategy that many, if not most, local NGOs use in order to sustain their own activities.

Responses from the interviews with NGOs were as follows:

- There are several large-scale industries in many, though not all, of the working areas of the CBT pilot. These industries (such as RMG, shipbuilding and Jute) have a high demand for labor but it is mainly unskilled.
- Most of the skilled workers in the nearby factories are migrants from other regions of the country.
- New industries in and round the working areas have a great deal of potential to hire skilled and semi-skilled labor.
- It is difficult for many of the local NGOs to source trainers for demand-driven trades. Access to up-to-date equipment and tools for training are also difficult to acquire, as are the relevant and knowledgeable people who could train people to use these equipments.
- Many of the different kinds of trainings that people in the working areas are looking to be provided are beyond the scope of many local NGOs. As local resources, these NGOs are often approached by people much further away from their immediate working areas.
- It is difficult to for NGOs to provide accommodations for both trainers as well as trainees, often creating a disincentive for gaining participation. Many of the NGOs remarked on the need for residential training centers and/or mobile training units.
- Most of the local NGOs felt that post-training support was crucial to the success of the trained participants. However, it was observed that many organizations are either reluctant or most often simply unable to provide these continued support services without direct funding from projects and donor support. Most of the micro credit programs do not offer strategic or well developed support to those who borrow, and much of the revenue generated by these programs go to covering overhead costs.
- Almost all of the local NGOs offered similar programs and training curricula to both male and female participants, and most often females made up a majority of their beneficiary participants (i.e. outside of the CBT pilot program).
- Only one of the local NGOs offered childcare facilities for participant trainees and beneficiaries. This NGO was not a part of the original CBT pilot.
- Several local NGOs found that many of the women they worked with were opposed to entrepreneurial activities in self-employment, working or dealing directly in the marketplace; and that they were much more disposed to wage employment (i.e. piece work) that could be completed in the home.
- In the working experience of the local NGOs, most conferred that within local markets, women face tremendous competition from male producers and produces who tend to exclude and discriminate due to ignorance and prejudice. For the women trained in non-traditional skills, they

often have extreme difficulty running their businesses in the market as their presence in the market is not viewed positively by many segments of their communities. Thus many women prefer to work either at the NGOs which train them, or from within the household (i.e. performing their skills and trades from the home).

- Most women discontinue work after marriage.
- In many areas there are no large-scale industries or employers near NGO working areas thus wage employment is scarce, and training is better suited towards enterprise development and self-employment.
- In every area, there is a pressing and evident demand for **Healthcare Services**, and **ICT-related skills**. (A list of skills in demand generated from stakeholders can be seen in section 7.2)
- Flood prone areas makes agro-cultivation difficult; with a limited range and ability to produce crops. Most of the agricultural products available for production to the participants cannot be produced in large quantities, thus cost of production becomes too high to be beneficial.
- Most of the processed food in NGO working areas is brought into local markets from distant ones. Most of the local processed foods cannot compete with distant market products on the basis of cost.
- Some of the local NGOs choose female beneficiaries on the basis of not having young children at home. This is how they are able to get around the necessity of providing childcare services.
- Initially women had difficulties interacting with men in their local markets. Many of the men were hostile and mistrusting of the women, but gradually this climate subsided and many of the businessmen developed good terms for doing business with the women (these sensitivities were found on a regional basis, i.e. acceptance occurred in some districts and upazillas regionally, were as in other's there was still difficulty for the women—in the later case, these women stayed away from local markets).
- In some areas the women were not interested in learning non-traditional skills so the NGO never sought to offer any such training to them.
- Most of the local NGOs cited extreme difficulty working in collaboration with government agencies and officials. This situation was almost completely ubiquitous on the part of local NGOs. Difficulty arose in CBT implementation when conducting needs and market assessments, allocating and coordinating with BMET staff, contracting with BMET offices, and finding well-suited individuals who understood their scope of work and directive undertaking the pilot program.
- Many of the NGOs felt that they should still continue in working with local government officials and agencies, and that this relationship should be further developed in order to provide effective and successful project implementation, as well as sustainability. It was also felt that the government should take more initiative in providing technical assistance and equipment for better training, focusing specifically on TOT (training of trainers/teachers).
- High dropout rates within NGO training programs are still an issue, in some areas much more than others, but rates are not dramatic (at the most, as was observed by on local NGO, their dropout rate was close to 15%, most others were in the 1 – 5% range).
- A major problem as seen by the local NGOs is that they feel micro credit was used by many of the beneficiaries (who they said “take loans from multiple” organizations) using the funds as a source of income rather than utilizing the loaned amount for establishing any means of income generation.
- Several of the local NGOs stated that the needs/market assessments were not properly carried out in collaboration with the BMET, and that as a result, a mismatch of skills for the local market demand (for trades and products) was not sufficiently met, forcing many of the participants to abandon work in their skill or trade.
- Many of the NGOs that were interviewed felt that full program implementation should be carried out by the NGOs themselves (i.e. rather than having to be subjected to a ‘lead agencies’ ineffective

protocols or organizational shortcomings). Government agencies were seen as being necessary for monitoring and evaluation as well as resource inputs only.

- Demands of the local NGOs were seen to be typically on the order of: material support; operating capital; marketing training for support staff as well as participants; more effective and sustainable post-training support; agro-based training and programs development (where/when applicable in the local context).

→ ***On Persons With Disabilities:***

- There are hundreds of local NGOs that work with PWDs across Bangladesh, however, only one or two local NGOs involved with the CBT pilot have existing programs which include dedicated training courses and skills development for persons with disabilities.
- These beneficiaries mainly get training on handicrafts; the specific skills are selected on the basis of each participant's disability (and are typically shortsighted in terms of what limitations physical disabilities will entail).
- They have trainers who have specific knowledge and experience in working with, training and instructing PWDs.

→ ***Non-CBT NGOs:***

- Some resources in terms of capital and assets, but lacking ability to fully utilize because of lacking additional (i.e. financial) resources that could be used for further development (e.g. new buildings and construction for: residence halls, training facilities and acquisition of equipment and tools).
- Many of these NGOs are also focused in disaster relief and preparedness as environmental devastation and natural disasters often affect program areas.
- Many of the local NGOs receive minimum support from the GoB, and as a result are heavily reliant on micro credit funding schemes for sustaining program activities (although, typically in addition to a larger proportion of donor funding).
- Many do not have immediate local access to government (BMET) run TTCs.
- Many times participation on the part of beneficiaries, or potential beneficiaries can only be secured through stipends (e.g. for workshops or trainings in skilled trades and/or gender awareness). Many times this is related to constraints with other work or home-related obligations, as well as having transportation and scheduling difficulties when merely leaving the home.
- There is an absence of creating innovative designs for the participants' products due to a lack of training in design. Training in this regard is seen by most local NGOs as a serious value addition for their beneficiary groups.
- As with NGOs under the CBT pilot, purchase of raw materials and other inputs is often costly, or not cost effective, as these resources are often unavailable locally.
- Many of the women are forced to sell their products on credit in the local markets, which leaves them vulnerable to exploitation by debtors/clients who do not repay the full amount which is owed for products and services.
- Several reasons for women not being able to secure employment after training include: marriage; educational opportunities; lack of education; lack of customers as most buyers hesitate to go to village areas where the beneficiaries often have to work from as they are unable to travel to local markets; most often on account of either social or financial reasons.
- Added benefits of training include the applicability of skills to non-income generating, but household contributing and cost saving measures (e.g. a woman who is trained in sewing, while she may not work or be directly employed, is able to save household income by making/tailoring family members clothes)

→ ***Emigrant Communities:***

- Several of these NGOs also specialize in working with (though not always in training) and offering support to Bangladeshi migrant workers traveling to labor markets abroad. Women typically do not emigrate in search of work opportunities as these participants are most often male.
- Most of the men in NGO working areas with high levels of emigration are interested in going abroad for work but have no immediate access to training facilities in the vicinity of their villages and communities. As a result, most go to Dhaka for training and end up expending much more in terms of “training and service fees” imposed by human traffickers and even in some cases what are registered, formal enterprises (though most often not)—many migrants are unable to repay debts even after reaching foreign labor markets, and securing employment. In this way, households with emigrant workers often do not benefit from the full Remittances being returned to them from abroad.
- Many emigrant workers forge training certificates and documentation in order to secure jobs with the help of employment agencies. Most end up being sent back due to the obvious lack skills—being physically deported by foreign governments to which they emigrate.

6.3 Technical Training Centers (TTCs)

As a major constituent of the CBT pilot implementation, TTCs which are the vocational backbone of the BMET were thus integrated into the strategic framework of the ILO-UNDP CBT program. In the particular areas where their utilization was employed, the TTCs provided a critical public sector linkage between stakeholder participant groups and NGOs at the local level of project implementation. TTCs provided a range of technical experience and expertise, albeit, with many of the constraints and challenges inherent to the TVET system (see section 2.1 *ILO TVET Reform Project*). TTCs are a fundamental vehicle in the delivery of technical and vocational skills and educational training nationally. Within the design of the CBT pilot, TTCs created a necessary component for the establishment of: 1) standards for training for rural poor and marginalized groups; and 2) provisional certifications for the successful completion of skills and trades training courses similar to national level certifications that are administered to TVET graduates in the form of HSC and SSC Voc. curricula; or completion “short courses” offered over 2, 3, or 6 month classes in a respective trade, field or occupational training.

Findings from consultations with two (2) TTCs (Bogra and Chittagong) directly involved in the CBT pilot are as follows:

- Solely funded and operated under the BMET and MoLE for providing TVET training to qualifying individuals with Class VIII educational certification. During the CBT pilot TTCs partnered with local NGOs such as TMSS, Gandhi Ashram Trust and Prottashi.
- Both the TTCs and their affiliated local NGOs in the CBT pilot reported that there was a considerable lack of post-training support including Monitoring and Evaluation (M&E), which was purportedly the responsibility of the BMET and the local NGOs. The used for the CBT pilot were supposed to have been selected through FGDs with target groups, local NGOs, TTCs and BMET representatives—but this was not always practiced in implementation.
- Where there is a heavy labor demand from private industry (as with RMG sector in Chittagong), TTCs are working on public-private partnership projects in order to institute better demand-driven and relevant courses for placing graduates in wage employment. CBT beneficiaries were trained in this regard on industrial sewing in Chittagong (where currently they have a 1 month course in machine operation, and a 6 month course on quality control both of which only enroll men have; there is also a 3 month course on machine repairing for which trainees have to pay, the knit machine course at the Chittagong TTC was a joint project between themselves and the BGMEA, and was not associated with the CBT pilot). In Chittagong, the RMG sector is the biggest employer of women in the area.

- In addition to the standard curricula for HSC and SSC Voc certifications, TTCs offer “Short Courses” in specific skills and trades which run over 2 to 3 and 6 months. Most often these short courses are taken by individuals who want basic certifications, who either have existing occupations, or are looking for remedial skills in order to be hired in wage employment, or who wish to take these basic certifications abroad in order to gain employment as migrants—additionally, many people with disposable income take these courses in order to have skills knowledge for (presumably cost-saving) practical use in every-day affairs (e.g. in auto mechanics, or plumbing).
- Enrollees in courses receive a monthly stipend of 250 BDT/month from the government in order to cover transportation costs, food and lodging.
- Enrollees are provided with 2 chances to complete their training successfully and receive certification. Trainings are done in 2 shifts per day with the capacity of 40 students per batch with a range of approximately between 20 and 40% female enrollees.
- Most women are trained on sewing machine operation and those of them who are seeking the SSC/HSC certification can also get training on quality management. However, a range of courses are available for enrollment, although many are arbitrarily segregated rather than segregated administratively.
- The primary constraint faced by TTCs in seeking to enroll women is the lack of accommodations for them during their enrollment as many potential enrollees come from rural areas. Traveling at a distance to school or to work often means that transportation costs are unbearable, and that many face this as a disincentive to enrolling in courses for any duration of time, and primarily seek wage employment instead. Most women living in rural areas are not willing to travel far from home to get the training for the mere 250 BDT/month stipend provided by the GoB. Many locals who do not have considerable expenditures for travel or lodging come for training on the basis of the stipend they will receive (this was also true of the CBT program, as well as other development interventions in Bangladesh).
- Consequently, if these women are able to become employed by a factory as unskilled workers they will receive an average monthly salary starting at 1,600 BDT for a period of 6-18 months before receiving a raise and promotion to a skilled position after receiving on the job training. Thus women most often prefer to join work directly as unskilled workers rather than getting trained first (it should also be noted that after a two-and-a-half sewing operation course, the same women would be able to start in a similar factory at about 4,000 to 5,000 BDT/month, in addition to being able to move into higher paying positions much quicker).
- In terms of available equipment, many of these resources are mismatched with the actual factory setting, such as machines that are used to provide training are older model Chinese or Korean whereas the machines actually used in factories more modern and sophisticated Japanese machines. When these workers go to work even after they receive training, they have to be trained again by the company to use the more modern machines (reducing productivity and efficiency with regard to new hires).
- Better private sector linkages between TTCs and local industry could aid in the placement of graduates, as well as the promotion of training courses which can lead to direct employment with a private company or business, such as marketing in local papers, and websites. This could be done at the local and national level.
- The risk for the private sector in hiring and training unskilled workers for private sector companies is that workers will most often leave once they have received on the job training—creating extremely high turnover in local/national industries—thus TTCs/TSCs have suggested that whenever companies hire untrained workers, they should be sent to TTCs for training and then absorbed. This way the companies resources will not be wasted on training someone who will ultimately leave.
- Most people are not aware of either the benefits or availability of training programs, and the potential that they have for securing decent employment. TTCs also see that a national awareness campaign should be launched by the national government; and TTCs believe that they can serve as

an effective link between private companies and the untrained workforce by identifying training needs and local demands for skilled labor.

- Major constraints more generally for the TTCs include: Shortage of teachers; Greater supply of raw materials required; Outdated training materials and equipments; Lack of motivation of trainers due to unsatisfactory remuneration; High rates of attrition (in some cases at 20%); Post training support and monitoring are severely lacking; Curricula needs to be updated on a regular basis and according to the demands/requirements of private sector employers bringing in new technology; Better TOTs is required in order to ensure quality control of successful course delivery in skills and trades; More substantial government support is needed for further development and capacity building of TTCs and their ability to offer effective skills development and training.
- Most enrollees interested in wage employment want to find work abroad; but the vast majority of beneficiaries want to be self employed as entrepreneurs as the general perception is that there is no significance difference between the pay for trained and untrained workers in wage employment.
- As opposed to finding decent employment upon certification, most graduates of TTC programs in SSC/HSC seek higher education after completing their two-year training. The majority of these graduates will attempt masters certifications that will most likely lead them to becoming teacher/trainers at TTCs (without relevant workforce experience, training, or practical knowledge).
- Most women are not educated and are not even aware of these trainings. Discrimination against women exists in wage employment especially in case of non-traditional skills where women are underestimated
- There are no childcare facilities in the TTC however sometimes some women are allowed to bring young children.
- They do not have any special tainting or future plans for the PWD. However they have previously trained 3 PWD. They can currently train PWD if their hands and eyes are healthy. The suitable trades for PWD according to them are: radio repairing, computer, mechanics, carpentry etc.

6.4 Public Sector Stakeholders

This section will be comprised of findings from stakeholder consultations with ministries and agencies administered by the GoB and at local-level public institutions. Each individual consultation has provided insight into government structures set in place to deal with the overarching needs of the workforce with regard to employment and training—and in regard to the TVET system. Features of these institutions will provide insight into the means and provisions of public support for workforce capacity enhancement, employment and skills development. Most indications show that this system is very much in need of revitalization and reorganization in order to better serve the public interest in developing worker capacities, as well as creating suitable employment options through national level policies and programs. In highlighting the difficulties, constraints and challenges of this system, the findings from stakeholder consultations should show where inroads can be made to forge better public sector linkages, as well as where government programming can offer sustainable institutional support both within its own agencies as well as through partnership with local, national and international donor, and donor-funded organizations (such as the ILO and its partner NGOs). While these potential enhancements (which will be covered more fully in the section on **Strategies and Recommendations**) can indicate where adaptations can be made within the scope of future ILO activities and a CB-TREE pilot, they can also serve as a template for similar interaction and partnership between GO and NGO organizations more generally.

Findings from the public sector consultations are as follows:

→ ***The Bureau of Manpower Employment and Training (BMET under the Ministry of Labor and Employment)***

The BMET was established in 1976 by the GoB with the purpose of meeting the labor requirements of the country, and for the export of labor to foreign labor markets. The BMET is engaged in the over all planning and implementation of strategies for utilizing the country's human resources. Before 1976, the organization

was known as Employment Exchange having similar functions under the government at the time of East Pakistan.

Presently BMET is under administrative control of Ministry of Labor and Employment. The principal functions of BMET are:

1. *Processing of foreign demand for Bangladeshi workers.*
 2. *Control and regulation of emigration clearance of workers recruited for overseas employment.*
 3. *Regulates private Recruiting Agents that recruit Bangladeshi workers for foreign employers.*
 4. *Implementation of self-employment programs.*
 5. *Collection and dissemination of labour market information.*
 6. *Looks after the welfare of Bangladeshi workers abroad.*
 7. *Registration of unemployed persons and referral to the vacancy positions.*
 8. *To provide institution based vocational and technical training in different employable trades.*
 9. *To plan and implement development programs to conduct training activities.*
 10. *Conducting informal, formal and special training course.*
 11. *Coordinate Apprenticeship training.*
- BMET's role is to develop human resources of the country, be it for overseas employment or to supply the needs of local industry. The apprentice programme is mainly to cater to the demands of domestic industrial concerns. Earlier in its history, the BMET was more closely involved with providing private sector employment for citizens. In recent times, however, both private sector employers and employees prefer to obtain job placements directly, often through the assistance of print media and internet. As of late, overseas employment has become a critically important aspect of Bangladesh's economy, and the BMET finds that it is now involved in more heavily in program support aimed at assisting international employment and migrant workers immigrating to foreign labor markets.
 - The BMET has a considerable lack of resources needed to enforce the regulations, laws and mandates for which it is responsible. Its agency allows for the imposition of fines against companies and individuals in violation of laws and regulations, but legal procedures involved with pressing charges require a considerable amount of bureaucracy which prevents its powers of enforcement under law from being actualized.
 - BMET deals mainly with industries rather than with local associations or NGOs. BMET has been involved with NGOs during the TVET Reform and other projects. A prime example being its work with the ILO on the CBT pilot project
 - During the self-employment programme the BMET has provided loans for micro enterprise and entrepreneurial development; but feels that people should be trained more widely in the latest technology being used by private sector industries for wage employment.
 - BMET has experienced several constraints in implementing its programs: limited personnel for creating better linkages with private industries and businesses results in ineffective or non-existent selection of training courses for curricular development which do not match private sector demand—in addition to the private sector oftentimes being unwilling to cooperate by giving input on skills requirements and labor needs; community profiles of working areas are only available centrally at the Bureau of Statistics, rather than being available at, or made available to government offices categorically—thus making critical information relevant to programming widely unavailable or difficult to obtain.

→ ***Directorate of Technical Education (DTE under the Ministry of Education)***

The DTE has four levels of educational/training institutions under its administration: 64 Certificate level Technical Schools and Colleges (TSC) in all divisions and under almost all districts; 45 Diploma Level polytechnics and 2 “mono-technic” schools; c) Bangladesh College of Textile Technology, and Bangladesh College of Leather Technologies; d) Technical Teachers Training Center (TTTC) Diploma in the Bachelor of Sciences, and Vocational Teachers Training Institute (VTTI). The above institutions follow BTEB curricula up until diploma level, and following that a standardized university curricula. The DTE’s main roles are both budgetary as well as administrative, receiving all funds from the GoB. While many figures vary between actual budgetary allotment, according to the DTE website last years budget was approximately 1,374 Crore BDT (approximately \$185 Million USD) generated from its own revenue, with 75.65 Crore BDT provided by the GoB for development (the DTE’s budget is similar this year).

- The DTE currently has projects underway which will establish engineering colleges in Sylhet, Mymensingh and Faridpur; along with a new polytechnic in Malvi Bazaar, in Sylhet.
- Under the TVET reform project, the Director General of DTE acts as the national project director on the TVET report project team. Currently the following activities are in the process under TVET reform: instituting the National Vocational Qualifications Framework (NVQF), policy regulation and reforming activities, education institutional management development program and skills development project. DTE is aiming to decentralize, developing skills and infrastructure and capacity building of TVET institutions.
- Under future projects the DTE has planned to: establish technical schools in all Upzillas, already developed the proposal to begin construction of the first 120 TSCs. These schools will teach from Class VI to Class X, and will include vocational training and development with local stakeholders. The DTE also plans to build another 2 engineering colleges in Birsal and Rangpur Districts. To select around 1,000 private schools for resource support.
- A major constraint in the organization of DTE is the shortage of manpower due to the existing recruitment system. The TVET reform project requires the hiring of new staff, however the governmental system currently requires DTE to write up their requirements for a new position, and for it to be sent to the Ministry of Education, who sends it to Ministry of Establishment who sends it to a Public Services Commission who advertises the position. Once applications are received and candidates sit for exams, employees are selected on merit. This whole process takes approximately 2-3 years. The DTE has no power to hire any staff directly, whether it be full time, part-time or even temporary.
- The decentralization process that DTE has in mind will entail assigning 4 regional directors who will have sufficient power and autonomy within a respective divisional assignment.
- Externally, the budgeting has been problematic, as students are very sensitive to increases in fees etc. The fee allocation has become a major problem in DTE’s work, and has become highly politicized.
- There are currently no facilities or courses given at any of DTE’s institutions which offer training to PWDs. However, the subject has been approached, and future planning may consist of building up resources and programs which can accommodate disabled persons.
- DTE feels its existing networks and institutions (i.e. its TSCs, Polytechnics and trade schools) can be very effective in offering programmatic support under a CB-TREE program. For children without Class VIII, DTE can develop short-courses on specific skills training in trades.
- It was strongly felt by the DTE that public sector training centers were better than those offerings from the private sector. The DTE felt that it had better resources and compensation for its teachers and administrators than the latter; and felt, therefore, that the quality of training offered in public sector training institutions is superior to private institutes (NGOs training programs show some exceptions but they also often lack significant resources).
- TVET reform project is not yet been popularized or received due attention and promotion. While the GoB is familiar with it, the local level government officials are largely unaware. There needs

- to be better awareness and marketing in order to bring TVET reform into public view at different levels of society.
- There is a quota for indigenous people of 5% in all of DTE's institutions.

→ ***The Bangladesh Technical Educational Board (BTEB under the Ministry of Education)***

Under the administration of MoE, and subsequently the DTE, BTEB is a semi-autonomous administration which receives its funding through revenue generated from the services which it provides (enrollment fees, exams through its public training institutions). BMET has 4,300 institutions (293 of which are public, the rest being private affiliates) under its budgetary and administrative mandate for planning, instruction, curriculum, enrollment and examination and certification. BTEB also offers monitoring programs to private training institutions, and offers evaluations regarding the appointment of staff, teachers and administrators.

- Lack of manpower and skilled trainers is a major constraint faced in staffing.
- As a government regulated institution, there is a very long process for enrollment and high recruiting standards.
- Though the whole of the BMET has not gone electronic in terms of paperwork etc, many of their services are offered electronically
- Many students are required to travel to Dhaka where they submit papers, pay fees, and complete examinations.
- BTEB felt it could be effective in issuing certifications, to graduates, affiliated institutions and/or programs), as well as enforcing standards for assessments given to trainees for certifications.
- BTEB offers short courses between 3 and 6 months at approximately 1,000 of its institutions. For a 6 month course it is about 2-3 thousand BDT on average.
- Felt it could lower Class VIII requirements for tailor-making courses based on the prospective trainees qualifications; and that this could be done in consultation with NGOs and/or other government agencies.
- BTEB also felt that government-run training institutions, with a steady flow of revenue through direct public funding, as a result, are able to pay teachers on time. Private institutions were seen by the BMET as primarily profit-driven, and as such, cut costs at the expense of training quality and therefore cannot follow set standards in program delivery, or administrative maintenance. NGO training centers tend to be of a better quality, they however, lack substantial monetary resources; but because of donor-led initiatives are typically seen as more transparent, these centers are seen as being able to give quality training.
- BMET offers training in 38 trades (e.g. engineering, machinery welding, rod binding, construction, poultry, agriculture based trades computer operations). As new courses are needed/added, BMET develops course curricula in-house.
- There are currently no special provisions for PWDs; however, if they are able to meet entry requirements, they can be admitted to TSCs.
- There is a 3% quota for indigenous people in all the institutions for diploma level courses.
- BMET runs with its own funds which it generates from student fees. Their office headquarters at Dhaka employs approximately 69 staff.
- BTEB prepares the curriculum for every technical course under the curricula of the TSCs, Poly Technical Colleges and some private organizations.
- BMET is and implementing partner to BTEB.
- 48 examinations take place every year under BTEB country wide. The certificates that are provided to graduates are ubiquitous (accepting field/trade), and are accepted both nationally and internationally.

Major Constraints:

- There is a shortage of manpower and teachers in the TSCs and other training institutes.
- The private organizations lack the resources and infrastructure to conduct technical training.
- There is always a political pressure for admitting students the various institutions.

Training:

- The curriculum is updated every 5 years, the trades and courses are selected on the basis of contemporary demand.
- They offer 80 different courses. This year they introduced diploma in fisheries technology.
- They are also involved with TOTs; they operate a Technical Teachers' Training College in Bogra and Dhaka.
- Previously BTEB admitted students who have passed Class VIII but now they are trying to lower requirements to Class VI.
- The scope for wage employment is much lower in the South as compared to the North of Bangladesh. However there remains a high need within the proximity of the large urban centers of Dhaka and Chittagong.

Views and Opinions:

- There should be more TOT courses offered to current and prospective teacher/trainers
- The government's role should be to lead different projects on skills training initiatives
- Cooperation is required from international organizations

→ Bureau of Non-Formal Education (BNFE) under the Ministry of Primary and Mass Education)

BNFE has a total national staff of 229, with 37 at its national headquarters in Dhaka, and the rest working between each of the 64 district-level offices throughout Bangladesh. There is one assistant director in each district. BNFE future plans and projects will cover 61 districts, initiating a program for basic literacy and continuing education project, which is expected to start January 2010, and will target 36.86 million people ages 11-45. The first 6 months of courses will be given in basic literacy; with a further 3 months in further general educational courses. Of its other large-scale projects, BNFE will provide monitoring and technical support on other large-scale projects in the Country (such as the UNICEF Basic Education for Hard to Reach Urban Working Children, BHETRUWC).

- BEHTRUWC will offer basic literacy and numeracy classes to over 200,000 children ages 10-14 in urban slums, 60% of whom will be girls, in five educational cycles, each lasting 8 months, and will provide basic education equivalent to Class V; including life skills, health, sanitation training. Livelihood skills training in vocational and technical trades will also follow courses in: tailoring, electricity, house wiring, TV repair, automotive repair, poultry, bee keeping, cattle fattening, plumbing, mobile repairing, amongst a host of other skills and trades. Following each 9 month course, the program will provide linkages for employment (With some linkages being made abroad).
- Constraints faced by the BNFE include needed organizational strategic planning; shortage of skilled manpower (similar to DTE, filling posts and vacancies entails a lengthy bureaucratic process of approval); no permanent infrastructure in the field; no permanent funding and revenue streams to cover all overhead and operational costs; BNFE felt that there was a lack of donor support for its initiatives, or handle constraints and challenges in program implementation.
- BNFE has considerable experience training in skills and trades; and typically sources specialists by hiring trainers from other agencies; as supervisors and monitors—with NGO supported training.
- There are difficulties at the local level of implementation in coordinating between local and National government—i.e. there is no involvement of local government in program activities at present, though there remains a huge potential for local governments cooperation.

→ **Department of Youth Development (DYD under the Ministry of Youth and Sports)**

The DYD is focused on creating self-employment, and gives out loans to former students to help them start their business. Wage-based employment is one of their goals; however, they do not emphasize it, and they do not track former students who go into wage-based employment. This is most likely because it is too difficult to track. Graduated students can submit proposals for micro-loans financed through the DYD. This is the primary vehicle used by DYD in lieu of a direct job-placement program. The loans are used as start-up capital for small businesses in the area of self employment. These loans are given on an individual, as well as a group basis (typically five graduates, but family members can also be included). The DYD is in the process of expanding their training programs. Currently they are offering trainings in 25 different trades:

- **IT** (basic computing is offered as is graphic design, they are looking at instituting an AutoCAD program as well)
- The DYD is also working to establish a *Mobile Training Course* where training facilities can be brought to rural areas, offering training in new trades for unemployed youth.

The DYD seems to be a relatively flexible and forward looking department. The DYD's biggest weakness is in getting people into formal sector employment and tracking those who obtain wage-based employment (hence the focus on self-employment). The DYD does want to get stronger at generating employment opportunities, and said they had an interest in becoming a partner in some sort of apprenticeship program. They have a lot of infrastructure, with Youth Training Centers in most districts, and they could be the service provider for a basic level course, including work place discipline.

6.4 Potential Private Sector Stakeholders

Although much of the CBT project's aims were focused at creating self employment opportunities for participants, it will be essential that the private sector be given involvement in any follow on to the original CBT pilot. As shown by the underlying principles of the TVET reform project, as would be essential under the methodological framework of a forthcoming CB-TREE program in Bangladesh, private sector involvement in TVET and workforce capacity-building programs is absolutely imperative if efforts in worker/workforce development are to be successful; and add a further boon at the national economic level as well as at the grass-roots level in poor and marginalized households and communities.

Consultations with private sector companies and organizations yielded the following information:

- Many private sector employers require the hiring and recruitment of unskilled workers
- Outside of RMG, jute and textiles, women are not as actively recruited for many factory-oriented jobs, and wage-based employment. This means that technical positions for female employees are relatively few outside of these industries.
- Employers who work with and/or extensively employ female workers tend to speak more in defense of women's abilities to perform on par with or exceeding industry standards, many feel that female workers are more dependable and produce higher quality ('hand-worked') products.
- Obstacles for women often involve employing women as managers, as they are seen to not have the skills (typically out of the mere perception that certain skills they are able to acquire on-the-job would be unattainable); Equal Pay—in many industries women are paid less than men for completing the same work, also possibly because of the perception that women provide lower productivity or do not have the ability to handle 'heavy' work loads.
- Some companies arrange more detailed and extensive trainings for their workers, although this is typically done in-house, and with workers who are typically under/unskilled. Companies such as these tend to show a high turnover of workers due to their seeking out better employment and income-generating opportunities elsewhere once they have completed their training.

- Employers seem to provide a wide range of benefits and compensation, however, these options present starting wages for unskilled/untrained workers which lure them away from engaging in training programs, even being provided subsidies by the government, cannot compete with the base level of salaries being offered by large-scale employers.
- It is seldom that there are childcare facilities provided for mothers with infants and toddlers, though on occasion this was seen in a limited number of instances. It was typically remarked that ‘most’ women have family or support networks who can look after children.
- On occasion, outside training providers were contracted to provide training to employees; and on at least two occasions, the employers remarked that specialists in training on the technology and machinery used in their factories were actually flown in from other countries.
- Many times workers will claim to be experienced in order to obtain work, but then show a sufficient lack of skills training once on the job.
- Some companies do hire technical workers, but even starting salaries for these employees can be considerably low (observed between 1,600 and 4,500 BDT per month).
- Few companies have apprenticeship programs which last a set duration while employees are trained.
- As training is most often seen as a ‘cost’ and not an ‘investment’, employers revealed similar frameworks for reducing their costs of training, this typically involves accepting a high turnover of employees, and training unskilled ‘fresh’ workers at a very inefficient, yet acceptable standard.
- Many employers remarked that training centers and/or providers were ineffective as hires in skilled labor, and that many of these graduates have to be retrained once they are hired.
- Employers often look to expand their business and operations, meaning that increasing numbers of new hires will be necessary, yet similar hiring and training practices will persist.
- Several employers remarked about the potential for their providing input in the design of technical training courses that would be used by different training providers. This idea was seen as a positive step towards training institutions being able to better match the demand for skills and trades within the private sector.
- Skills gaps also exist at the management level as well as with regular employees; workers often lack knowledge of business concepts like production management and market information.
- In hiring workers there is an apparent lack of technically skilled workers. This skills gap is further evidenced on-the-job, in that experience has not always been seen to translate into better productivity.
- Companies exhibit a range of hiring and recruitment practices: word-of-mouth; posting notices on factory gates and on village streets; postings on websites are more used for managerial-level hires, and is seen a more cost-effective means of advertising.

6.5 Persons with Disabilities

There is an immense lack of consideration nationally for the personal and provisional wellbeing of Persons with Disabilities in Bangladesh. Families often times feel shame for having to bear a “burden” of having to support and be responsible for a disabled family member (in the case that the individual is physically or mentally disabled from or shortly after birth)—PWDs are often kept out of site of communities and social groups, and are made to feel that they are a cost burden as well as a downfall of a family and/or a community. For these reasons, PWDs are often kept physically in households, and not allowed to participate in social roles (such as employment); typically they are disregarded by social and family circles.

In many other cases, and similarly, many people become disabled working in hazardous jobs and workplace environments. There is little support available to either of these groups in the way of treatment and rehabilitation (although there are considerable policy measures in place to accord them rights and services under Bangladeshi law); PWDs often suffer from lack of physical treatment, and are unable to find accommodation to join as productive members of society.

→ ***Market Constraints, Post-Training/Programmatic Support and the Selection of Trainings/Trades.***

- PWDs who have become disabled later on in life felt they would like to return to their former professions even when their disability was a result of their hazardous working conditions.
- Most of the jobs identified were in self-employment running small enterprises (i.e. shop keeping, poultry vegetable vendors, and tailors). Wage employment in most cases was not preferred as it was perceived to be unsuitable to the physical constraints of many disabilities. Furthermore, wage employment typically pays considerably less than if an individual is able to establish his or her own businesses.
- Many PWDs felt they would be willing to enroll in training courses relevant to their desired occupation and abilities; or to help them run their business better (in the event that they were given rehabilitation and provided some support in establishing their own businesses). Very few were interested in trainings in new trades and skills.
- Many expressed a desire to work alone in their existing jobs, exhibiting that they were very much aware of the social stigma of their disabilities, but also that they were comfortable doing what they had been doing (prior to injury and disability), did not feel venturing into new occupational arenas would provide satisfactory income and support to them in their disability.
- Wage work is often seen as exploitative by PWDs on account of demanding conditions and unfavorable levels of remuneration.
- Some trades identified for PWDs residing in rural areas were cow rearing and dairy production; and for vegetable/produces storage, selling these commodities as they became out of season and sold at higher prices.

→ ***Financial Constraints***

- Most PWDs interviewed had taken micro-credit loans from NGOs in their area, mainly from BRAC and/or other smaller NGOs. Access to credit was not difficult however the reason for most of these loans was medical expenses and not business investments. There were a few cases where loans were taken either for business capital, or for bribes to get government jobs. The loans varied from 10-20 thousand Taka.
- The workers injured on the job abroad had received large amounts of money including flights home, the ones injured in Bangladesh had received around 6,000 BDT, however medical expenses forced them into taking more loans. Their limited access to cheap/free medical care was the main reason for their financial problems.
- There was a lot of financial pressures for the PWDs with dependents (especially the ones who had recently become disabled), and most wanted to return back to their jobs as soon as possible to minimize financial constraints on their families.

→ ***Social Constraints***

- It was expressed that PWDs were seen to be “unlucky” in their local communities so when a women with disabilities started a tailoring job, for instance, the community members did not trust her and instead traveled to the next town to get their cloths stitched. This sort of social stigma was minimized through awareness rising done by NGOs.
- Wage work was seen to be socially constricting due to social taboos associated with PWDs (i.e. less efficient and productive, unlucky etc).

6.6 Indigenous Groups

Because of the difficulty in accessing beneficiaries and organization from indigenous areas in the Chittagong Hill Tracts (CHT), there is an insufficient amount of data concerning experiential references from beneficiaries who have received skills training from local NGOs in CHT. Two local NGOs in Rangamati, CHT (Moangon and Greenhill) were contacted for their participation in the study, but because

of time, budgetary and logistical constraints—more detailed and extensive interviews, such that were carried out in other areas were, became infeasible. Therefore, this section of findings for Indigenous Groups will merely provide some inferential remarks which were given by an administrator from one of the local NGOs working in Rangamati, about some of the details about their organizational working experience in the area.

- Because CHT are currently involved in a national security situation with the GoB, over rights concerning indigenous peoples, it is difficult to get governmental support for regional, social and community development programs such as skills training and workforce capacity building.
- TTCs and TSCs in the area are available but lack significant support from the government in terms of management and organization.
- New technologies and equipment are needed in order to increase productivity, and in order to diversify the production-base for products and services in demand—however, relevant and available resources for training and instruction are lacking.
- There are many traditional handicrafts (e.g. cane and bamboo), and textiles which could be supported through capacity building in business management and support.
- NGO-run schools and training programs (as well as their accreditation process and certifications) are not recognized by the government.
- Post-training support, particularly with regard to Entrepreneurial Development and Business Management (EDBM) is lacking. Greater capacities in technical assistance to beneficiary participants could improve the delivery and sustainability of programs.
- There are many teachers/trainers/instructors who have worked in different industries in the private sector but who don't have the relevant accreditations or certifications for their experience and skills.
- Job-search and job-placement are a problem for training programs in the area.
- There is a demand for skills which could be employable overseas and that indigenous peoples could use in order to find work abroad.
- There is not a significant presence of private/commercial industries and businesses in CBT, though there are major industries present in Chittagon Division elsewhere (e.g. steel, RMG).

7. Organizational Strategies and Recommendations

Based on the findings, this section on Organizational Strategies and Recommendations will outline considerations which should have due influence over the course of planning in bringing the CB-TREE pilot online in Bangladesh. Common elements from the findings will be brought together in responsive and cohesive strategies for program organization according to the relevant stakeholder groups. The principle aim of the CB-TREE methodology is a further decentralized programmatic structure in which all partners and stakeholder groups have an integral part in program implementation; in addition to having a more inclusive set-up in management which can help to maintain the integrity of that structure.

The approach of decentralization will help to ensure that there is not a “top-down” approach at any one level of the project, but that information and planning flows according to the establishment of relevant panels, committees and groups with various stakeholders and at different levels of the organizational structure. Input from different groups at these levels will be key to the execution of program activities—and that input at every level should be considered essential to the participatory process, making sure that all actors feel they have a voice and can be assured that their needs, constraints, ideas and criticisms are given full and due consideration.

This section will present **Organizational Strategies** which will speak to the concerns and considerations outlined in the findings. Each subsection will follow according to 1) the different stakeholder groups (similar to the structure of the Findings Section above), and 2) will address key components of the CB-TREE pilot regarding **Region, Program Support Activities and Initiatives, as well as Post-Training and Post-Program Support** which can be built in a way so as to **promote the idea of Sustainability** amongst the partners, stakeholders and beneficiary participants.

As the ILO has already several adapted models of the CB-TREE approach in various countries, the adaptation of TREE in Bangladesh should figure extensively in the process of TVET reform in the country. The study has emphasized the utilization of CB-TREE as a formidable resource in giving marginalized and impoverished groups access to TVET institutions and training. The assessment therefore will provide a basis for addressing the following concerns:

- Nature and need for employment opportunities and/or self-employment development in the context of the rural informal economy of Bangladesh; not often and readily addressed by the macro planning methods and institution-based programs of formal TVET system.
- Limited capacity of target groups to access or qualify for formal TVET programs.
- Limited capacity of target groups to compete in local and national labor markets even after having accessed short term skills training.
- Limited budgetary support as compared with the huge demand for creating alternative sources for livelihoods and income generating activities for marginalized and under-privileged target groups.
- Relationship of other TVET reform components such as RPL, NVQF, (Informal) Apprenticeship, etc, to the CB-TREE methodology in order to increase the capacity of target groups for educational and social mobilization.
- Need for strong policy initiatives that will complement CB-TREE within the TVET reform project guidelines and recommendations.

7.1 Strategic Breakdown by Stakeholder Group

→ *Selection of Beneficiaries*

Beneficiary selection should be carried forward on the basis of dividing the groups into different categories. Initially this division should be carried forward on the basis of 1) Former CBT participants; and 2) New participant groups:

Former CBT participants → Should be further subdivided into 3 separate categories in order to develop training and support activities with distinct aims according to the following breakdown:

- 1) Former CBT participants employed as Wage Workers
- 2) Former CBT participants who are Self Employed
- 3) Former CBT participants who have established Micro Enterprises

New CB-TREE participants → Should similarly be subdivided into different categories for program and activities development:

- 1) A gendered approach to including Rural Poor should remain intact but should also be expansive to include males under this poverty designation—i.e. set gender quota to ensure a breakdown of at least 70% new rural poor female participants, but leave 30% available for the inclusion of male community members who meet criteria for participation.
- 2) Persons with Disabilities should be included in consultation with local experts in PWD-centered organizations and with international experts (selection of trades should be up-scaled from the commonly held activities for PWDs at their support organizations. Notions of what PWDs are capable of should be challenged and alternatives demonstrated, however, careful examination and survey of existing disabilities should be conducted in order to discern a range for particular disabilities—then trades/trainings selection should be completed and PWD beneficiaries selected on the basis of their disability in relation to the trades or set of skills selected.
- 3) Working areas comprised of Indigenous Groups should rely on local partnerships with NGOs working in indigenous groups affairs and development initiatives (i.e. in the CHT) for selecting beneficiary/participants.
- 4) Addressing levels of education—There should be a small focus group, tied mainly to the TTCs and other training programs which will target beneficiaries higher level certifications in education, but who are also living under the specified conditions of poverty. It had been observed that several of the former CBT participants also had Class VIII and/or Class X educational certifications. This group should be focused on developing higher-level skill sets and training programs with certifications. These individuals should also receive TOT-oriented courses, as well as EDBM and Accounting Procedures where entrepreneurial desire is determined present—and should receive a contingent “arm” of the program dealing with micro enterprise development.

Process of Beneficiary Selection – Consultation on selection of the beneficiary groups should utilize explicit market and needs analysis designed in the CB-TREE program methodology—and should be the main responsibility of, and/or completed in collaboration with PNGOs. However, the capacity of the PNGOs in deploying the selection criteria should be enhanced through direct collaboration with both the National and Local Coordinating Units. Use of the training and needs assessment modules should be work-shopped at the national *and* local levels, in order to modify and sync the assessment component of CB-TREE through consultations at every level of the program.

Once selection criteria have been agreed upon, PNGOs can deploy the market and needs assessments within their working areas in order to 1) determine the final and specific areas where beneficiaries will be targeted, 2) simultaneously carry out market assessments that will provide information on market structures, demand, and the socio-economic needs of target beneficiaries—assessing the real first hand needs as they are addressed by beneficiaries, as well as present realities of market conditions, structures and constraints in detail.

→ ***Selection of PNGOs***

It was observed that all of the local level NGOs that were interviewed under the assessment have considerable resources and capacities, whether they were involved in the CBT pilot or have had other ongoing concerns in development initiatives in Bangladesh, many local NGOs have extensive beneficiary networks, poverty alleviation programming (matched with national level policy under the MGD and PRSP regarding education, employment and skills development). All have received international donor funding,

though at times intermittent with GoB allocations through the PKSF, their organizational frameworks and programming structures have all been recognized as vital at both a local as well as an international level.

This is not to say that these NGOs are without their own constraints and opportunities as demonstrated in the findings, however, as there is a culture in Bangladesh which allows these organizations to compete and develop within both national and internationally set standards, therefore, PNGO selection under the CB-TREE Pilot Project will 1) have ample opportunity to select from many high caliber organizations within each region if it is determined ; 2) the structure of competition will help to ensure the collaborative involvement of potential local NGO is open, efficient and cooperative under the initiatives of any future ILO CB-TREE pilot program; and that 3) partner organizations are entirely open to the use and maintenance of standards set to adhere programs to the NVQF, and other relevant TVET reform policies.

- 1) FORMER CBT PNGOs should be used as resources to source potential beneficiary target groups as well as build from their experiences under the CBT pilot program. Selection of existing PNGOs on the basis of their ability to fulfill program objectives at the beneficiary level—according to their history of outreach and programs, as well as the kinds of groups around which they typically center their programs, in addition to having experience as training providers, working with INGOs as well as implementing nationally based, policy-specific programming—a checklist of features for applicability should be developed at the National Level Steering committees, which will be used to assess the employability of all potential NGO partners.
- 2) Selection of NEW PNGOs should follow the incorporation of organizations that work specifically and primarily with each of the designated target groups by the ILO for the CB-TREE pilot, i.e. Rural and Marginalized Women, Indigenous Groups and Persons with Disabilities. The criteria used for determining the efficacy of existing PNGOs should also be applicable to the selection of new PNGOs. Where gaps are determined in organizational makeup, or where potential NGO partners for the CB-TREE pilot do not meet the criteria set forth in the checklist, new PNGOs who do meet the set guidelines can be selected regionally.
- 3) NGO selection should also be made on the basis of the potential PNGOs ability to incorporate and adhere to national standards set forth in the NVQF, and/or whose capacities can be enhanced through TOT of teacher/trainers to be fully in accordance with the standards set by the NVQF for respective skills and trades training.

→ ***Utilization of TTCs, TSCs and/or Other Training Providers***

Where it is geographically possible TTCs and TSCs (and/or including NGO and privately run training facilities) should be included in the activities of the CB-TREE pilot where it is determined to be feasible. If the role of the TTCs/TSCs could be expanded it should be done on the following measures:

- 1) Looking to extend the inclusion of public training providers outside for the BMET and MoLE; That would mean using TSCs under the DTE, BTEB, and/or the BNFE. Including these institutions and agencies in the CB-TREE program would not only help to expand the coverage offered by public training institutes regionally, but it would also streamline the inclusion of more bodies of the GoB in pursuing the aims under the pilot as well as the TVET Reform Project.
- 2) For the sake of simplification, merely expanding the coverage offered by existing TTCs under the BMET/MoLE administration, and who were involved in the original CBT pilot. And/or choosing new locations for project implementation and activities on the basis of available TTCs. This would mean that the same, or additional BMET TTCs would be responsible for a larger area of regional coverage as it concerned the pilot, or that the working area of the pilot would be expanded according to locations of BMET-run TTCs.
- 3) As with the PNGOs, TTCs/TSCs should also be assessed of their capabilities and capacity to fully incorporate standards set by the NVQF.

→ ***Collaboration with the Public Sector (Incorporation of NVQF and RPL)***

Public sector involvement in the forthcoming CB-TREE pilot should be much more extensive. From the assessment expert consultations, it was discerned that there are many similar government authorities and agencies which administer some form of TVET curricula, compared to the BMET. While the BMET openly acknowledges its limited capacity as far as personnel and financial resources, we see that this is a common thread amongst public TVET and educational institutions such as the DTE, BTEB and BNFE. In keeping with the stated aims of the larger TVET reform project under the ILO, all of these institutions should be incorporated into a national strategy for the use of NVQF—particularly with respect to the mechanism within the NVQF for Recognition of Prior Learning (RPL).

- 1) These organizations should have representatives who will sit on the National Advisory Body (NAB) of the CB-TREE organizational framework.
- 2) Likewise, their capacities and resources should be enhanced in order to include their district-level training institutes within the CB-TREE implementation strategy, and to create a space wherein these agencies can effectively utilize and maintain a programmatic structure for the deployment of CB-TREE course curricula and programming.
- 3) Within the design of CB-TREE, these organizations can effectively acknowledge and recognize the NVQF and the use of RPL in giving target groups access to training through the CB-TREE programs that would be initiated at their facilities and nationally.

→ ***Private Sector Involvement and Partnership***

Collaboration with the Private Sector is crucial to the aspects of the CB-TREE program where it is able to provide specific training in regions where wage employment is highly in demand. This linkage, as iterated in the background section, is crucial to the betterment of skills training and development in Bangladesh, and private sector associations, businesses and industries should provide valuable input and advisement in the creation of CB-TREE trades training courses.

- 1) A number of representatives from the private sector (TBD) should have permanent and/or rotating seats on the NAB set up under the CB-TREE organizational framework. This will create a direct linkage between the GoB training, educational and employment agencies who will under the terms of the appointment to the NAB, work in collaboration to create relevant and meaningful skills training courses and curricula for the CB-TREE program.
- 2) A similar constituency should be made up of regional and local businesses who will sit on the Local TREE Committee (LTC) in order to provide input and support to the ongoing project implementation.
- 3) There should be a concerted effort to place CB-TREE trainees in workplace arrangements, either through apprenticeship, or through direct work placement within private sector industry and businesses.

7.2 Strategies by Regional Locality and Skills/Trades in Demand

→ ***Regional Considerations, Target Areas and Expansion***

It is strongly recommended that the ILO first seek to reinvigorate the former CBT program working areas and partnerships under a CB-TREE pilot. It was observed by the assessment team that the structures put in place under the CBT program laid a foundation of coordinated support and knowledge base of CBT and CB-TREE-type initiatives; and that these foundations would be extremely useful in implementing a CB-

TREE pilot program in Bangladesh, and provide a reference from working experience for any other subsequent involvement on the part of new partners added on and/or included in the CB-TREE pilot.

New working areas for a CB-TREE pilot can be expanded on three fronts:

- 1) Leveraging previous working history with CBT PNGOs and using their existing beneficiary networks in order to find and target specific groups within those networks which are considerable;
- 2) Building relationships under clear guidelines with new PNGOs who would be added to the CB-TREE programmatic and organizational framework, according to working capacities, regional locality, historical target group selection (i.e. PWDs, Indigenous Groups, Marginalized and Impoverished Social Segments, etc);
- 3) Sourcing PNGO and Training Providers according to locations/regions/districts which were not included in the CBT pilot area. Specific consideration for new areas should be given to:
 - Rangamati, Chittagong Division—Focus: Indigenous Groups (Greenhill and Monargoan Working Area)
 - Comilla, Chittagong Division—Focus: Rural Poor and Marginalized Groups (Aid-Comilla and AHRDT Working Area)
 - Savar, Dhaka Division—Focus: Persons with Disabilities (CRP Working Area)
 - Uttara, Dhaka Division—Focus: Persons with Disabilities (PKSF Working Area)
 - Shatkhira District, Khulna Division—Focus: Rural Poor and Marginalized Groups (Uttaran Working Area)

→ **Recommended Skills and Trades by Region**

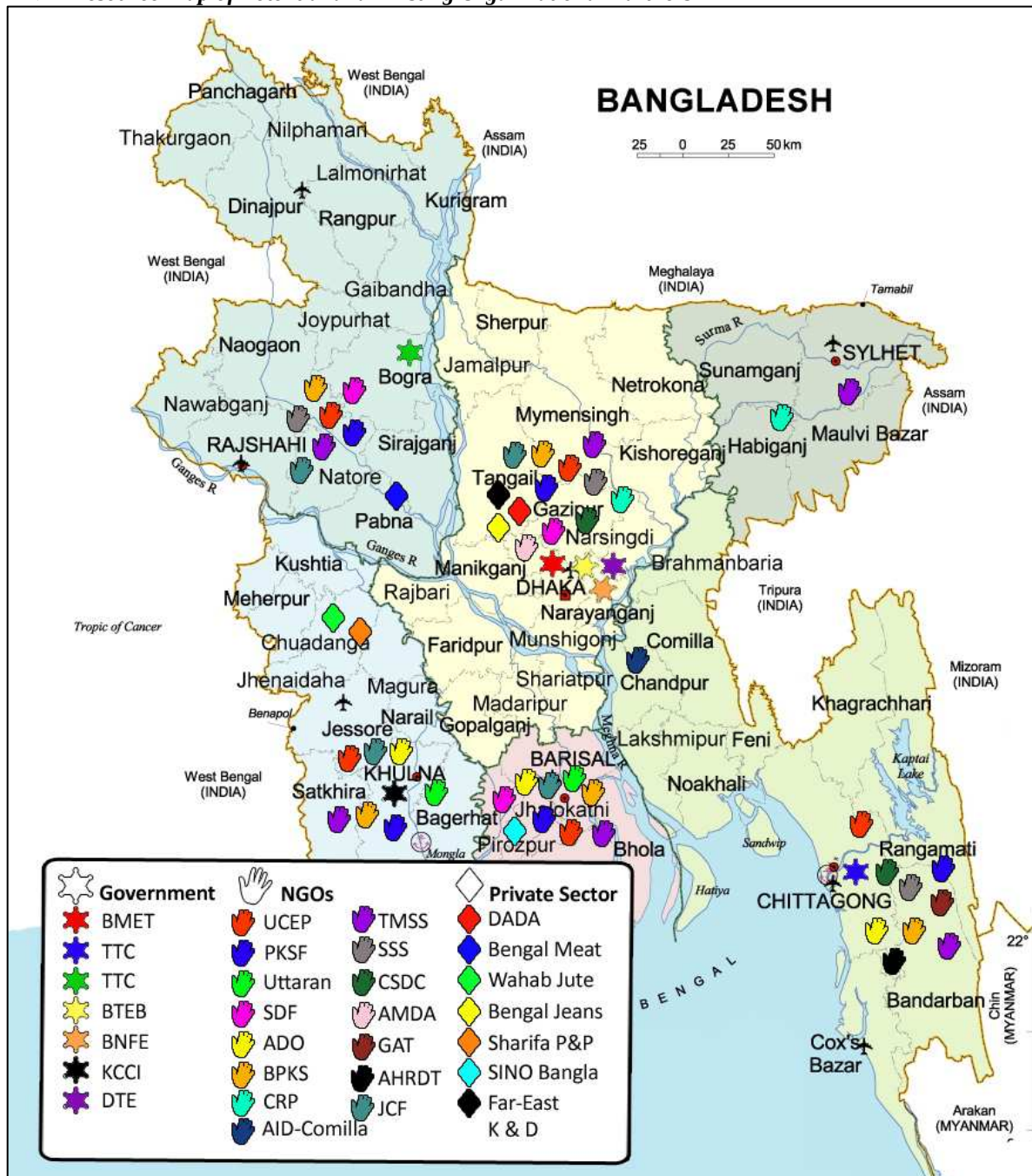
Region/Division	Urban/Rural	Stakeholder Group	Skills/Trades/Trainings Recommended
<u>Dhaka City</u>	Urban	Local Gov't	• Welding • Electrical wiring • Civil engineering • Refrigeration • Nursing/Health services, medical technician • Fisheries technology
<u>Ghatail, Dhaka</u>	Rural	Beneficiary	• Box-making equipment/machinery • ICT-related services, Computer programming/hardware • (Label) design • Livestock, cattle rearing, beef fattening • Dairy production • Accounting and business management • Business development • Cane/Bamboo Work • Handicrafts • Sewing, tailoring • Needle work/embroidery • Improved soap-making • Candle making • Improved bag-making
<u>Tangail, Dhaka</u>	Both	NGO	• Livestock, cattle rearing, beef fattening • Bag making • Candle making • Weaving • Sewing, tailoring • Block batik

			• Coconut coir • Jute products • Fisheries (aquaculture) • Agro-based products/services • Book binding • Accounting and business management • Mobile services (Cell Phones)
<u>Gozaria, Dhaka</u>	Rural	Private Sector	• Dock/Shipyard welding • Electrical wiring • Nursing/Health services
	Both	NGO	• ICT-related services, Computer programming/hardware • Electrical wiring • Welding • Sewing, tailoring • Handicrafts • Carpentry • Nursing • Fisheries • Beauty parlor • Block batik • Electronics • Mobile services (Cell Phones) • Candle making • Agro-based products/services • Seed production
<u>Gabtol, Rajshahi</u>	Rural	Beneficiary	• Sewing, tailoring • Welding for home wares/furniture • Agro-based products/services • Seed production
<u>Bogra, Rajshahi</u>	Both	NGO	• Needle work/embroidery • Sewing, tailoring • Livestock, cattle rearing, beef fattening • Agro-based products/services • ICT-related services, Computer programming/hardware • Leather technology/products • Light engineering (welding, fabrication, equipment repair) • Block batik • Handicrafts • Plumbing/pipefitting • Pharmaceuticals
	Both	Public Sector TVET Institute	• Seed processing • Poultry rearing/vaccination • Sewing, tailoring/machine operation • Welding/metal fabrication • Furniture making • Paper bag making • ICT-related services, Computer programming/hardware • (Radio) electronics • Pump manufacturing • Cycle repairing
	Urban	Local Gov't	• Dairy production • Agro-based products/services
<u>Khulna City</u>	Urban	NGO	• Coconut coir • Shrimp culture

			• Fisheries • Jute products/mill employment • Nursing/Health services • Disaster management • Handicrafts • Block batik • Sewing, tailoring • Cap making • Beauty parlor • Candle making • Leather products • ICT-related services, Computer programming/hardware • Electronics • Livestock, cattle rearing, beef fattening
	Urban	Local Gov't	• Shrimp culture • Jute products/services • Packaging services/production • Agro-based products/services (rice, pulse) • Poultry rearing • Pottery/tile-making
<u>Jessore, Khulna</u>	Rural	Beneficiary	• Box-making • Sewing, tailoring
	Both	NGO	• Livestock, cattle rearing, beef fattening • Poultry rearing/vaccination • Agro-based products/services • Electrical wiring • Hotel/restaurant • Beauty parlor • Soap making • Bakery • Sewing, tailoring • Bag making
<u>Kotubpur, Khulna</u>	Rural	Beneficiary	• Upgraded Basket Making
<u>Phulgazi, Chittagong</u>	Rural	Beneficiary	• Poultry vaccination • Livestock, cattle rearing, beef fattening • Book binding • Candle making
<u>Noakhali, Chittagong</u>	Rural	NGO	• Poultry rearing • Dairy production • Fisheries • Book binding • Candle making • Tubewell repair/maintenance • Handicrafts • Soap making • Sewing, tailoring • ICT-related services, Computer programming/hardware • Skills for Migrants/Foreign Markets • Food Processing
<u>Comilla, Chittagong</u>	Rural	NGO	• Skills for Migrants/Foreign Markets • Sewing, tailoring • Industrial sewing/machine operation • Needle work/embroidery • Design (patterns/fabrics/batik) • Welding • Painting

			• Cook/Chef • Block batik • Beauty parlor • Livestock, cattle rearing, beef fattening • Handicrafts • Agro-based production • Off/dry season agro-based production • Jute products (fabrics/bags) • Jute machine maintenance • Bamboo products • Mobile training units
<u>Chittagong City</u>	Urban	NGO	• Industrial sewing • Book binding • Poultry rearing • Bag making • Food processing (fruit juice) • Needle work/embroidery • Block batik • Beauty parlor
	Urban	Public Sector TVET Institute	• Industrial sewing, tailoring/Machine operation (RMG) • Sewing machine repair • Beauty parlor • Foundry/Metal/Steel • Cement • Fish (food processing)

→ **Resource Map of Potential and Existing Organizational Partners**



The Resource Map outlines the extent to which coverage of the CB-TREE program is able to extend. All of the organizations listed have the capacity to potentially engage in the CB-TREE pilot, and with extensive networks of beneficiaries, local resources, national government sector and private sector linkages, the possibilities for the extension of program activities under a CB-TREE pilot are vast. What would be crucial for program development, however, would be the decision on actual feasible scale for program interventions and implementation, based on cost and budgetary allocations—a CB-TREE pilot program could potentially be as large or as small as initially decided upon by the ILO.

7.3 Strategies for Streamlining CB-TREE in the TVET System

→ *Programmatic Structure and Technical Support*

The CB-TREE pilot should have a clear delineation of roles and responsibilities regarding partners and stakeholders. A thorough outline for the CB-TREE pilot's organizational composition should be configured to the specific context of Bangladesh, and should include a manifold dispersion of sector actors, agencies, organizations and stakeholders. The TREE Organizational Structure (see p. 18), can be used as a guiding reference in assembling partners at all levels of the program organization. Within the context of Bangladesh, the recommendations below are seen as methods for structuring and integrating the TREE organizational approach for deployment in a CB-TREE pilot for Bangladesh; and under which vital linkages can be made for streamlining CB-TREE within the overall agenda of TVET reform in Bangladesh:

Steering Committee (SC)/Managing Authority (MA): This will consist of the ILO TVET Reform Chief Technical Advisor, and Dedicated Technical Advisors from Components 2 and 5—as well as the principle governmental authority for TVET administration chosen as the key public body for program implementation (such as DTE). The steering committee will be designated as the Managing Authority for overall project implementation through Requests for Proposals for a local services contractors. The SC/MA will be responsible for program initiation and overall Monitoring and Evaluation at program outset. The SC will also form the **National Advisory Board (NAB)** which will consist of multi-sector partners and advisors organized by the SC/MA and the SC. The NAB representatives should be inclusive of GoB TVET and educational institutions (e.g. BMET, BTEB, BNFE, etc); Private Sector stakeholders and industry representatives (e.g. BGMEA, BKMEA and Micro Enterprise); INGOs and International Donors such as ADB, DfID, UNICEF, UNDP/UPPRP, USAID/Price Project, Swisscontact and other organizations whose work is centered in some respect to skills training and capacity building programs; Financial Institutions such as Grameen Bank, and BRAC Bank et al. The NAB will be responsible for providing input, expertise, multi-sector resources, and advisement to program partners engaged in program implementation. Together, the SC/MA and NAB will make up the **National Implementation Unit (NIU)**, and will be involved in the overall national policy implications and advocacy concerns of the CB-TREE pilot program.

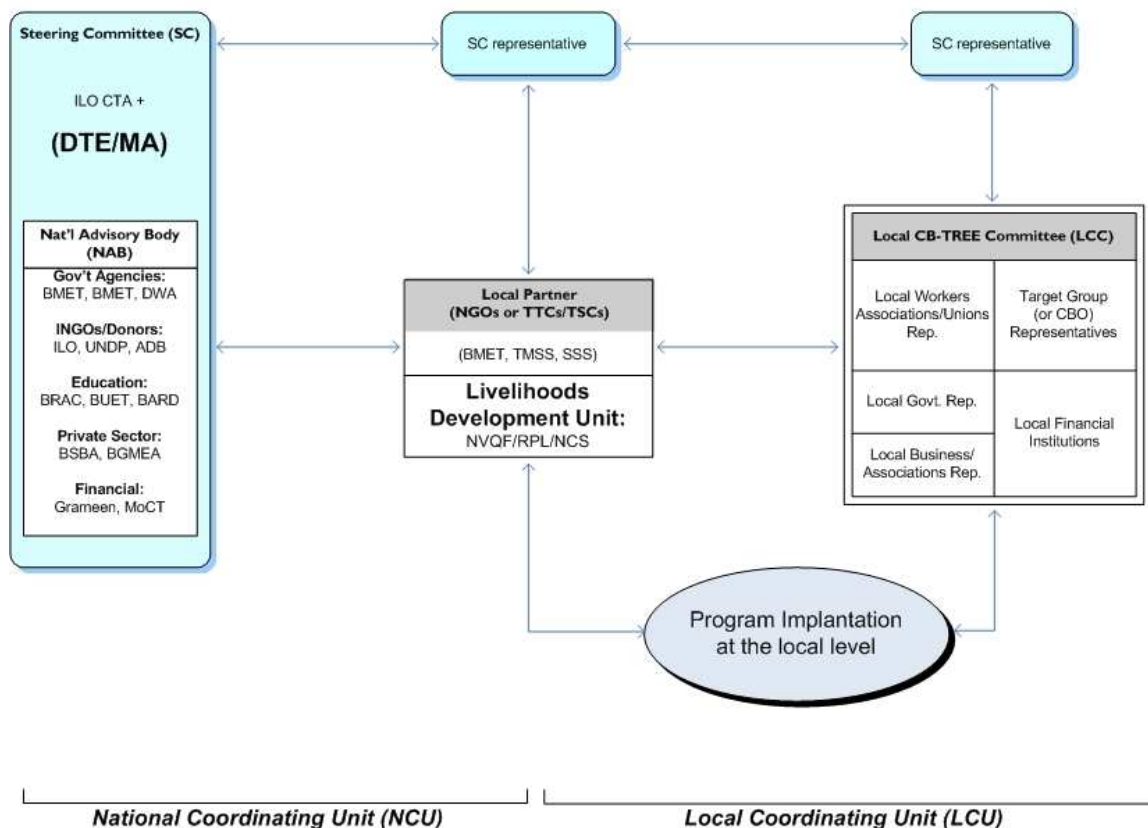
The SC/MA will provide overall and direct Technical Assistance (TA) to all other affiliated program partners, and will be responsible for overall program management—of financial allocations, assets transfer, procurement, fulfillment of program objectives and organization. The SC/MA will select all PNGOs to participate in the pilot (in direct consultation with the SC), and will also be responsible for the organization and assembly of the National Advisory Board and recruitment of multi-sector partners and advisors (i.e. public, private, INGOs, social institutions, local government, financial institutions, etc). In addition to providing TA to all program partners, the SC/MA will serve as a learning organization, and will therefore assist the in all M&E exercises, as well as conducting research and data collection on the program activities as they are in implementation.

Local Training Providers (TTCs/TSCs) and Partner NGOs (PNGOs): Local/National Training Providers and NGO partners should be selected according to the criteria mentioned above, and should make up the primary implementers at the local project level. Each PNGO, selected on the basis of locality and capacity, should be responsible for all local level interactions with partners such as local training institutions/providers, social institutions, local government, local business and/or industry, and financial institutions which can provide support to program beneficiary groups. PNGOs should be responsible for the formation of the **Local CB-TREE Committees (LCCs)** amongst these regional actors. Moreover, each PNGO should be made responsible for the formation of a **Livelihood Development Unit (LDU)**, outlined in more detail below), which will house provisions for the maintenance of NVQF, RPL and NCS guidelines, protocols, tools and assessments.

The LDU will be the fundamental learning component of PNGOs for establishing and training an individual unit in the CB-TREE methodology, as well, establishing teacher/trainers and local experts in CB-TREE training courses—therefore making an extensive TOT in CB-TREE training courses for

upskilling PNGO capacities in program implementation. Together, the Local Training Providers and/or PNGOs and the LDU, and LCC will make up the **Local Implementation Unit (LIU)** outlined in the TREE methodology. Capacity building needs to be a central focus for the SC/MA in terms of priorities for the organizational management of the Local Training Providers, PNGOs, the LIU and LDUs within TTCs/TSCs and PNGOs. All of the various organizations should be fully availed of the TOT and up-skilling of teacher/trainers in CB-TREE methodology and individual CB-TREE training courses.

Proposed Organizational Structure for CB-TREE in Bangladesh



8. Summary of Recommendations and Conclusion

The final report has provided a multi-faceted and in-depth approach in gaining insight on the former CBT program in Bangladesh, as well, how CBT can be built upon within the framework of a new skills training and development program utilizing the components of TREE, in respect to their relevance and relationship to both the previous experience of the ILO-UNDP CBT program in Bangladesh, based on the findings from stakeholders.

At the local level, national support for the LIU and partnering agencies should follow close and specific measures in order to safeguard the effectiveness and impact of future program interventions under a CB-TREE pilot:

- 1) The LDU needs to work at the field level to provide information and research in Value Chain Analysis, Livelihood Diversification Opportunities, Product/Production Enhancement, Value Addition and Marketing, Availability of Financial Services, Counseling in Business Planning, and Options for the use of Micro Credit and/or Micro Credit Institutions. The LDU(s) would be able to brief the SC/NAB; as well as provide direct support to target beneficiaries on entrepreneurial activities, running and maintenance of their businesses, resource allocation and the development of knowledge and learning initiatives within overall program activities.
- 2) The LDU can act as a specialty division of the Local Training Providers and PNGOs in the implementation of the pilot project activities; research-based assessments and information gathered through frontline involvement in project implementation and with target groups will situate the LDU as the principle go-between for field-based activities and the LIU and SC/NAB. The LDU would be responsible for carrying the knowledge base of CB-TREE programming frameworks, and training regular PNGO staff and/or affiliated partners at the local level; including the guidelines maintained in NVQF and RPL policies. As a learning and implementation entity, all information flowing from the field/local level should pass through the LDU to the different levels of program organization (LCC and SC/NAB, Private and Public Sectors, Gov't Agencies and Financial Institutions, Social Institutions and Local Government). Having detailed knowledge of both the socio-economic context for target groups, market information, local financial and educational institutions, in addition to strategic programming under CB-TREE, the LDU could in fact operate as the primary body for field-based and local level coordinating activities, and could be allocated an individual and separate resource base from the Local Training Provider or PNGO itself—for sustainability, the LDU could remain an intact section of each local partner that could draw its own revenue from multiple funding sources.
- 3) Specific training and resource guidelines need to be made for PNGOs to carry out their activities under the pilot. While initial funding will be required from the ILO, one of the primary objectives of the LIU and SC/NAB should be in garnering support from other affiliated partners across sectors (i.e. public governmental support, as well as support from the private sector). Initial funding from the ILO can be substantial; however, additional resources and structuring of program organization, as well as capacity building at all levels of the program with affiliated partners should be built in to program activities, in order to ensure that post-program support can continue sustainably once the pilot program has ended.
- 4) The capacity of potential local Training Providers and PNGOs needs to be enhanced in the order of creating more effective linkages with Public Sector Agencies and Ministries working in target areas, or with relevant institutions in proximity to potential working areas that could be accessed by the CB-TREE program target groups. This linkage needs to be the primary responsibility of the LCU and NCU bodies, but needs to also be facilitated outside of those immediate structures, and during the course of program implementation. Likewise with Public Sector stakeholders. Their inclusion in regular and ongoing activities with respect to program initiatives under CB-TREE needs to not be limited to the advisory bodies of the LCU and NAB.
- 5) Potential partner NGOs and Training Providers at the local level should also be engaged as a coordinating body for advocacy and awareness—for program-related issues involving different target groups such as PWDs and Indigenous Peoples, etc (from the grass-roots to policy level); but should also use this function to promote CB-TREE program initiatives broadly at the local level. Awareness building campaigns should focus on the nature and relevance of TVET reform components, skills training and development, employment and education. Lessons learned and successful CB-TREE beneficiaries can be asked to demonstrate themselves as meaningful examples of how the different components of TVET reform and CB-TREE can work to create new employment and better income generating opportunities.
- 6) NGOs with Micro Credit (MC) programs should retool these lending schemes to better fit the individual needs of target beneficiaries. Repayment programs are often too rigid and/or too focused on recovering loans in the short-term and with a very regular frequency (payments once a week in

- many cases). Micro Credit should shift to focusing on *Investment* for cottage industry and/or entrepreneurial activities of micro enterprise. Capacity building on the part of PNGOs as well as target groups could focus on the features of credit as one tool of financial management—with NGOs and other MC lending institutions restructuring cost-effective micro loans based on business venture—this financial support structure should also be one component of the LDU.
- 7) TOT needs to be a primary focus of activities involving Local Training Providers and PNGOs. Either PNGOs and Training Providers need to equip themselves with well-trained teacher/trainers in respective skills and trades, or they need to be able to access effective teacher/trainers who have received TOT based on CB-TREE designed courses. Partnerships between local NGOs and Training Providers (TTCs/TSCs), and their relevant administrative body (e.g. BMET, BTEB, DTE, BNFE), should be directly involved with the national level advisory body (NAB); and in order to incorporate the policy level guidelines for RPL and CBS under the proposed NVQF.
 - 8) Some capital investments and/or innovation funds should be granted to PNGOs in order to provide accommodations for both trainers as well as trainees, particularly in the absence of regionally available TTCs/TSCs—and when trainings will have to be administered to beneficiaries at and by the PNGOs themselves. Residential Trainings could be used as a vehicle in offering direct support during training phases of pilot implementation, and would offer a means for beneficiaries who would otherwise be unable to assume the cost and burden of travel and accommodation.
 - 9) Local Training Providers and PNGOs need to be aware of and disposed to dealing with the many different characteristics of target beneficiaries desires and abilities in work (e.g. as many of the women in CBT were opposed to entrepreneurial activities in self-employment, working or dealing directly in the marketplace; and that they were much more interested in wage employment (e.g. piece work) which could be completed in the household). TTCs, TSCs and/or PNGOs implementing CB-TREE programming should be able to delineate target beneficiaries according to desire and ability for work opportunities—and programs should be responsive and adaptable to needs within particular communities.
 - 10) In most areas, there will be a significant potential for training and capacity building in agro-processing, post-harvest handling for commercial production. This sector should be included as a staple of CB-TREE course and programmatic development, and should be a primary inroad of the newly envisaged CB-TREE pilot. The introduction of low-tech processing or cultivation techniques, post-harvest handling procedures, cluster-centered production units at the village and homestead level—have been the focus of many Livelihoods interventions strategies in Bangladesh, and should likewise be included in the CB-TREE methodological framework; potentially under the tasks of the LDU, but developed in direct consultation with both the NAB and the LCC.
 - 11) Among the skills in demand for each potential working area which are slated for CB-TREE course development—every working area should have courses and training for workers in Healthcare and/or ICT-Related Services. These sectors were observed to be in demand across divisions and districts; and as they are a primary aim and objective of national strategies and policy under MDGs and the PRSP—should be included under the CB-TREE course development.
 - 12) CB-TREE training manuals, logbooks and course curricula should be specifically designed in accordance with NVQF and CBS assessments for skills in attainment, and in compliance with newly redesigned TVET qualifications/certifications related to training in specific trades. In this way CB-TREE course material, modules and curricula, whether delivered by partners NGOs or Training Providers, will be able to offer a direct linkage between beneficiary/target groups receiving CB-TREE training, and institutionalized TVET standards, which will be acknowledged by the issuance of fully accredited certifications by the GoB. In other words: ***a subsequent CB-TREE training program in Bangladesh should be streamlined within the TVET reform agenda, and CB-TREE training should be fully recognized and accredited within the TVET institutional system.***

- 13) Public sector involvement should be streamlined at every level of the CB-TREE program, which should seek to coordinate and collaborate with multiple ministerial bureaus and agencies (considering those consulted for the study, e.g. BTEB, BNFE, BMET, *in addition to* DTE as a potential lead agency). As coordination with government institutions is often difficult, this interaction needs to be carefully mediated within the NAB, NCU and LCU under the CB-TREE organizational structure. These relationships should be groomed in order to successfully carry out needs and sector analysis, selection of skills and trades, as well as streamlining of the CB-TREE approach at the national policy level, and with the ILO TVET reform project.
- 14) LDUs should also have the capacity to provide support to emigrant workers. CB-TREE courses should deal in specific orientation to workers seeking employment abroad, issuing certifications, and offering counseling as well as financial services that can be provided as alternative and non-exploitative institutions that can help to mediate and administer support to migrant workers. Specific trainings with regard to trades and skills should also take into consideration for employability in foreign labor markets. Certifications with a nationally recognized accreditation (i.e. from the GoB NVQF and CBS assessments), could be used to help migrant workers in accessing and being taken in willfully in international labor markets.

→ ***Post-Training/Post-Program Support and Sustainability***

Post training support is and should be considered a critical phase of program implementation. Although many of the CBT program participants were successful in establishing regular employment and income generation, nearly all remarked that their initial difficulties and lacking support in the beginning of their entrepreneurial and/or work-oriented activities hindered them from having a much higher order of success. In essence this was due to lacking opportunities for follow-on training or refresher courses offered in the skills and trades trainings that were given. However, another critical facet of this overall weakness was in offering comprehensive and valuable financial counseling and services: how to obtain and best utilize micro credit, how to manage income towards building and growing business, the importance of establishing savings, etc. While many aspects of the necessity of post training support are addressed in the CBT manual, it was at least evident that these were not put into practice by the local NGO partners. The function of the LDU in a future CB-TREE program could effectively coordinate these sorts of post-training support activities.

In order to maintain sustainability, it will be crucial that the majority of efforts under the CB-TREE pilot go into organizational capacities development, at every level of the program, in building viable organizational structures which can assume, utilize and implement CB-TREE programs effectively and consistently. While course development for teacher/trainers as well as individual target group learners will also be of great importance, these developments need a solid structure to be housed in, and the strength of such a structure is where a CB-TREE program for Bangladesh should be given the utmost attention to detail. By building up the NAB and LINGO capacities for organization, these structures can remain intact after the conclusion of regular activities and funding under a pilot project. The LDU within LINGOs would possess added value in the skills and organizational capacity to offer demand-driven trades training, both to individual learners, as well as other/similar organizations: public, private as well as NGOs. Linking the organizational and curricular framework of CB-TREE with the NVQF and RPL policy guidelines will also help to guarantee sustainability in the long-run. Having a policy guideline intact at the national level will help to ensure the continued support for and inclusion of marginalized groups, as well, that they have direct access to viable market-led and relevant skills training and capacity development.

In the overall organizational structure of CB-TREE in Bangladesh, the NAB, local Training Providers PNGOs LDU, and the LCCs should remain intact. Solidifying these elements in the overall program design should be a key feature in allowing for sustainability once program activities under the CB-TREE pilot have finished. Because these different organizational bodies incorporate all of the relevant sectors who can offer support and direction to the continued need of target group beneficiaries, their involvement should remain, and the value of the different stakeholders inclusion should be demonstrated during the pilot through extensive marketing and awareness-building campaigns.

This final report has meant to provide 1) an outline of the ILO-UNDP Community-Based Training (CBT) program in four divisions in which it was implemented in Bangladesh; and 2) detailing components that can be built upon and be most effective in piloting a new Community-Based Training for Rural Economic Empowerment (CB-TREE) program under a tailored methodology to the particular socio-economic and market contexts of Bangladesh. The recommendations section has provided a detailed plan for the implementation of the CB-TREE programs in Bangladesh; highlighting the ways, means and localities which can be adapted or incorporated so as to increase underprivileged groups (rural poor women, indigenous groups and person's with disabilities) access to the TVET system and more viable and relevant (market-driven) training programs in skilled trades. The streamlining of CB-TREE within the overall TVET reform policy platform will also be key for the successful initiation of a forthcoming CB-TREE pilot in Bangladesh—linking it with the NVQF and RPL guidelines within the broader national TVET policy. The aims of the assessment and final report have been in outlining a two-pronged approach for increasing access to training and accreditation under the TVET system for underprivileged and marginalized groups within Bangladeshi society, highlighting the relevant skills and trainings in demand by local industry and employers in the business community—as well as the dynamics of including relevant stakeholder groups in the effective and sustainable implementation of CB-TREE in the Bangladesh.

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Annex 2 – Sample Questionnaires

Current and Potential Beneficiary KII

Questionnaire No	:	
Type	:	
Date of Interview	:	___/___/2009.
Interviewer:	_____	

Name of respondent : _____

Sex: ☐ Male ☐ Female Age: _____

Marital Status: 1. Married 2. Single

Level of education: _____

Name of the Organization/Employer: _____

Address: _____

E-mail: _____

Working Area (Please Circle): 1. Urban 2. Rural 3. Both

Telephone: _____

Cell: _____

Location (City and District): _____

Background

1. What is your level of education? _____
 2. Have you ever received any vocational training? (List trade and training center(s))
 3. Are you associated with any business development organizations, NGOs, trade associations, etc.? Describe:
 4. What is your current occupation or source(s) of income? (please list all):
- (If agro-related business, please answer questions 5 – 8)
5. If involved in agriculture, then do you own land? How much land?
 6. How much do you produce each year or season? Which crops? Does it meet your household needs?

7. Do you have any idea regarding crop rotation and post-harvest techniques? Explain:
8. Where do you sell your produce?
9. What are your sources of financing? (Banks, MFIs, Private company lender, etc). Please list financial institutions:
10. What are the major business problems you're dealing with?
11. What are some possible solutions to overcome these problems?
12. What are the best business opportunities?
What are the constraints in taking advantage of these opportunities?
13. How can one minimize costs in order to participate effectively in the (competitive) markets?
14. Which kinds of businesses in this area are unsuccessful? Why
15. Does anyone sell to large buyers/markets? Who? Which products?

Training Needs Assessment

1. What is the most preferred or suitable form of employment for the beneficiaries?
 - Self Employment
 - Micro Enterprise
 - Wage Employment
2. List your Strengths and Weaknesses
3. Do you like to work individually or in groups?

Give your reason for answer 3:

4. Are men/women willing to learn non-conventional/non-traditional skills?

If no why: _____

If yes which ones:

5. What skills do employers want in their workers:
6. Which skills do they think the workers need to improve:

Skill Development Initiatives

1. Did you receive any technical/other training from any local or international NGO or Govt. in the last 3 years?

Yes

No

If yes, please mention.

a) _____ Where _____ Duration _____

b) _____ Where _____ Duration _____

2. Would you benefit from any (further) technical/other training?

Yes

No

If Yes, What type of training would you be interested in?

Participants' Previous Training Experiences:

7. Were you part of the previous CBT program?

Yes

No

8. 10. If yes, what skills were given to you? And how were you able to utilize them? i.e own enterprise, wage work etc.

9. 11. What were the major differences you experienced in your life due to CBT i.e household/social issues, increased mobility and/or income, etc

12. What was lacking in your previous (CBT) trainings that should be incorporated in the future training programs? Please list and explain.

13. What are some skills and trainings that you would like to have in order to get better jobs, increase your bargaining power in the market place?

Consumer Demand Survey: (can also be used in FGDs and for Local Consumers)

Name of the project site:

Date of Survey:

Name of the Village:

Name of the respondent & address

Level of satisfaction with existing products/services

- 1. What are the existing goods and services with which the consumers are dissatisfied?**

Name of product/service	Nature of Dissatisfaction

- 2. Will consumers be willing to pay a higher price for a better quality of the existing product?**

_____Yes _____No

Unmet Demand for Products/Services

- 3. List the goods and services that the consumers would like to have**
- 4. Would the consumers be willing to purchase these products from women producers? Why/why not?**
- 5. Would the consumers be willing to purchase these products from disabled producers?
If not why?**

Enumerator Notes, Comments and Observations:

NGO/Training Provider KIIs:

Questionnaire No :
Type :
Date of Interview : ____/____/2009.
Interviewer: _____

Name of respondent : _____

Sex : ☐ Male ☐ Female Age: _____

Marital Status: 1. Married 2. Single

Level of education: _____

Name of the Organization: _____

Address: _____

E-mail: _____ Web site: _____

Working Area (Please Circle): 1. Urban 2. Rural 3. Both

Telephone: _____ Cell: _____

Location (City and District): _____

1. Does your NGO carry skills training courses/programs or initiatives in your working areas?

Please provide some detail if YES:

Do you think this training is useful for people in your working areas?

Please list the courses in trades/skills for training that your organization provides:

2. Is your NGO involved with the *government* in the planning and implementation of training programs?

If YES please explain (type of involvement, which agencies or branches etc):

3. Do you think skills development is useful for workers generally speaking?

Please explain:

4. If there is not skills development training in the areas do you think it could serve a useful purpose for these populations?

Yes

No

Please explain how you feel skills development training can be useful:

5. Do you have any (contractual /formal/informal) relationship with external training providers such as TTCs and TSCs, public or private?

Yes

No

If 4=yes, Please list names of the organization and please provide information about the most best facilities and those with the best training practices in your working areas?

6. What types of employment opportunities exist in your areas and what kinds of skills are in demand?

7. What are the employment opportunities for the graduates and/or participants of your NGO training programs?

Please list:

a) Wages:

b) Working Conditions:

8. Please provide information about the different opportunities for trained and non trained workers *in your working areas generally*?

Trained:

vs.

Untrained:

a) Employment Opportunities?

b) Wages?

c) Working conditions?

9. What are your thoughts about how training programs at the community level can be more effective and successful in delivering skills and training?

10. How would you assess the capacity of your organization to deliver trainings in the future?

What kinds of assistance/resources would help you?

11. What kind of involvement do you see as necessary on the part of the Government?, please explain:

12. Can you please list and explain any of the difficulties and constraints that you have experienced in the implementation of your training programs:

13. If yes, what were the reasons for these difficulties and/or constraints?

14. What is the rate of retention for participants who have completed your training courses?

15. If participants are unable to secure employment after completion of training, what are some reasons for this?

16. What happens to participants who DO NOT successfully complete the training courses?

Gender Component:

17. What is the RATIO of Males to Females in your training programs?

Do you have exact figures? If so, please demonstrate: MALES____ FEMALEs____

18. What kinds of training courses do you have available to woman? Please list:

19. Is there a difference between courses that are offered for men vs. women, if so, why?

20. What are some of the obstacles for women:

a) For entering training programs?

b) Social/Financial Constraints?

c) In entering the world of work?

21. If women are participating in your training programs, do you have childcare facilities available on your grounds?

- a) What kinds of trades/skills are applicable to women for their potential employment opportunities within your working areas (the local communities)?**
- b) Why/how do/should these skills and trades differ from those for men?**
- c) Do you offer trainings for women to become skilled in “non-traditional” skills and trades? If so, please list them:**

Persons with Disabilities Component:

22. What is the RATIO of PWDs in your training programs?

Do you have exact figures? If so, please demonstrate: MALES____ FEMALES____

- a) What kinds of training courses do you have available for PWDs? Please list:**
- b) Is there a accommodations made for PWDs in the way courses are delivered/taught for PWDs, if so, can you please explain/give examples?**
- c) What are some of the obstacles for PWDs:**
- d) For entering training programs?**
- e) Social/Financial Constraints?**
- f) In entering the world of work?**

23. If PWDs are participating in your training programs, do you have facilities that can accommodate their disability?

- a) What kinds of trades/skills are applicable for PWDs for their potential employment opportunities within your working areas (the local communities)?**
- b) Why/how do/should these skills and trades differ from persons without disabilities?**
- c) Do you offer trainings for PWDs to become skilled in “non-traditional” skills and trades? If so, please list them:**

Future Demand/Needs of Labor Force

24. Could you predict the future demand of type of workers? Please explain.

25. Which areas do you need assistance in training workers?

Sl	Particulars	Please explain (How)
2.1		
2.2		

26. Other than the current activities, what activities would the people in the community be interested in pursuing?

27. What are non-traditional activities or opportunities available in your district?

28. What kind of activities can you suggest for the community to support their family?

Enumerator Notes, Comments and Observations:

Annex 3 – Stakeholder Participant List

Participation List	
Organisation	Working Divisions
NGOs	
1. Area Development Organisation (ADO) Base: Jessore, Khulna	Barisal, Chittagong and Khulna
2. Bangladesh Protibandhi Kallyan Somity (BPKS) Base: Dhaka	Barisal, Dhaka, Chittagong, Khulna and Rajshahi
3. Underprivileged Children Education Program (UCEP) Base: Dhaka	Barisal, Dhaka, Chittagong, Khulna and Rajshahi
4. Society for Social Services (SSS) Base: Tangail, Dhaka	Dhaka, Chittagong and Rajshahi
5. Uttaran Base: Dhaka.	Barisal and Khulna
6. Social Development Foundation (SDF) Base: Dhaka	Barisal, Dhaka and Rajshahi
7. Thengamara Mohila Sabuj Sangha (TMSS) Base: Bogra, Rajshahi	Barisal, Dhaka, Chittagong, Rajshahi, and Khulna.
8. Chittagong Skills Development Committee (CSDC) Base: Dhaka	Dhaka and Chittagong
9. Centre of the Rehabilitation of the Paralysed (CRP) Base: Dhaka	Dhaka and Sylhet
10. Jagorani Chakra Foundation Base: Jessore, Khulna	Barisal, Dhaka, Khulna and Rajshahi.
11. Palli Karma- Sahayak Foundation (PKSF) Base: Dhaka	Its partners work in Barisal, Dhaka, Chittagong, Khulna and Rajshahi.
12. Gandhi Ashram Trust (GAT) Base: Chittagong	Chittagong
13. Assistance for Human Resource Development T (AHRDT) Base: Chittagong	Chittagong
14. Association for Integrated Development (AID)– Comilla Base: Comilla, Chittagong	Chittagong
15. Association of Medical Doctors in Asia (AMDA)	Dhaka

Base: Gazaria, Dhaka	
Private sector	
1. DADA Garments	Savar, Dhaka
2. Bengal Meat	Pabna, Rajshahi
3. Wahab Jute Mills	Khulna
4. Sharifa Printers and Packages	Khulna
5. SINO BANGLA Industries Ltd.	Gazaria, Dhaka
6. Bengal Jeans Ltd.	Dhaka
7. Far East Knitting and Dyeing Industries Limited	Gazipur, Dhaka
Government Organisations	
1. BMET	It runs 15 TTCs in Barisal, Dhaka, Chittagong, Khulna and Rajshahi. Two TTC from Chittagong and Bogra took part.
2. BTEB	Develops curricula and certify degrees for TTCs in Barisal, Dhaka, Chittagong, Rajshahi and Khulna.
3. BNFE	Barisal, Dhaka, Chittagong Khulna and Rajshahi
4. DTE	Coordinates 118 Technical and Education schools in Barisal, Dhaka, Chittagong, Khulna and Rajshahi
5. KCCI	Controls regulate trade and commerce in Khulna, does not offer any training programs.
Beneficiaries (CBT-participant)	
1. Majeda	Tangail, Dhaka
2. Afroza	Bogra, Rajshahi
3. Moriom Begum	Bogra, Rajshahi
4. Arzina	Jessore, Khulna
5. FGD (Nursing) women	Gazoria, Dhaka
6. FGD (Seed processing) women	Gazoria, Dhaka
Potential Beneficiaries	
1. Hira	Jessore, Khulna
2. Sabina Khatun	Jessore, Khulna
3. FGD (women)	Gazoria, Dhaka
4. FGD (men)	Gazoria, Dhaka
PWDs	
5. Md. Taher	Savar, Dhaka
6. Abu Hanif Pervas	Savar, Dhaka
7. Rakhan	Savar, Dhaka
8. Omer Faruk	Savar, Dhaka
9. Sorab	Savar, Dhaka
10. Kabir Mia	Savar, Dhaka
11. Saidul Rehman	Manikgonj, Dhaka
12. Rita Akter	Manikgonj, Dhaka

Annex 5 – Case Studies with CBT Participants

Respondent: Majeda (CBT Beneficiary)
Designation: Owner of a Box Making business
Name of Organization: Shotota
Location: Ghatail, Tangail

Background: Majeda is operating her own box making business for 6 years. She produces about 1000 to 1500 boxes per day with the help of 3 or 4 other women and an apprentice and her customers are not only limited to her region.

She earns about 2 to 3 thousand taka profit per month and sells each average size box for about tk.3 (the price may vary based on the size of the box)

Business Issues:

Cost of Production: The major problem she faces with her business is that the costs are pretty high because of the printed paper that has to be attached on top of every box. This paper has to be printed through a machine which is only available in the nearest city, Tangail. Purchase of this machine will minimize her costs to a great extent.

Credit Supply: for any form of business expansion she requires capital which she does not have as she has no savings. Loans from different financial institutions only mean monthly or week installments that are difficult for her to pay. For example the machine that she needs to buy to reduce costs is worth 200000 taka for which she needs to take another loan.



Training

She received 40 day training from SSS on box making. She is willing to receive further training in this area and also in any other profitable trade which she could operate side by side with her existing business. Her areas of interest are sewing and cow rearing.

Comments

Majeda's only source of income is her business. She earned great respect socially and from her family because of her business. People know her now and appreciate her work. She is willing to work more and acquire further training and expand her business in future.

Respondent: Afroza (CBT Beneficiary)
Designation: Operates a welding shop
Name of Organization: Amka
Location: Gabtoli, Bogra

Background: Afroza is a married woman who runs her welding shop in Gabtoli. She started her business in 2004 with the help of TTC in Bogra, where she sold in the wholesale market. Not long ago she moved to Gabtoli (which is nearer to her home) and rented a shop because of pressure from family.

Here she earns about tk.1000 per month. Although she likes to work individually sometimes uses some extra workers to complete big orders.

Business Issues

Cost of Production: cost of her raw materials, such as metal rods, is quite high. As a result for a rack made of rod, the cost is tk.700 and the maximum price she gets is tk.750 for this product. If she hires some temporary helpers, they may charge her tk.150 to 200 for the work they do which increases the production cost.

Credit Supply: initially Afroza took a bank loan of tk.50000 which she paid off in 2 years. However, she cannot take any further loan because now her business is not making as much profit as it did when she operated in the wholesale market of Bogra.

Discrimination in Market: in her working area, Afroza is the only woman with a welding shop. Her customers do not often trust her with the non-conventional work that she does. This often results in lower prices for the same products being sold in the other welding shops operated by men. Afroza also had no choice but to sell in lower prices because she had to pay the monthly installments for the bank loan.

Training: She received 5 month training on Welding from Bogra TTC. She also received 2.5 month training on Tailoring from TTC. She is willing to take further training in tailoring as she believes it is a much more profitable trade (in terms of cheaper raw material and higher profit margin) than welding.

Future Needs: for her current business she requires better quality rods for better quality end product. She also mentioned that the market does not have too many colors for her metal products. Thus a variety of colors could give her an edge in the market.



Comments: according to Afroza, non-traditional skills are not widely accepted in her area and she also had problems initially in convincing her family. However now her family respects what she does as it is a good source of income for her family.

Name of Respondent: Moriom Begum (CBT Beneficiary)

Designation: Self Employed

Name of Organization:

Location: Bogra

Background: Moriom is in her late 30s and is self employed. Moriom processes seeds with the help of machinery and equipments provided by Bogra TTC. She is happy with her work and earns a decent profit from her business.

Business Issues:

Cost of Production: for Moriom the costs are really low because her raw materials are basically the seeds that she processes and then sells. She already has the machines equipments that are necessary for production so that cost is excluded. According to her there is not much scope of reducing the costs.

Credit Supply: her initial capital for running the business was provided by the TTC. She already paid it off from the profit that she earned.

Product sales: her product basically has a seasonal demand. Because of this she only earns in particular seasons although she earns well every time. Mostly she stocks the product and when due to lack of supply in the market the price rises, she sells her seeds. Most of her products are bought by businessmen and it has to be delivered to them. .

Training

Moriom received her training on seed processing from TTC. It was a 3 months training. She is willing to acquire further training in seed processing as well as any other profitable trade such as tailoring. However she does not seem enthusiastic about non-traditional trades. She is also interested in having her own micro enterprise.

Comments

Although Moriom has significant amount of household responsibilities, she feels that working is also a necessity. She wants to have her own shop too which she will run with the help of her son and daughter.

Name of Respondent: Hira

Designation: Self Employed

Name of Organization:

Location: Chaulia, Jessore

Background: Hira was involved with the production of soaps. She dis this with the help of 2 more women who were also trained in the same trade. They have been operating for several years but for the last couple of years they did not produce any significant amount. The selling price for their soap is tk.4 per piece.

Business Issues

Quality of Product: Hira and her associates have failed to earn a decent profit from soap making. One of the major reasons for this was that the quality of their soaps was not even close to the ones being sold in the market. The raw materials they used were not up to the mark and those who used the soap said that it was too hard and deteriorated the color of clothes.

Credit Supply: the initial investment was provided by the training institute which was mainly BRIDGE and also Jagroni Chakra. They also provided many of the raw materials.

Market Condition: most products in the market were properly packaged however Hira's soaps were not nicely packaged. Another problem was that most people were hesitant to buy from the women. They had to go door to door to sell their products and had to forcefully keep their soaps in the local shops.

Training

Hira and her associates received 42 days of training from Jagroni Chakra on soap making initially. Later they received another 7 days training on the same trade. They are willing to learn better ways of making the soaps and any other trade that is profitable.

Problems of the training: Hira and her associates complained that they were not taught to make good soaps. During the training they could not successfully produce good quality soaps; however they started producing soaps as soon as the training ended. The raw materials used during the training were not of very good quality and thus the same materials were used by Hira later for producing soaps.

Comments: these women want to do this business but due to lack of proper training and raw materials they cannot succeed. According to them some successful trades in the area include: candle making, cattle rearing, poultry, farming etc. and they are willing to do these although if provided the right opportunity they would stick to the soap making business.

Name of Respondent: Sabina Khatun (Entrepreneur)
Designation: Owner of Coconut shell processing business
Name of Organization: Sraboni Mohila Shomite
Location: Jessore

Background: Sabina Khatun is a woman without any education or skills training who runs her own business of processing coconut shells and selling them in the local market. She has not only generated income for her own family but she has provided employment to many women in her region.

She earns about tk.4000 per month which is much greater than what most women earn in her region

Business Issues:

Income and Costs: She has 10-12 women working with the machine who get tk.50 per day and more than 40 women in different households of the village who get tk.80 per day for the initial processing of the raw materials. Other than this she has transportations cost too. However her costs have recently minimized due to the purchase of a machine that no one else in the industry has. Costs can be further reduced if she has an electric machine.

Market Condition: she is the only woman in the market who sells to large buyers. She normally sells to manufacturers of beds and sofas etc. initially she had some trouble in marketing her products, being a woman. However Jagroni Chakra helped her to market her products. They went to her buyers and conducted some gender awareness activities.

Credit Supply: she received loans from Jagroni Chakra twice after starting her business and repaid the amounts.

Other Issues: during the rainy season it is difficult to process the raw material. As a result it is more time consuming and sometimes some products are defective also which creates problems for Sabina.

Training

Sabina has never received any formal training on her trade. She has learnt the trade over the years; and has expanded her business gradually with the help of her husband. However Sabina is willing to receive training that will improve her business conditions and she also agrees that she could do great with trained women who work under her.

Comments: for a woman without any basic education or training, it takes years to establish a business. Although Jagroni Chakra has been providing them with market information, if these women are trained and educated in their respective trades, they will be able to do better business.

Name of Respondent: Arzina (CBT Beneficiary)

Designation: Owner of a Box Making Business

Name of Organization: Sraboni Mohila Shomite

Location: Jessore

Background: Arzina is young girl in her 20s who runs her own small business in the rural areas of Jessore. She is in the box making business for 5 years and earns about tk.3000 per month.

Business Issues

Cost of production: this includes raw materials, transportation and wages of extra workers. All these cost add up to tk.7000 to tk.8000 per month. Costs for raw materials are the highest because they are not available nearby. She has to buy them from the Jessore town. She further mentioned that raw materials are much cheaper in Dhaka because the ones she buys from Jessore town are also brought from Dhaka.

Credit Supply: she started her business primarily with the help of a loan that she received from the NGO ASHA. She repaid this loan much earlier.

Training

Arzina received a 42 days training on box making from Jagroni Chakra under the CBT program. She is willing to take any further training on any profitable trade which includes tailoring.

Comments: she is earning very well from her existing business. One big advantage is that her entire family helps her with the business.