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# Review of the Structure & Coordination of Skills Development in Bangladesh

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## Glossary

Apprenticeship	Any system by which an employer undertakes by contract to employ a young person and to train them or have them trained systematically for a trade for a period of which the duration has been fixed in advance and in the course of which the apprentice is bound to work in the employer's service.
BMET	Bureau of Manpower, Employment & Training
BNFE	Bureau of Non-Formal Education
BTEB	Bangladesh Technical Education Board
CBT&A	Competency Based Training & Assessment
DGHS	Directorate General of Health Services
DOT	Department of Textiles
DTE	Directorate of Technical Education
DYD	Directorate of Youth Development
DWA	Department of Womens' Affairs
ECNSDC	Executive Committee of the National Skills Development Council
GOB	Government of Bangladesh
HSC (Voc)	Higher Secondary Certificate (Vocational)
Industry	Employers and workers in all industrial/commercial sectors including agriculture as well as the industry bodies, worker organisations and professional bodies that represent them.
MEWOE	Ministry of Expatriate Welfare & Overseas Employment
MOE	Ministry of Education
MOI	Ministry of Industries
MOLE	Ministry of Labour & Employment
NGO	Non-Governmental Organization
NSDC	National Skills Development Council
NTVQF	National Technical and Vocational Qualifications Framework
PPP	Public Private Partnership
RPL	Recognition of Prior Learning
Skills Development	The full range of formal and non-formal vocational, technical and skills based education and training for employment and or self-employment.
SME	Small & Medium Enterprises
SSC (Voc)	Secondary School Certificate (Vocational)
TSC	Technical School and College
TTC	Technical Training Center
TVET	Technical & Vocational Education & Training

## Preamble

This report has been prepared in accordance with Activities 1.3.1, 1.3.2 and 1.3.4 of the TVET Reform Project. As such, the report addresses the following deliverables:

- Review the division of tasks and responsibilities between TVET agencies and identify deficiencies (1.3.1);
- Propose and implement improvements in tasks and mechanisms of coordination between TVET agencies and reflect them in the new draft national TVET policy statement (1.3.2); and
- Propose the establishment of a National TVET Council and other mechanisms for stakeholder participation in TVET.

The verifiable indicators for these activities are:

- Structure of the TVET system, functions and coordination between agencies involved in TVET (DTE, BTEB, and BMET) reviewed within two years with timebound plan for reform over the following three years; and
- Mechanisms for stakeholder participation in TVET introduced after three years.

This report will be delivered to the Ministry of Education as line ministry for the TVET Reform Project, with the expectation it will then be reviewed by other key stakeholders including the National Skills Development Council (NSDC).

## Executive Summary

This report presents the findings and recommendations of a review of the structure and coordination of TVET in Bangladesh. In doing so, it specifically deals with a range of matters including:

- tasks and responsibilities of key organisations;
- mechanisms of coordination;
- mechanisms for stakeholder participation; and
- the structure of the system.

Given this wide scope, the recommendations from the review include both detailed suggestions for specific organisations and broad recommendations for systemic change. Consequently, to focus on the key issues, this executive summary primarily deals with the major recommendations that respond to key issues and support the broad goals of systemic reform.

The review of literature related to skills development in Bangladesh and the consultations conducted through this review highlight a range of issues that have implications for the structure and coordination of the skills system. These include:

1. limited inter agency coordination;
2. lack of infrastructure and delivery planning at the district & upazilla levels;
3. inadequate coordination and regulation of training for expatriate workers;
4. inadequate regulation and quality assurance;
5. insufficient capacity in key agencies;
6. fragmented data system; and
7. uncoordinated linkages with industry and the labour market.

However, given the current and intended future structure of the Bangladesh skills and TVET system, including operations of the National Skills Development Council (NSDC) and Industry Skills Councils (ISC), this review argues that the key challenge currently facing Bangladesh is to make current arrangements effective rather than proceed on the basis that new organizations or significant restructuring is required.

In doing so, the review does not avoid structural reform, but rather argues that more time is needed to allow the NSDC and ISC in particular to develop their as yet only foreshadowed roles.

Whilst not recommending major structural reforms, the review does make recommendations for the major organisations involved in the skills development system. These are detailed below along with supporting statements that outline the rationale for that recommendation.

### Recommendations for the National Skills Development Council (NSDC):

Despite the slow establishment of the NSDC and its secretariat, this review acknowledges the comprehensive scope of the NSDC TOR and its potential to address many of the issues identified above, including the improved coordination of skills training delivered by the many different government departments.

This review also recognises the positive attitude of many major stakeholders towards the NSDC. However, during the course of the review many stakeholders expressed the view that if the NSDC did not progress under leadership at the highest level then the major issues of structure and coordination would not be resolved. This review thus echoes calls for the government of Bangladesh to take clear and immediate steps to activate the NSDC under leadership of the Prime Minister so that skills development planning and donor funded projects can proceed with greater clarity and certainty. In particular, the review recommends that:

- i. **The NSDC Secretariat should be immediately established with adequate resources to progress the terms of reference of the NSDC.** *The lack of a functioning secretariat is one of the key reasons why the NSDC is yet to be effective.*<sup>1</sup>*
- ii. **The NSDC Secretariat should include a dedicated data cell to take responsibility for managing the skills data system.** *Coordinating provision for both domestic and international markets is within the terms of reference of the NSDC. Due to the complex nature of the work involved, it requires a dedicated unit.**
- iii. **The terms of reference for the ECNSDC should be revised to give it responsibility for the final endorsement of skill standards, curricula, qualifications and quality assurance standards.** *Giving the ECNSDC this mandate ensures that these important elements of the skills system require endorsement by the apex body for skills development in Bangladesh, securing its role and introducing a final review mechanism.**
- iv. **Industry representation on the NSDC and ECNSDC, involving both worker and employer bodies, should be increased to ensure equal representation with government and revised to ensure that members are truly representative of key industry organisations.** *A truly effective public-private partnership requires equal representation and responsibility. Industry will not participate in the skills system if they are not adequately represented at the highest level.**

#### Recommendations for Industry Skills Councils (ISC):

Whilst industry is currently represented on the NSDC and ECNSDC, the shift towards a more demand oriented skills system in Bangladesh requires clearer and more formalized mechanisms for industry participation and leadership.

In line with international trends and the current NSDC Action Plan, the review recommends establishment of Industry Skill Councils (ISC) to provide a stronger and more coordinated mechanism to facilitate industry engagement with skills development on a national basis.

In particular, the review recommends that:

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<sup>1</sup> The suggested structure and terms of reference for the NSDC Secretariat is currently the subject of negotiations between the International Finance Corporation (IFC) and the Ministry of Labour & Employment.

- v. **The NSDC work with key industry bodies to establish a network of 10-12 ISC so that all major industries in Bangladesh have a mechanism to participate in the national skills system.** *Industry engagement with skills development on a sectoral basis is a common international mechanism for stakeholder engagement.*
- vi. **ISCs have formal responsibility for developing and endorsing industry competency standards and be involved in national quality assurance arrangements for training delivery and assessment, including the registration of training organisations.** *In a national system of national standards and curricula, ISC can play a major role at the national level to ensure the quality and relevance of skills training.*
- vii. **ISCs have the major role in collecting and collating data on the industry demand for skills.** *Whilst the NSDC Secretariat data cell will have national responsibility for analyzing demand and supply data, ISCs will be the key source of data on the demand for skills.*

#### Recommendations for the Bangladesh Technical Education Board (BTEB):

The review has identified that the tasks and responsibilities of BTEB will necessarily expand in light of planned reforms for skills development in Bangladesh. BTEB currently has the mandate for the registration of training organisations, the development of curriculum and qualifications and the quality assurance of formal TVET programs. As the NSDC pursues its terms of reference to improve coordination and expand the scope and quality of formal and informal skills training, BTEB, in accordance with its supporting legislation and regulations, has a central role to play.

Whilst most stakeholders understood and supported BTEB's key future role, they expressed concern over whether BTEB could effectively assume this responsibility without considerable investment to ensure that BTEB has the technical and physical resources to meet the new expectations.

In particular, the review recommends that:

- viii. **The role of BTEB be expanded to assume regulatory responsibilities for all skills development programs including technical education, skills training and skills based non-formal education and training.** *Improved coordination and standardisation of skills training will follow if all government agencies delivering skills training register their training centres with BTEB against national quality standards and map their curricula against the new qualifications framework.*
- ix. **BTEB be given national responsibilities for the quality assurance function.** *A central body with national responsibilities for the accreditation of courses and registration of training providers will lift the quality of training provided in Bangladesh.*

- x. **The BTEB Board be restructured to include: additional industry representatives; a representative of civil society; a representative of private training providers; representatives of the major government Ministries involved in skills development; and formal representation from the NSDC.** *Industry representation on the BTEB Board will increase industry confidence in the skill development system and bring a sharper business focus to BTEB operations. Including other key providers in the system including private providers and other line Ministries will support program standardisation and generate 'buy-in' from these key stakeholders.*
- xi. **The East Pakistan Technical Education Act of 1967 and its associated regulations of 1975 should be revised to ensure they specifically provide for the key functions outlined in these recommendations. It is also recommended that serious consideration be given to:**
- a. **Change the name of BTEB to the Bangladesh Technical Education and Skills Training Board (BTESTB);**
  - b. **Change the controlling authority from the Minister of Education to the Prime Minister;**
  - c. **Changing the title of the Chairman to Chief Executive; and**
  - d. **Enable the Board to appoint the Chief Executive;**

*In order to change the status and functioning of BTEB and reflect its broader national role, significant structural changes are required. Such changes will give greater authority to the new organisation and provide for increased cooperation from industry and other line ministries. Quality assurance and coordination of qualifications, standards and curriculum at a national level is best performed by an independent and autonomous body not aligned with a particular Ministry. As a result of these changes, the restructured BTEB will be empowered to assume its broader national role as the key regulatory agency for all forms of skills development programs, including TVET, skills training and job oriented non-formal education and training.*

- xii. **The BTEB Curriculum Cell should be restructured along industry lines rather than by level of qualification or program as is currently the case.** *A shift to increasingly sector based standards and qualifications linked to the ISC will be better supported by a sectoral approach within BTEB.*
- xiii. **Responsibility for the registration of training providers should be transferred from the BTEB Curriculum Cell to an expanded Inspection Cell.** *The process of registering and auditing training organisations should be separate from the process of developing competency standards and curriculum.*
- xiv. **The curriculum and inspection cells within BTEB should be substantially strengthened through additional posts or contract staff to enable BTEB to assume its national mandate within the skill development system.** *The current government ban on sub-contracting staff should be lifted to allow BTEB to proceed with strengthening of quality assurance arrangements through the use of short-term contract staff.*

### Recommendations for the Bureau of Manpower, Employment & Training (BMET):

In addition to being one of the many administrative agencies delivering skills training in Bangladesh, BMET holds additional responsibilities related to apprenticeship training and labour market data. The review recommends that:

- xv. **The manning and capacity of BMET should be upgraded to deliver enhanced technical support to TTCs for implementation of the new National Technical & Vocational Qualifications Framework (NTVQF) and to provide for its potentially expanded role and responsibilities associated with the management of migrant workers.** *BMET operated Technical Training Centres (TTCs) are the second largest network of formal TVET and skills training providers yet have limited operational support.*
- xvi. **The manning of BMET should also be expanded to provide for the planned expansion of apprenticeships in Bangladesh.** *Whilst new models for apprenticeship training have yet to be developed, it is clear that the current manning levels within BMET are inadequate to support the National Tri-Party Advisors Committee proposed in the 2008 draft Apprenticeship Regulation nor develop and strengthen apprenticeships more broadly.*
- xvii. **BMET, on behalf of NSDC, be formally given responsibility for the collection, synthesis and analysis of international skills demand data as part of the new national data system managed by NSDC. This may include secretariat support for an Overseas Skills Committee.<sup>2</sup>** *Data on international employer skills demand will come from different sources and must be synthesised against national data standards prior to provision to the NSDC data cell for integration with domestic demand data.*

### Recommendations for other government agencies delivering training:

In Bangladesh, a large number of line Ministries and their administrative agencies deliver some form of TVET and/or skills training. Whilst improved coordination of this activity will result from implementation of a revised NSDC Action Plan based on the new National Skills Development Policy, the review recommends a number of measures to support enhanced coordination. In particular, the review recommends that:

- xviii. **DYD, DGHS, DWA, DOT, BNFE and other government agencies delivering training should progressively map all their skills oriented curricula against national competency standards and the NTVQF and should work with the NSDC Secretariat and BETB to rationalize programs and implement standardised national curriculum.** *Introduction of standardised national delivery and assessment arrangements enables greater efficiency and improved program quality. Increasing certification of learners under the NTVQF will enhance the status of TVET and skills development in Bangladesh and support growth of remittances from more highly qualified expatriate workers.*

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<sup>2</sup> The TVET Reform Project proposal for a strengthened skills data system in Bangladesh is likely to recommend establishment of an Overseas Skills Committee as an important forum to deal with international demand data drawn from numerous sources.

- xix. **DYD, DGHS, DWA, DOT and other government agencies delivering training should register their institutions with BTEB in order to meet national quality standards related to the NTVQF.** *Only institutions that meet national quality standards can issue qualifications from the NTVQF. To expand opportunities for the formal certification of learning, NTVQF qualifications should be available to all learners participating in government funded skills training.*
- xx. **The NSDC Secretariat should work with DYD, DGHS, DWA, DOT and other government agencies with stand alone ‘train the trainer’ or ‘teacher training’ to implement a single standardised national program for the training of trainers through an integrated national network of training centres including VTTI, TTTC and the National Youth Training Centre.** *The quality of delivery and assessment will improve through the delivery of a standardised national program delivered through an integrated network of training centres.*
- xxi. **The major TVET and skills training institutions, including those managed by DTE and BMET, should establish advisory committees so that stronger links with local industry are established and the opportunities of PPP can be pursued.** *The NSDC Action Plan recognises that advisory committees have the potential to strengthen the operations of government training centres. Supporting regulations should be developed, trialed and progressively implemented in different types of institutions.*
- xxii. **All public providers of TVET and skills training should work with the NSDC Secretariat data cell to implement the new national skills data system.** *Improved future planning of priority programs, infrastructure and other initiatives can be informed by a clearer understanding of the demand and supply of skills.*

Recommendations on regional and district TVET structures:

During this review, a number of respondents identified poor coordination between providers and programs at the divisional and district level as an impediment to more effective functioning of the skills development system. In response to these concerns, the review recommends that:

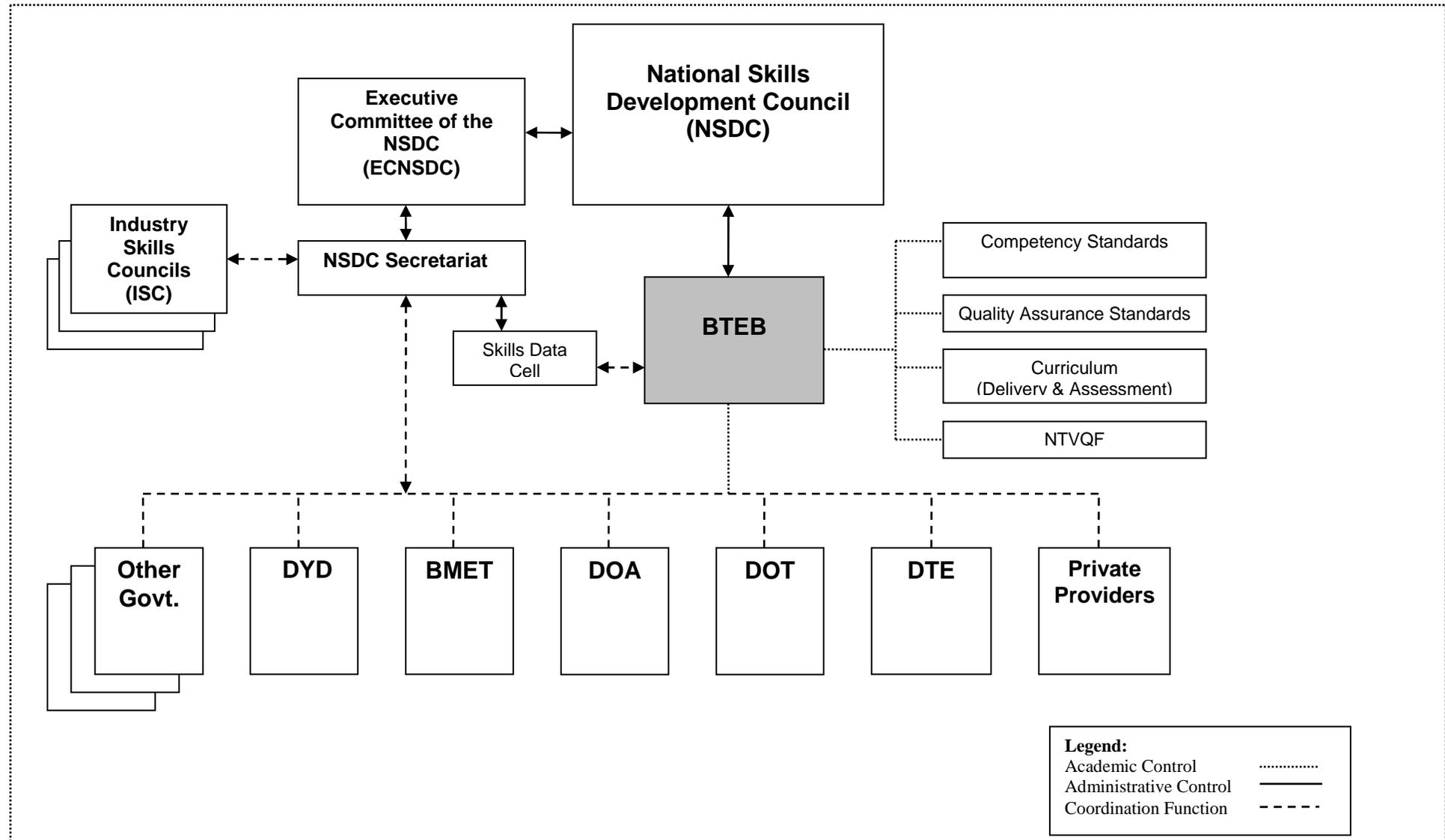
- xxiii. **As a long term goal, Divisional Skills Development Consultative Committees be established in each Division.** *In addition to improving coordination of programs and providers at the local level and introducing further opportunities for PPP in the regions, these committees could also play an important role in the monitoring and evaluating implementation of the NSDC Action Plan.*
- xxiv. **DTE, BMET, DYD, DYA, DGHS, DWA, DOT and other government agencies delivering skills training should participate in proposed Divisional Skills Development Consultative Committee to strengthen linkages between public providers.** *Improved training pathways between providers, more efficient use of resources and enhanced program coordination can follow from partial decentralization of public training effort coordination.*

- xxv. **In the short term, it is recommended that skills development be placed as a standing item on the existing District Development Coordination Committees (DDC).** *DDC provide an existing forum to explore the potential for improved coordination of training activity in the regions. At the end of the first year of operations, the effectiveness of DDC as a forum on skills development, and the ongoing potential of Divisional Skills Development Consultative Committees should be reviewed.*
- xxvi. **DTE Regional Offices should be established as planned but with inspection and monitoring roles limited to DTE managed institutions only.** *BTEB, as the restructured national regulatory body should be solely responsible for the inspection and monitoring of all public and private training providers offering nationally recognised training. Staff in DTE regional offices should provide support to DTE managed institutions to ensure they meet the national quality standards managed by BTEB.*
- xxvii. **BMET posts at the district level should be expanded and provided with technical assistance to enhance capacity to implement the revised apprenticeship system.** *Improved apprenticeship arrangements provide a major opportunity for Bangladesh to increase the scope and quality of industry training in both the formal and informal economies. Effective monitoring, support and promotion at the regional level will be required to support expansion.*

In closing, it should be recognised that further more detailed potential improvements to responsibilities and mechanisms of coordination between agencies involved in skills development may also become apparent once the NTVQF and National Skills Development Policy are finalised and endorsed. On this basis, implementation timings for the recommended improvements have not been proposed.

In order to simplify the key reforms recommended here, a schematic diagram reflecting the proposed Bangladesh Skills Development System is shown overleaf in Figure 1.

**Figure 1: Schematic Diagram of Proposed Bangladesh Skills Development System**



## Introduction

The issues confronting the Bangladesh TVET system, its functioning and coordination, have been the subject of a number of reports and reviews conducted in recent years. These include material produced by the World Bank, Asian Development Bank and the ILO. The EC-ILO TVET Reform Project itself has also recently produced two reports that identify key issues surrounding structure and coordination, particularly in relation to policy development and implementation, mechanisms for stakeholder participation and data management (ILO 2008, 2008a).

A key factor influencing the focus of this report however is the relationship between TVET and skills development more broadly.

The definition and scope of skills development, including formal Technical and Vocational Education and Training (TVET) is a key issue when considering the issues of structure and coordination. In Bangladesh, TVET is narrowly defined, being limited to those programs affiliated with the Bangladesh Technical Education Board (BTEB) and delivered by public agencies such as the Directorate of Technical Education (DTE) and the Bureau of Manpower, Employment & Training (BMET). However, in line with international trends, TVET can also be conceived more broadly to include:

- a. pre-employment and livelihood skills training;
- b. education and training for employed workers, including workplace training; and
- c. employment oriented and job-related short courses, including apprenticeships.

Given this, it can be argued that the term skills development is more useful to describe the full range of activities involving some form of technical and vocational education and skills training. Viewed in this way, skills development includes the activities of all private and industry based training organisations, as well as the large number of NGO and government organisations involved in skills oriented education and training.

In order to more clearly specify the scope of skills development in the context of Bangladesh, the skills development system is considered *not* to include:

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

Consequently, the scope of this review of structure & coordination has not been limited to formal TVET only but also to other forms of skills training, including short non-affiliated courses delivered by government agencies such as the Ministry of Women and the Bureau of Non-Formal Education.

## Methodology

The methodology deployed in this study consisted of a number of key stages. These were:

- a. conduct a desk top review of existing reports on TVET and skills development in Bangladesh to identify key issues;
- b. identify the implications for structure & coordination and summarise possible improvements for structure & coordination
- c. consider the vision for skills development in Bangladesh and identify necessary improvements to structure & coordination;
- d. agree on the list of organisations to be consulted;
- e. develop questions for semi-structured interviews with key stakeholders;
- f. conduct interviews and analyse interview data;
- g. review existing reports to ascertain current plans and intentions of key stakeholders and the implications these plans have for the structure and coordination of skills development in Bangladesh; and
- h. write the report.

The study was conducted by staff from Component 1 of the TVET Reform Project over an extended period from February – June 2009. During the field phase, over 35 interviews were conducted with representatives of 31 different organisations. The list of organisations consulted is detailed in Annexe 1. Interviews were typically of 40-60 minutes duration with the questions listed in Annexe 2 used as the basis for semi-structured interviews. Responses were recorded confidentially so that particular individuals within the organisations consulted could not be identified.

## Summary of Issues from Key Reports

Various reports exist that identify a number of issues relating to TVET and skills development more broadly in Bangladesh. The solutions or responses to these issues in many cases require adjustments to the general structure and coordination of governance and delivery arrangements, plus revisions to the roles and responsibilities of specific organisations.

The key issues and their relationship to structure and coordination of the system are summarised in Table 1. These issues are drawn from a number of recent reports including FBCCI (2008); GOB (2005) & (2008); ILO (2007), (2008) & (2008a); SDC (2006) and World Bank (2006) & (2007).<sup>3</sup>

However, in order to fully consider the possible scope of recommendations on structure and coordination made by this report, it is important to also take into account the future vision of the skills development system in Bangladesh. Whilst there is currently no national skills development policy for Bangladesh, a number of key principles and specific initiatives can be identified that outline a vision for the system that should be considered alongside the key issues referred to above. Accordingly, these have been included in Table 1 as Additional Elements of Skills Development Vision.

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<sup>3</sup> Full bibliographic details of these reports can be found in the References section.

**Table 1: Existing Systemic Issues and Implications for Structure & Coordination**

Key Issue	Possible Implications for Structure & Coordination
1. The time taken to find a job after graduation is significant and students have identified the lack of linkages to the labour market as a key reason.	<ul style="list-style-type: none"> <li>a. An organisation/s should take responsibility for gathering and disseminating consolidated career advice to training providers;</li> <li>b. Training providers should provide careers advice to students;</li> <li>c. Training providers should provide job placement support services to students.</li> </ul>
2. There is a clear lack of information on the supply and demand of skills.	<ul style="list-style-type: none"> <li>a. An organisation should be given responsibility for consolidating and analysing data on the supply and demand of skills;</li> <li>b. An organisation/s should take responsibility for providing data on the demand for skills in industry;</li> <li>c. A government agency should take responsibility for developing a strategic plan for skills development so as to ensure that the supply of skills aligns with demands from industry.</li> </ul>
3. There is no national skills development policy.	<ul style="list-style-type: none"> <li>a. A government agency should take responsibility for the development, implementation and ongoing review of skills development policy;</li> <li>b. Mechanisms for input to policy from industry and other stakeholders in a sustainable manner should be established.</li> </ul>
4. There is no consistent regulatory framework or quality assurance mechanism.	<ul style="list-style-type: none"> <li>a. Regulatory arrangements and quality assurance mechanisms should be applied consistently across all publicly funded skills development activities;</li> <li>b. A government agency should be given responsibility to monitor implementation of the regulatory framework and quality assurance system;</li> <li>c. A single authority should be given national responsibility to manage quality assurance of all publicly funded skills development activities.</li> </ul>
5. There is no system to monitor skills learned abroad by migrant workers and upgrade them to facilitate redeployment in higher occupations.	<ul style="list-style-type: none"> <li>a. An agency should be given responsibility to coordinate training for expatriate workers linked to demand data and utilizing trade testing and certification.</li> </ul>

Key Issue	Possible Implications for Structure & Coordination
6. The TVET system is highly centralised as training centres are not allowed to take planning and programming decisions.	<ul style="list-style-type: none"> <li>a. Institutional managers should have greater autonomy and responsibility relating to the hiring of casual staff, income generation and budget management;</li> <li>b. A forum should be created where public providers work within a more coordinated plan of action that aligns programs and public providers at the district level;</li> </ul>
7. Public institutions are inflexible, have little autonomy and cannot revise courses according to changing needs.	<ul style="list-style-type: none"> <li>a. The organisation responsible for development of national curriculum should move to a system of modular and competency based training to allow for greater flexibility at the local level;</li> <li>b. This same organisation should be adequately resourced to provide responsive and timely services to industry and training providers alike.</li> </ul>
8. The TVET system is organised in a traditional school-based way with a rigid and outdated approach to curricula and vocational standards, and a long duration of courses.	
9. There is no system for recognising existing skills and informal learning (RPL).	<ul style="list-style-type: none"> <li>a. A Recognition of Prior Learning (RPL) system can be implemented by all registered training organisations or allocated to approved testing centres;</li> <li>b. The national body responsible for the registration of training organisations should determine the standards to be met by assessment centres and providers and liaise with industry and other key stakeholders to determine the most effective configuration for the system.</li> </ul>
10. Teachers' qualifications are not in line with the needs, and there is no teacher training after the acquisition of initial qualification.	<ul style="list-style-type: none"> <li>a. An agency should be given responsibility for monitoring the standard and quality of pre-service and in-service training so that a common national standard and system of professional development is established across all public and private providers.</li> </ul>
11. There is poor coordination and monitoring.	<ul style="list-style-type: none"> <li>a. A body should be established and appropriately resources to develop national skills development policy; develop an implementation plan; develop and manage a monitoring and evaluation framework and allocate funding as required.</li> </ul>
12. There is limited training provided by industry.	<ul style="list-style-type: none"> <li>b. A forum should be established for industry to more actively participate in the skills development system and promote and facilitate investment in skills amongst its members and industry more broadly.</li> </ul>

<b>Additional Elements of a Vision for Skills Development</b>	
13. A strengthened apprenticeship system.	<ul style="list-style-type: none"> <li>a. An organisation should be given appropriate resources to link with industry at the district level so as to promote and administer the apprenticeship system;</li> <li>b. Alternate sources and mechanisms of funding to provide incentives for employers to participate in the apprenticeship system should be established and administered by a responsible agency.</li> </ul>
14. Modular and competency based courses.	<ul style="list-style-type: none"> <li>a. The organisation responsible for development of national curriculum should move to a system of modular and competency based training linked to a national qualifications framework for skills development so that providers have more flexible program options and learners have improved access to different pathways to employment and further training.</li> </ul>
15. National Technical & Vocational Qualifications Framework (NTVQF).	<ul style="list-style-type: none"> <li>a. An organisation with a national mandate should be given responsibility to implement and maintain standards associated with the NTVQF.</li> </ul>

## Summary of Key Issues from Consultations

The key issues surrounding the current structure and coordination of TVET in Bangladesh can be grouped into a number of major recurring themes which have been selected here on the basis of feedback from consultations. These themes also address the major issues discussed in the previous section. These themes are prioritized according to feedback obtained during consultations.

### 1. Limited Inter Agency Coordination:

The lack of coordination across the nineteen government ministries and agencies involved in the delivery of skills development in Bangladesh TVET results in duplication of courses, a supply of skills that don't match industry demand, programs delivered at varying levels of quality, conflicting standards of certification and an incomplete picture of the scope of current provision.

The revised terms of reference for the National Skills Development Council (NSDC) explicitly include responsibility for improving delivery and coordination across the various ministries involved. Whilst its terms of reference are broad, it remains to be seen whether the line Ministries involved will follow the lead of the NSDC. This is particularly the case if leadership of the NSDC rests with one line Ministry. The establishment of the NSDC and the Executive Committee of the NSDC (ECNSDC) and its Monitoring & Implementation Sub-Committee provide the foundation for improved coordination, but its potential effectiveness will need to be reassessed once current work by MOLE to review terms of reference is completed. However, all those consulted during this study were supportive of the NSDC and its potential to deal with this major impediment to skills development in Bangladesh.

Enhanced coordination is a key issue facing the whole skills development system in Bangladesh. In particular, enhanced coordination by the NSDC would result in improved understanding and management of a number of issues including:

- the total capacity of the delivery system in Bangladesh;
- the extent to which current provision meets the demand for skills;
- what new programs are required to meet demand;
- which programs should be delivered where, and by whom;
- what pathways/articulation links should be in place between different programs;
- what standards, curriculum, qualifications and teacher training programs should be set and delivered;
- what additional infrastructure is required; and
- what the most effective utilization of public resources and effort might be.

However, if enhanced coordination only led to improvements in the public sector, by focusing specifically on the operation of government agencies, significant improvements would still be achieved.

During consultations for this study, some reference was made to establishment of a Human Resources Ministry which would assume responsibility for all skill development activity in Bangladesh. Whilst this concept has some appeal, it is argued here that equally effective and more cost effective results would be achieved by implementing a strengthened national framework that all providers could adhere to rather than embarking on a significant exercise of restructuring and public sector reform. As noted by the Swiss Development Corporation (SDC), 'the government faces a formidable task in improving the level and effectiveness of coordination' (2006: 8).

The consultations also specifically raised the issue of the relative responsibilities of BTEB and DTE, particularly in the areas of curriculum development, institutional accreditation and strategic sector development. However, it is assumed that following the invigoration of the NSDC and implementation of the new quality assurance and regulatory arrangements, the specific issues of coordination between these two agencies are likely to be resolved or at least significantly addressed.

## 2. Uncoordinated Linkages with Industry and the Labour Market:

This issue has been broadly recognised as a major limiting factor to the effectiveness of skill systems, functions and coordination in Bangladesh. In general terms, the view held by a number of those consulted indicated that the current level of engagement with the private sector was inadequate. The view specifically held by industry was that as government had been unsuccessful so far in managing skills development, that industry should be given greater leadership in the system.

Approaches to strengthen links with industry have been included as fundamental design features in the ADB, World Bank and EC-ILO projects, and the strengthening of industry training advisory arrangements, including the establishment of sector working committees or industry training advisory bodies will be a major development in this regard. Indications so far in the IT, Leather, Transport and Agrifood sectors, suggest that establishment of industry skills committees by the TVET Reform Project has been a success. Whilst establishment of industry sector working committees has also been included as a priority project in the NSDC Action Plan, until now there has not been a clear vision as to how these committees might formally engage with the government and the skills development system more broadly.

The industry committees would assume specific responsibilities associated with the development of competency standards, curriculum and qualifications for their industry sector, and thus become key partners of BTEB.

Another key area of recent activity aimed at strengthening linkages with industry and the labour market has been the shift to private-public boards of management for TVET institutions. This initiative has also been included as a priority project in the NSDC Action Plan and is reflected in recent budget proposals to fund public private partnerships in the education sector. There is evidence to suggest that a

number of key industry bodies are planning to establish additional training centers either under the recent PPP provisions in the 2009-10 Budget or through initiatives of their members.

Whilst enhanced industry representation on the NSDC has given industry a greater role in the strategic development of the sector, the absence of industry involvement in the BTEB board remains an issue, particularly given the increasingly significant role that BTEB is likely to play in the future. One option proposed during the consultations was that formal NSDC representation on the BTEB Board be best achieved through industry representatives rather than through members of the government.

Other issues related to industry raised during consultations included the low level of training in industry and the lack of support for apprenticeships from employers in the formal industrial sectors. It was acknowledged that additional resources should be directed towards apprenticeships and that greater promotion, marketing and coordination should occur. It was suggested that BMET would be best placed to deal with this issue given increased capacity and access to additional funding and/or mechanisms to provide appropriate incentives to industry.

Another issue with implications for structure and coordination was the potential role of industry in the operation of skill certification awarding bodies. With reference to models in the UK and India, it was proposed that industry should become more active in either assessment carried out by training organisations against the new NTVQF, or to be directly involved in independently certifying skills through industry run assessment centers. However, in the absence of a clear national policy framework that addresses quality assurance arrangements and RPL, the future possible role of industry in this regard is uncertain.

### 3. Fragmented Data System:

The consultations also identified the lack of clear data on skills in demand as a major issue, one that impacted on the currency of curriculum and thus the relevance of programs to industry. The lack of adequate data was also recognised as a major barrier to improved coordination.

Whilst the TVET Reform Project will develop a national proposal for a new skills data system that will better integrate and supplement existing data flows, a dedicated organisation at the national level is required to consolidate and analyse data on domestic and international demand and the local supply of skills to facilitate improved planning. At this stage, it seems reasonable to suggest that the NSDC Secretariat perform this role.

Similarly, consolidated information on full range of public and private training providers and the programs they deliver is not readily available, limiting the ability of industry, government and the public to understand the supply of skills. Given their role in registering training organisations, it seems feasible for BTEB to be given this role.

Whilst the NSDC has identified management of a skills database as being within its terms of reference, it would appear that their key function might be best restricted to analysis and reporting rather than a more specialised role involving data collection, consolidation and management. Whilst the consultations on structure and coordination did not generate specific suggestions on this issue, it was recommended that MEWOE and BMET be given sole responsibility to manage data related to skills in demand overseas. As for domestic demand data, future specific roles and responsibilities are currently difficult to establish in the absence of a completed proposal from the TVET Reform Project.

The system also lacks any mechanism for employers, employees, students and training providers to obtain accurate and consolidated information on the skills development programs that are on offer at any one time.

#### 4. Insufficient Capacity in Key Agencies

The current effectiveness of TVET systems, functions and coordination in Bangladesh is significantly influenced by capacity constraints within key agencies.

Capacity constraints involve both resource shortages and limited technical capacity, issues that have been identified as priorities by both the ADB and EC-ILO projects. In particular, poor institutional management practices were cited, with reference made to the technical skills of managers and administrators, but also the management models in place through different line ministries. The four key agencies affected most by capacity issues impacting on systems, functions and coordination appear to be the NSDC, BTEB, DTE and BMET. Whilst previous reports have identified BMET as being less centralized in the management of its institutions compared with DTE and other departments, the ADB and EC-ILO projects have significant activities aimed at improving institutional management arrangements across the system. Consequently, until those new decentralised management models are fully developed, it is difficult to make specific recommendations at this stage for structure and coordination at this level of operations.

However, it is clear that there is some current momentum to introduce private-public boards of management for TVET institutions. The NSDC Action Plan includes this step within one of its priority projects, and there are well documented precedents in the garment and other sectors where industry has taken direct responsibility for the management and operations of key institutions. If the operational capacity of the NSDC improves in the short term, it is reasonable to expect that public agencies will be directed to introduce new advisory or management boards involving industry and other local community stakeholders. However, in the absence of specific guidelines, it is not clear the extent to which this development might impact on operations in a meaningful way. Technical support to the NSDC from the TVET Reform Project will include this initiative, with recent experience in India potentially instructive on models suitable for Bangladesh.

Issues also surround the transfer of training institutions from the development budget to the revenue budget, with factors influencing the transfer including poor planning, political influence and lack of funding. Under these arrangements, if institutions remain funded through the development budget, when project funds are exhausted they gradually cease to operate due to lack of funding. However this situation may improve in the near future through the recent decision in the 2009-10 Budget to integrate the development and revenue funding streams within a consolidated budget.

Another key issue identified in the consultations was the quality of trainers, especially in the public sector where lack of industry practical skills and poor training practices were cited. It is evident that many different government ministries and agencies conduct training for trainers, both for their own staff and for staff of NGOs and other providers. Each of these programs utilize different curriculum and resources, with limited quality control or standardisation of programs in place.

Given the significant donor funding planned for the refurbishment and capacity building of the Vocational Teachers Training Institute (VTTI) and the Technical Teachers Training College (TTC), it is arguable that these centers should be upgraded to national centers of excellence with responsibility for the training and professional development of all public sector teachers and trainers involved in skills development. A system of affiliated master trainers could be established that developed the capacity of public sector trainers in a more coordinated way.

## 5. Inadequate Regulation and Quality Assurance

It is clear that individual government agencies are involved in many worthwhile initiatives to improve the scope and quality of skills development programs they deliver. However, it has been observed that much of this effort occurs in isolation which results in duplication of effort and missed opportunities. As noted by the SDC, 'the fragmented institutional structure is a major hindrance to articulating consistent and cohesive policies in the domain of skills development. As a consequence, the NGO and private sector initiatives have also become disjointed and dispersed and lack synergies of impact' (2006: 9).

In the current system, there is no nationally consistent approach to quality assurance, with the current qualifications framework based on National Skill Standards not widely embraced by government nor representative of the occupations or skill levels in industry. Curriculum development is highly centralized, rigid and time consuming. Consequently, the development of new courses, the expansion of high demand courses, and the closing of obsolete courses does not always reflect market needs. Reference was also made to the lack of rigour and quality assurance in assessment with a call for greater industry involvement through the use of industry approved testing authorities.

Whilst BTEB is responsible for the quality assurance of formal TVET programs, it is currently inadequately resourced to take on the wider national role necessary to improve the quality of skills development more broadly. As noted by the World

Bank, 'notwithstanding the considerable expansion of private places in recent years, serious concerns remain about the accreditation process' (2007: 37). In the absence of clear national leadership, it also faces the difficulty of regulating skills programs delivered by other government ministries.

## 6. Inadequate Coordination and Regulation of Training for Expatriate Workers

A number of organisations consulted argued that there should be improved regulation of skills development and recognition for expatriate workers both before departure and on return. These suggestions extended to the mandatory registration with BTEB of all training and trade testing centers to ensure that assessment and certification is against national skill standards linked to the NTVQF.

It was suggested that BMET be given responsibility to provide BTEB details of all training and trade testing centers so that they can be brought under the national regulatory and quality assurance framework for skills development.

It was noted that there are a large number of initiatives undertaken by many different agencies to target the expatriate worker market. However, the lack of coordination and lack of available data were noted as major barriers to improved performance. There was support for some rationalization of programs across Ministries, but that this should be driven by evidence based planning rather than claims from particular Ministries that might be dismissed as 'empire building' by other agencies.

A key point made was that the first priority should be to improve coordination and quality of current provision rather than effect wholesale changes to which Ministries should or should not be involved in the training of expatriate workers.

It was also suggested that there is a clear need for the NSDC to take responsibility for this area and that a cell be established within the NSDC secretariat to consolidate demand data, for both domestic and international demand. As noted earlier, responsibility for international demand should be clearly given to MEWOE, with the likelihood of additional resources for implementation to be provided through a migration management improvement project currently under discussion with SDC. It is understood that the government has taken preliminary steps to establish additional posts within MEWOE to address this issue.

A slightly contrary view was also expressed, suggesting that demand data was available but that a coordinated response from line ministries and directorates was absent. In this case, responsiveness was seen as the key issue. In this vein, it was noted that the Chief Advisors Office Committee on Demand Oriented Courses was a good initiative of the caretaker government but one that had not been continued under the new administration. In this earlier forum, the pre-departure training of migrant workers was given special attention, with priority courses identified and cross-Ministry utilization of resources planned (BMET 2008). It is understood that discussions involving the Ministry of Finance have

taken place to establish a similar high-level committee reporting to the NSDC although a clear proposal has yet to be sighted.

The consultations also identified opportunities to improve the planning and coordination of skills training for departing and returning migrant workers. It was suggested that there is an opportunity to establish a system of 'ladderisation' similar to the Philippines, where returning workers are tested, given upgrade training if needed, and assessed for a higher level certificate or part thereof before returning abroad. The work, learn, train and certify process can be repeated in several cycles until after some years the skilled worker is able to move into supervisory positions. Modular training comprising skills and other employment related training, the NTVQF, and local training and testing facilities are elements of such a system. Whilst there is a database of foreign workers kept by BMET and workers leaving Bangladesh airports have to register on their way out, there is no similar requirement for returning workers and so no indication of what new skills and experience they bring back to the country.

It was suggested that BMET could manage this scheme, with funding from the Workers Welfare Fund under the auspices of the high-level committee for expatriate workers mentioned earlier which would report to the NSDC.

#### 7. Lack of Infrastructure and Delivery Planning at the District & Upazilla Levels

Another important issue raised through consultations specifically related to the lack of coordination of delivery and infrastructure development at the district and upazilla level.

It was suggested that establishment of new training centers was conducted independently by different Ministries without any consideration of the distribution or effectiveness of existing infrastructure or demand projections, that is, without adequate planning.

Whilst improved planning was assumed as a consequence of the operation of the NSDC, a specific mechanism for improved district level coordination was proposed in the form of a Division Skills Development Consultative Committee, whereby all Ministries involved in skills development would meet on a quarterly basis to deal with a range of issues related to the resourcing, development and delivery of programs in the local area.

## Key Organisations & Stakeholders: Characteristics, Future Plans and Current Challenges

Whilst discussion so far has given some context to the major issues, this section of the report provides an overview of the key stakeholders, organisations and agencies currently active in the Bangladesh skills development system, and outlines their main tasks and functions as they relate to skills development, both stated and real.

This analysis seeks to determine to what extent the issues, roles and responsibilities identified in the previous section can be adequately addressed through existing or planned roles and responsibilities.

This section also presents data drawn from the consultations associated with the current operations of specific organisations and makes recommendations for their improvement.

Whilst all relevant agencies are identified in relation to their roles and responsibilities as stated in the government rules of business, only the major providers of skills development have been selected for more detailed consideration. The choice of agencies chosen for more detailed treatment was made with reference to the table in Annexe 5 which lists enrollments for the main public agencies.

### Private Providers of Skills Training:

In this report, private providers are considered to include fee-for-service training institutions, non-for profit NGOs who deliver skills training and industry managed or operated training institutions.

There are no clear statistics on the number of private training organisations offering formal training programs in Bangladesh. The figures in Table 2 below represent those training organisations affiliated with BTEB and for the purpose of this assessment, include madrashas.

It is estimated that an additional large number of unregulated private providers operate in Bangladesh, many of whom target the IT industry.

Institution	Number of Providers	Program	Duration
technical school and college (TSC)	1,707	SSC (Voc)	2 years
	1,321	HSC (Business Management)	2 years
polytechnic level institutes	143	Diploma programs	4 years
textile institutes	29	Diploma programs	4 years
agricultural institutes	88	Diploma programs	4 years
madrashas	36	SSC (Voc)	2 years
other private providers	309	Short courses	various
Total	3,633		

Table 2: Number of Private Training Organisations (ILO 2008)

The figures in Table 2 do not also necessarily include the large number of private training organisations providing pre-embarkation short course skills training for migrant workers. No separate data is available on training provided to expatriate workers.

A recent ILO report noted that ‘hundreds of large and small NGOs offer skills training through short courses. NGOs providing skills training do maintain records of their activities but this data is never collected and published’ (ILO 2008: 13). A conservative estimate is that at least 500 NGOs currently deliver various short courses training to over 95,000 learners in Bangladesh each year.

There is also no clear data on the full extent to which industry is involved in skills development. The ADB has estimated that less than 5% of employees receive formal employer sponsored training either in the workplace or offsite (ADB 2007). However, the same survey indicated that 78% of skilled workers in manufacturing establishments received their skills informally on-the-job, a finding at least confirmed by the ILO which suggested the extent of on-the-job training was higher, being in 97% of manufacturing establishments (ILO 2008a).

Beyond the training of staff in the workplace, industry is also directly controls the operation and management of training facilities. Organisations such as the Bangladesh Garment Manufacturers & Exporters Association (BGMEA), the Chittagong Skills Development Centre (CSDS) and the Dhaka Chamber of Commerce & Industry (DCCI) have established training centres delivering non-affiliated programs to both new entrants and existing employees. There is also an emerging trend for specific enterprises to enter into PPP with public training institutes to deliver training eg: Western Marine Services and Apex-Adelchi Footwear. However, as noted by the ILO, ‘there is no clear data on the scope and capacity of industry based providers’ (2008: 74).

Consequently, whilst government is the major provider of skills development in Bangladesh, they are strongly supported by private providers and NGOs. Increasingly however, industry is also becoming a major partner in sector specific training initiatives, especially through formal PPP arrangements with government.

Given the incomplete picture of the nature and scope of training provided by private providers, a key issue for improved coordination is the availability of data. Given that government policy is to improve the quality and relevance of skills training in Bangladesh, it is reasonable to expect that a greater number of private training organisations will be brought within the purview of BTEB as they become registered to issue NTVQF qualifications.

Whilst registration against the new quality standards will influence the operations of private providers, greater coordination and control of private training providers will only be possible through any public funding being contingent on the delivery of certain outcomes ie: MPO funding based on student enrolments or completions in a particular program.

Beyond funding mechanisms, the provision of accurate data on the supply and demand for skills will support the development of a quasi-market in education and

training services in which private providers will more closely respond to the demands from industry and students.

### Public Providers of Skills Training:

In order to clearly understand the institutional mandate of public agencies, it is useful to review the allocation of business among the different ministries of government (GOB 1996). Below is a list of those Ministries which have references, explicit or implied, to skills development in their rules of business. The exact numbered sections from the rules of business are also shown for future reference.

#### Ministry of Labour and Employment:

4. Labour statistics.
5. Administration of Labour Laws and Rules made therein.
12. Labour administration and training.
16. Worker's education.
17. Matters relating to Bureau of Manpower Training
23. Coordination of activities of other Ministries and organisations in connection with labour and industrial welfare.
24. Manpower research including compilation of manpower statistics.
25. National policy regarding manpower employment.
27. National manpower problems.
28. National Council for Skill Development and Training.<sup>4</sup>
29. (a) Apprentice in plant training  
(b) Skill training policy including standardisation, testing and certification  
(c) National Committee for skill development and training,

#### Ministry of Education:

4. Technical education
7. Distance education including educational media and technology
8. Educational research and training
11. Educational policy and reforms
12. Curriculum development
16. Policy directives on public examinations above primary school
21. External examination, equivalence of degrees, diplomas, certificates and exchanges of degrees, diplomas and certificates with foreign countries

#### Ministry of Expatriates' Welfare and Overseas Employment:

6. Overseas employment at all levels.
16. Inquiries and statistics on any subjects allotted to this Ministry.

#### Ministry of Primary and Mass Education:

12. Coordination of activities of other Ministries, Government and non-government agencies in the field of mass education and adult education.

#### Ministry of Agriculture:

2. Agricultural extension and training

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<sup>4</sup> The now defunct government forum reconstituted in 2008 as the NSDC.

#### Ministry of Environment & Forestry:

9. Research and training in forestry

#### Ministry of Establishment

51. Policy on training of governments servants (National Training Council)

#### Ministry of Fisheries & Livestock

24. Research and training in fishery and livestock

#### Ministry of Family Health & Welfare

3. Education, training and research on medical nursing, dental, pharmaceutical, para-medical and allied subjects

#### Ministry of Industries

5. National agencies and institutions for promoting industrial productivity
21. Cottage and small industries

#### Ministry of Local Government, Rural Development and Cooperatives

- B2. Training and education (Rural Development & Cooperatives Division)

#### Ministry of Shipping

11. Education, training, standards and certification for mercantile marine and inland water transport

#### Ministry of Social Welfare

9. Education, training and rehabilitation of the handicapped

#### Ministry of Women & Children Affairs

5. Programs for the uplifting of women including their employment opportunities

#### Ministry of Youth and Sports

1. All matters relating to youths, their welfare, training and prospects
8. Promoting activities for creating employment opportunities for unemployed and underemployed youths

#### Ministry of Jute & Textiles

13. Matters relating to textile & jute industries

As expected, analysis of this summary suggests that that the Ministry of Labour and the Ministry of Education have the most influential mandates related to skills development in Bangladesh. It also indicates that the issues identified in previous sections can be significantly dealt with within existing organisational mandates.

However, given a more holistic model of skills development that integrates both technical education and skills training within a single sector, the division of responsibilities for technical education (MOE) and skill training policy including standardisation, testing and certification (MOLE) has the potential to further exacerbate tensions between these two main line Ministries.

Of the sixteen government ministries that have a role in skills development according to the allocation of business, seven have been chosen for more detailed review based on the scale of enrollments detailed in Annexe 5. These are considered in more detail in the following section.

## Key Organisations

Whilst it appears that existing organisational mandates are adequate to respond to key issues, in order to identify specific improvements, the operations of implementing agencies need to be considered in more detail.

However, the selection of public sector agencies analysed in this section is not comprehensive in that it does not include every agency involved in skills development. In order to manage the scope review, selection was limited to the major providers likely to have their programs recognised within the scope of the NTVQF. Consequently, the recommendations in this report relate solely to the individual agencies dealt with here rather than every government agency delivering skills development programs.

Whilst strictly not a provider of skill development programs, the National Skills Development Council (NSDC) and the Bangladesh Technical Education Board (BTEB) have also been included in this section due to their potential significant role in the skills development system.

### ***National Skills Development Council (NSDC)***

In almost all cases, establishment of the NSDC was seen as a positive development for Bangladesh and one that could potentially address the key issues related to the structure and coordination of skills development. The establishment document for the NSDC setting out the terms of reference for it and the ECNSDC is included in Annexe 3. However, significant issues exist that are likely to impact on its future potential. Chief amongst these is the role and capacity of the NSDC Secretariat.

At its inaugural meeting in 2008, NSDC approved the creation of an NSDC Policy Unit within the Ministry of Labour & Employment (MOLE) which was expected to effectively act as a Secretariat for the NSDC. Whether this Policy Unit can effectively assist the ECNSDC to establish the NSDC's potential influential role remains to be seen, particularly in light of the slow progress made by MOLE in accepting the offer of two years funding for the secretariat made by the IFC Bangladesh Climate Investment Fund (BCIF).

At issue also is the number of posts to be established within the Secretariat. The exact number of approved posts is not clear but is expected to be less than five, which is likely to be inadequate given the scope of work that the NSDC plans to pursue. A review of the terms of reference (Annexe 4) for the secretariat suggests that key functions will include:

- Monitoring implementation of the skills development action plan;

- Initiation and coordination of cross agency initiatives;
- Monitoring of new agency initiatives in skills development;
- Management of the national skills data system;
- Development of an NSDC work plan; and
- General administrative duties associated with council meetings.

This is a broad scope of work, and certainly beyond the capacity of a staff of five. However, whilst manning can grow over time as required, until the Secretariat becomes functional the NSDC will continue to rely on members of the Executive Committee to progress its agenda, albeit in a piecemeal and inconsequential fashion in the absence of a clear signal of commitment from the government that the NSDC will be an active forum.

Consultations raised a number of issues surrounding the Secretariat, and a number of suggestions were made as to how it might best function. These included creation of a new Directorate under the Cabinet Ministry so as to have the secretariat outside any of the main line Ministries. However, it would appear that neither of these suggestions is likely to be supported. A further suggestion was that the secretariat be established under the Corporations Law and staffed by private sector employees.

The question of industry representation on NSDC and ECNSDC was raised by a number of those consulted, with the consensus view being that industry should be drawn from representative bodies rather than hand-picked on a political or ad hoc basis.

There were also calls to reconstitute the NSDC into a separate commission or council by act of parliament with a private sector staffed secretariat, with the South Korean Manpower Services Commission cited as an example.

However, the key point made time and time again was that the NSDC will fail if the Prime Minister does not provide leadership to the forum. Without leadership at this level it was widely believed that the NSDC will fail as the NCSDT did before it, with individual line Ministries perpetuating the current system where uncoordinated effort is the norm.

It was also observed that there is a need to clarify the roles of member secretary of ECNSDC and the member secretary NSDC to more clearly establish who is responsible for monitoring and coordinating implementation of NSDC decisions. It was also suggested that a clear management chain be established between the NSDC and BTEB to ensure that key BTEB functions be directly monitored by NSDC. Given the structure of the ECNSDC and the current reporting practices within BTEB, with the Secretary of Education as Chairman it is argued that this is currently in place. This issue is an important issue, as one of the future roles of NSDC and/or ECNSDC might be the formal endorsement of national curriculum and competency standards, thus the need for clear direction of line Ministries and BTEB to implement and manage accordingly.

The current NSDC Action Plan (NSDC 2008) provides a useful initial framework for monitoring a range of skill development activities in Bangladesh. However, if the NSDC is to assume the full scope of its role, the extent and quality of planning will

need to improve. For this to occur, a sector development plan and/or implementation plan linked to a new national policy will need to be developed using a more comprehensive framework for system development. For these tasks to be completed, the NSDC secretariat will need to assume a major role.

### Recommendations:

1. The government of Bangladesh should immediately activate the NSDC under leadership of the Prime Minister so that skills development planning and donor funded projects can proceed with greater clarity and certainty.
2. The NSDC Secretariat be immediately established with adequate resources to progress the work of the NSDC.
3. The NSDC work with the TVET Reform Project to establish a new skills development policy for Bangladesh and review the NSDC Action Plan to guide the ongoing strengthening and monitoring of skills development in Bangladesh.
4. The NSDC should assume responsibility for managing the skills data system and immediately take steps to assess the demand for skills and coordinate the activities of line ministries to meet that demand.
5. The terms of reference for the NSDC and ECNSDC should be revised to ensure that key issues associated with skill standards, curricula, qualifications and quality assurance are explicitly highlighted.
6. Industry representation on the NSDC and ECNSDC should be increased to ensure equal representation with government, and be truly representative of key industry organisations.

### ***The Bangladesh Technical Education Board (BTEB)***

BTEB was established as a statutory body under the East Technical Education Act of 1967. MOE is the line Ministry for BTEB with the Chairman of BTEB technically granted the same status as a Vice-Chancellor and thus answerable directly to the Minister of Education. In practice however, the Chairman of BTEB reports to the senior staff within the Ministry of Education.

BTEB is entrusted with the responsibility of developing, and regulating formal TVET programs. The diploma and certificate teacher education qualifications are also under its control. Registration of institutions and accreditation of courses are also responsibilities of BTEB which has wide powers under the Act to affect change in the sector. Although positioned under MOE, BTEB has the power to exercise academic control over different institutions operated by all Ministries, except for the Ministry of Health. It generates its own funds, mainly from fees and printing revenue, and is financially solvent. Key current priorities of BTEB include:

- strengthen arrangements for inspection, monitoring and evaluation of educational institutions;
- develop a market-oriented technical and vocational training programme, which meets international standards and fulfils domestic and international requirements;
- conduct needs assessment to determine demand for skills in domestic and international job markets; and

- update curriculum and introduce emerging trends and technology ensuring relevance to the job market (GOB 2008d).

The Rules and Regulations of BTEB approved by the Ministry of Education were developed in 1975 with only minor revisions since for specific initiatives. These regulations require a comprehensive overhaul to more accurately reflect the expanded roles presumed for BTEB within a national skill development system. However, BTEB does not have the required manpower to currently manage quality within the system nor strengthen and expand curricula required by the workforce. Given the scope of reforms projected over the next five years, it is imperative that BTEB is provided with additional manpower to implement the NTVQF and associated quality arrangements. Beyond the creation of additional posts, a minor restructure of the organisation may also be required to facilitate this enhanced capacity, particularly in the areas of provider registration and quality assurance.

Many of those consulted raised the capacity of BTEB as being a major issue rather than issues related to structure and coordination. By way of comparison, it is noted that the Dhaka Education Board has 559 posts and is responsible for approximately 1,000 school providers whereas BTEB has 110 posts and is responsible for close to 4,000 vocational providers. Whilst it is not suggested that expansion of this scale is warranted, the suggestion was made that more Ministries would work with BTEB if they were more responsive, and that the lack of inter-ministerial engagement had less to do with management and control issues as opposed to BTEB's poor service standards and the reality of not further complicating and delaying the process of program development.

Whilst an inspection and monitoring cell has recently been created within BTEB, the associated posts have yet to be approved by the Ministry of Establishment. Even if these new posts are approved, it is arguable that the additional manpower will be insufficient to implement a new quality assurance system. The registration, or affiliation of training providers is currently managed by the Curriculum Cell within BTEB in addition to its curriculum responsibilities. It is recommended that the registration function be shifted to an expanded Inspection & Monitoring Cell.

It is understood that there are plans for further additional BTEB posts, yet to be approved by the Ministry of Establishment, to be co-located in the regional offices to be established by DTE. Whilst detailed planning has yet to proceed, it is recommended that these new posts be part of the Monitoring & Inspection Cell, with provider registration and curriculum functions retained at head office.

Rather than attempt to create a large number of additional posts to manage the current and future registration and audit workload, it is also proposed that better use be made of short-term staff on contract. The current government ban on contracting of staff should be lifted to allow BTEB to proceed with strengthening quality assurance arrangements through the use of short-term contractors. Advice received indicates that BTEB has available funds to engage such contractors now if the contracting ban was lifted.

It is also proposed that within the BTEB Curriculum Cell, roles and posts be organized along industry lines rather than by qualifications as is currently the case.

With implementation of the NTVQF it is expected that the number of recognised qualifications will expand significantly. To maximize efficiency, industry based business units would be responsible for qualifications by sector rather than by level, which is nominally the case at the moment. One simple consequence of current arrangements is that it is not possible to obtain data on the total number of registered training institutions from a single source as they are registered by each qualification in the curriculum area rather than a centrally managed registration unit. There are currently seven curriculum specialists reporting to a Director of Curriculum. It is proposed that the number of specialists be increased to 12 so as to better cover key industry sectors.<sup>5</sup>

It was also suggested that BTEB should not spend time and resources developing certain curriculum for SSC (VOC) and HSC (BM) that was readily available from the Bangladesh Secondary Education Board eg: Bangla, Social Studies and Religious Studies, and should focus on skills related curriculum only.

During consultations it was also suggested that the BTEB Research Cell be given responsibility for the NTVQF and associated tasks such as: revising and updating qualification descriptors; monitoring scope and content of programs in different industry sectors developed at common qualification levels; monitoring enrollments by qualification etc.

Another curriculum issue raised concerning the operations of BTEB concerned the relevance of curriculum and links with industry. A number of industry representatives commented that industry involvement in curriculum development managed by BTEB was limited and insufficient, both in terms of the scope of input and the technical capacity of those involved. The TVET Reform Project is trialing new approaches to curriculum and competency standards development that models alternate engagement with industry through industry skill committees. If these new approaches are endorsed within the national policy framework currently under development, there may be additional implications for manning within the BTEB Curriculum Cell. There were also considerable criticism of the very long curriculum development and review cycle within BTEB, although it is not clear to what extent staffing structures are responsible compared with poor management and/or limited technical capacity.

Another issue surrounding BTEB links with industry concerned the composition of the BTEB Board. The Board is currently dominated by representatives of MOE managed training institutions, with limited representation from industry and civil society. It is proposed that the BTEB board be restructured to allow for greater input from industry, private training providers, civil society and other government ministries involved in skills development training so that BTEB can look to implement its national mandate more effectively.

Another issue evident from a review of the BTEB organogram is that the number of staff in the Examination Cell is disproportionate to the number of posts within the Curriculum Cell. Given the likely delivery and assessment model envisaged under future competency based and modular programs, the importance of centrally managed assessments is brought into question. Coupled with increasing interest

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<sup>5</sup> A preliminary analysis of potential industry coverage suggests the main economic sectors can be grouped into 12 discrete areas.

from industry to be involved in the assessment system, it is feasible that in coming years the role of BTEB in assessment may decline, and thus the number of posts within the Examination Cell should be reduced.

It is clear then that the manning and structure of BTEB will need to be revisited once the national skills development policy is endorsed, as it will provide clearer direction on the approach to assessment, curriculum development and quality assurance to be adopted.

It should be noted though, that an expanded national mandate of BTEB was generally accepted by those organisations consulted, but only on the basis that BTEB be adequately resourced and operating within a system coordinated through the NSDC. If the NSDC fails to function according to its mandate, then it is unlikely BTEB's strengthened role will be fully observed by other Ministries whilst it remains associated with the Ministry of Education. Regardless, it was specifically suggested that BTEB should also provide the overarching quality assurance and qualification framework for the National Training Centre, which is operated by the Ministry of Establishment to train public sector staff.

#### Recommendations:

7. The East Pakistan Technical Education Act and associated regulations should be revised to ensure they specifically provide for the key functions derived from the National Skills Development Policy.
8. The Board of the Bangladesh Technical Education Board (BTEB) should be restructured to include:
  - a. additional industry representatives so that they hold 50% of membership;
  - b. a representative of civil society;
  - c. a representative of private training providers;
  - d. representatives of the major government Ministries involved in skills development; and
  - e. formal NSDC representation.
9. BTEB should ensure that MOLE and other key line Ministries are involved in the review and development of new skill standards and curriculum.
10. BTEB should work with the TVET Reform Project to strengthen the quality assurance system so that the accreditation of courses and registration of training providers lifts the quality of training provided in Bangladesh.
11. BTEB should work with Industry Skill Committees so they have a clear role in the quality assurance of training delivery and assessment, including the registration of training organisations and validation of assessment.
12. The BTEB Curriculum Cell should be restructured along industry lines rather than by level of qualification or program as is currently the case.
13. Responsibility for the registration of training providers should be transferred from the Curriculum Cell to an expanded Inspection Cell.
14. The curriculum and inspection cells within BTEB should be substantially strengthened through additional posts or contract staff to enable BTEB to assume its national mandate within the skill development system.
15. The current government ban on sub-contracting staff should be lifted to allow BTEB to proceed with strengthening of quality assurance arrangements through the use of short-term contract staff.

16. BTEB should work with BMET to ensure that all training organisations servicing the expatriate worker market become registered with BTEB and thus regulated within the national quality assurance framework for skills development.
17. The structure and manning of BTEB should be reviewed again in more detail once the new national skills development policy is in place.

### ***Directorate of Technical Education (DTE)***

DTE is one of the line Directorates of the Ministry of Education (MOE). DTE is the biggest provider of formal TVET in the public sector with a large network of polytechnic/monotechnic Institutes (47) and Technical School and Colleges (64) throughout the country.

One of its key objectives is to expand facilities for adolescents, youths, men and women, in technical and vocational education and arrange technical and vocational education for post-VI and VII grades and equivalents (GOB 2008d). DTE currently have a number of planned key activities to deliver on that objective, including projects to:

- establish new Technical Schools and Colleges, Polytechnic Institutes, Engineering Colleges, Textile Technology and Leather Technology Colleges;
- repair and renovate existing institutes and appoint required number of teachers;
- introduce a second shift in technical and vocational institutes;
- introduce vocational courses in schools at secondary level and in madrashas at dakhil level;
- promote vocational training activities at secondary level through provision of financial assistance;
- provide technical and vocational training to youths through short courses;
- introduce Mobile Skill Training Unit (MSTU) for the ultra-poor to provide income oriented vocational training courses and introduce para-trade in selected non-government schools and madrashas;
- establish new female Polytechnic Institute;
- establish female Technical Schools and Colleges in deprived areas; and
- conduct needs assessment to determine demand for skills in domestic and international job markets. (GOB 2008d)

Whilst the availability of funding for these activities is not clear, a major project currently gaining momentum within DTE is the establishment of 64 new technical schools at upazilla level and the further planned rollout of an additional 400 so that one exists in each upazilla of the country. However, as is the case with current expansion plans of other major providers such as BMET and DYD, establishment of these new training centers seems to be progressing without adequate planning and consideration of the need for new infrastructure based on demographics and the plans of other public providers.

Another important foreshadowed development is establishment of eight regional offices to provide much needed increased capacity to support to DTE institutes. The proposed manning structure of each regional office is included in Annexe 6.

It appears that these regional offices will have a key role in determining the demand for skills in industry, with links to a new Job Survey Wing to be created within DTE head office. However, it should be noted that this capacity will need to be integrated within the national skills data system currently under development through the TVET Reform Project which is arguably best coordinated either through the Ministry of Labour & Employment as per its current mandate, or through the NSDC who would deal with consolidated data drawn from multiple sources, including the new Jobs Survey Wing of DTE.

The regional offices also appear to have teacher training cells established within them (see Annexe 6). Whilst this may provide additional capacity for DTE to meet the new quality requirements linked to the NTVQF that will be established and monitored by BTEB, it will be important to establish the role of these staff in relation to the two major training institutes that arguably should adopt an expanded national role to deal with the issue of inadequate workforce development for teachers and trainers involved in skills development in both the public and private sector.

DTE is responsible for the Vocational Teachers Training Institute (VTTI) in Bogra and the Technical Teachers Training Centre (TTTC) in Dhaka. Currently, VTTI and TTTC have many vacant posts, and whilst new posts are proposed in the ADB Skills Development Project, no formal proposal to the Ministry of Establishment has been developed. Notes to the current ADB project proposal suggest that some of the new positions might be created by redirecting existing but currently unfilled positions. Regardless, whilst a new model of teacher training is currently under development by the TVET Reform Project, the ADB project and plans for the DTE Regional Office Training Cells presuppose specific roles for VTTI and TTC staff that may or may not be compatible with the new model. These roles include outreach functions and the creation of master trainers with responsibilities to engage with other ministries, private providers and the NGO sector.

Whilst an infrastructure and professional development plan embedded within ADB project, an expanded role for VTTI and TTTC to become a national provider of training for teachers and trainers in skills development is not currently documented and will require endorsement by the NSDC.

Unlike Directorates under other Ministries offering TVET courses, DTE has a larger role given that it deals with all skill levels from craft to para-professional. Because of this, DTE can play an important role in establishing academic linkages among key bodies such as BTEB, Dhaka University of Engineering and Technology and other bodies in each educational sector.

However, given the scope of foreshadowed reforms, it is clear that DTE will require support to implement reforms, particularly in the areas of teacher training and institutional management. Currently, management of the two TVET teacher training facilities is split within different sections of the Directorate, as is the operational control of polytechnics and sector specific colleges. It has been suggested that this has led to a lack of coherent management and development of these institutions. Whilst the classification of the post and remuneration for the managers of VTTI and TTTC is linked the level of qualification the institutions offer, it is argued here that this barrier could be overcome during the restructure of these two institutions.

The proposal for Regional Offices also provides posts of Regional Inspector, Monitoring Officer and Assistant Regional Inspector, all of which appear to have roles associated with quality assurance of training providers managed by both MOE and private organisations. If this is the case, DTE would assume roles as both regulator and provider of training, which has the potential to create tensions as the system develops. Whilst there is no doubt the new quality assurance arrangements to accompany introduction of the NTVQF will impose additional quality standards on providers, a preferred arrangement would be for the DTE inspection and monitoring staff at regional offices to only have responsibility for quality assurance of DTE institutions. BTEB staff from the Inspection Cell, some of which may be collocated in the DTE offices, should be given prime responsibility to ensure quality amongst private providers and other public providers who do not have similar internal capacity to monitor the quality of their programs against the new national standards.

The delivery of SSC (VOC) and HSC (VOC) programs by both private and public secondary schools has led to a huge expansion in the provision of TVET in Bangladesh over the last decade. However, the limited availability of Monthly Payment Order (MPO) financial support from the government to fund SSC (VOC) and HSC (VOC) programs, delivered by public and private providers, has affected the quality and scope of TVET provision in schools. Whilst it is understood that MOE has moved responsibility for the administration of MPOs for TVET in schools from the Directorate of Secondary & Higher Education (DSHE) to DTE, it is not clear at this stage what the likely impact on DTE's structure might be given the significant administrative burden that MPOs generate.

More significantly however, is the fact that DTE, who administers its own network of wholly government funded TTCs delivering TVET in schools, will now be given responsibility for the government contribution to private providers offering the same programs. This conflict of interest might have been overcome by giving the responsibility for administering MPOs to BTEB, who could then link registration standards and assessment results with approval of future MPO payments.

#### Recommendations:

18. VTTI and TTTC should be restructured and repositioned as national centers of excellence responsible for the training and upgrading of all teachers and trainers involved in the delivery of skills development programs in both public and private providers.
19. Management of VTTI and TTTC should be brought under one cell within DTE.
20. The Job Survey Wing within DTE should be established as one input into the national skills data system which will be managed by the NSDC secretariat.
21. The new inspection and monitoring posts in Regional Offices should be given responsibility only for DTE institutions.
22. DTE institutions should establish advisory committees so that they form stronger links with local industry.
23. DTE should participate in Division Skills Development Consultative Committee to strengthen linkages between public providers.

## ***Bureau of Manpower, Employment and Training (BMET)***

BMET is in the unique position of being a line Directorate serving two Ministries, the Ministry of Labour and Employment (MOLE) and the Ministry of Expatriates' Welfare and Overseas Employment (MEWOE).

BMET has created a long history of involvement in the development of skilled workforce, providing limited employment services and collecting basic labour market information. BMET has a network of 41 Technical Training Centres (TTCs) throughout the country and conducts a range of programs including Diploma level programs through the Institute of Marine Technology plus a range of short courses, trade courses based on the National Skill Standards (NSS) and more recently, SSC (VOC) courses. After DTE, BMET has the largest number of public TVET institutions affiliated with BTEB.

BMET has proven itself to be relatively innovative in establishing commercial partnerships with industry, donors and other government agencies, specifically in relation to training for expatriate workers. Consultations exposed the view that BMET had stronger links with industry than DTE and although many BMET programs were not affiliated with BTEB, they were more aligned with labour market needs and updated in a more timely manner. It was also recognised that there was overlap in the curriculum development functions of BTEB and BMET leading to some duplication.

It has been suggested that the current organisational structure within BMET provides inadequate management and operational support for the TTCs that it operates for MOLE and MEWOE. The need for additional operational support should also take into account the likely additional quality assurance requirements linked to implementation of the NTVQF.

The consultations identified broad support for the need to improve the assessment of international labour market demands and appropriate resourcing of a dedicated group responsible for this work. Whilst BMET currently has this role, it is clear that the scope and nature of data they are able to generate is due to limited data sources and support from Bangladesh missions overseas rather than specifically as a result of issues associated with structure and coordination.

Recent work by the ILO on request from MEWOE has identified a number of opportunities to improve migration management in Bangladesh (ILO 2009). The proposal for technical cooperation subsequently prepared, seeks to develop a strengthened network of government, businesses, recruitment agencies and skills development institutions to enhance skilled employment opportunities abroad. In particular, it calls for development of:

- a system to monitor requirements for skilled migrant labour in countries abroad;
- a system for skills development in relation to job orders in place;
- new and enhanced welfare programs provided to expatriate workers by BMET;
- a system of registering and processing complaints at BMET;
- increased support materials for expatriate workers produced by BMET;
- enhanced and more focused marketing programs managed by BMET; and

- monitoring skill acquisition by migrants during employment abroad and skills upgrading training and placement on return (ILO 2009).

Given the likely significant future impact on BMET's current capacity and future operations within the context of improved migration management, it is reasonable to suggest that specific recommendations relating to BMET's data management capacity await commencement of migration project in 2010.

However, this major migration project may also have consequences for BMET's role in managing TTCs, especially given plans to expand the number of centres under its control. It is suggested that the manning and structure of BMET be revisited once the migration project is underway.

Another significant issue affecting the current and future role of BMET is apprenticeships. There is evidence of growing recognition amongst government and industry of the need to strengthen the apprenticeship system. Whilst a range of proposals are currently being explored by the TVET Reform project, it is likely that an expanded role for BMET will emerge when apprenticeships are addressed within the new national skills development policy. Central to this expanded role is likely to be the need for additional apprenticeship officers located in the at the district level so as to promote the system and provide local contacts for employers. BMET currently has only three posts to manage the national apprenticeship system, a fact that should be recognised as a likely contributor to the failure of the current system.

Another implication of an expanded apprenticeship system in Bangladesh is the potential establishment of a national advisory committee, which in the draft Apprenticeship Procedure of 2008 is named as the National Tri-Party Advisors Committee. As BMET is likely to assume responsibility for providing secretariat support for this committee, the full impact on BMET manning from an of expanded apprenticeship system is difficult to quantify.

#### Recommendations:

24. BMET register their training centres with BTEB in order to meet national quality standards.
25. The capacity of BMET to effectively manage additional TTCs should be fully considered in light of their growing role in migration services.
26. Additional posts should be created within BMET to provide enhanced technical support to TTCs and assist with implementation of new NTVQF and associated quality arrangements.
27. BMET, on behalf of MEWOE, be given responsibility for the collection, synthesis and analysis of international skills demand data as part of the new national data system managed by NSDC.
28. BMET posts at the district level be expanded to significantly enhance capacity to implement the revised apprenticeship system.

## ***Department of Youth Development (DYD)***

DYD is one of the administrative directorates under the Ministry of Youth & Sports (MOYS). Its main functions relate to the skills development of youths (aged 18-35), and promoting activities for creating employment opportunities for unemployed and underemployed youths.

The main element of DYD's delivery network is 55 Youth Training Centers (YTC), with projects in place to establish a further 9 so there is one YTC in each of the 64 districts. Additionally, DYD operates a further 169 training centers offering a range of specialized programs in the areas of livestock, poultry and pisciculture training centers (55), dress-making (68), block and batik printing (09), secretarial science (5) and steno-typing (32). DYD also manage and deliver training to training staff employed in these training centers. In addition to this substantial training capacity, DYD operates 64 district and 475 upazila offices where a range of services are provided to local youths.

Current proposed projects include:

- strengthening of dress-making training and expansion of block & batik printing training in the remaining 58 districts;
- establishment of new youth training center in the remaining 9 districts;
- completion of incomplete works of the old youth training centers; and
- plans to strengthen Mobile Training.

Consultations recognised there is overlap between DYD and other ministries, with DYD delivering courses offered by other Ministries but using different curriculum of different duration resulting in a lack of program standardization. The majority of programs offered by DYD are not affiliated with BTEB and thus not formally recognised against the existing qualifications framework. As with other major public providers, there is no coordination of delivery at the district or upazilla level with little evidence of cooperation or articulation with other public providers to allow learners to progress to more advanced levels of training.

DYD have substantial capacity for skills development that could be better integrated within a national system. In addition to their skills they also manage a large training workforce that could benefit from and contribute to an increased national focus on staff development in partnership with the restructured VTTI and TTTC.

Whilst the quality of DYD training infrastructure and equipment may be limited, it seems logical that a plan for improvement be considered before constructing additional centres under other Ministries destined to languish over time in a system where resources for maintenance and upgrading are scarce.

### **Recommendations:**

29. DYD register their training centres with BTEB in order to meet national quality standards.
30. DYD map all their curricula against the new NTVQF and rationalize programs to implement standardised national curriculum administered by BTEB.

31. D.YD work with the remodeled VTTI / TTTC to apply a common set of national training standards for teachers and trainers involved in skills development.
32. D.YD participate in proposed Division Skills Development Consultative Committee to strengthen linkages between public providers.

### ***Directorate General of Health Services (DGHS)***

The Directorate General of Health Services is one of the implementing agencies of the Ministry of Health & Family Welfare (MOHFW). One of its key functions is development of manpower in the health sector, with their Medical Education Program seeking to develop a well trained and coordinated health workforce through appointment, education and training of doctors, nurses, paramedics and other relevant personnel GOB (2008c).

As the community services and health sector is facing considerable labour shortages, there has been strong recent growth in private training organisations wishing to operate in the sector to complement the existing colleges and institutes managed by DGHS.

DGHS operate seven Medical Training Schools and eight Institutes of Health Technology that deliver a wide range of programs at the Diploma and Certificate level. Training is also delivered through NGOs and private providers, particularly those courses targeting primary health care workers at the union level. Significantly, DGHS manage the Centre for Medical Education which is responsible for the development of curriculum and qualifications for all levels of medical education, in addition to the training of the medical education workforce through a range of programs at the Certificate, Diploma and Degree level.

Separately, DGHS manages the State Medical Faculty which registers and inspects private training providers involved in medical education and coordinates centrally administered examinations. Whilst the role of BTEB in relation to approving curriculum for medical education remains a contested issue between the two agencies, the integration of medical education within a national skill development system poses a number of challenges relating to curriculum and qualifications, the registration of training providers and teacher training programs.

It is important that DGHA and BTEB work to address a range of issues, including the new common national standards for the registration of training organisations and the issuance of qualifications. Similar integration of the training for trainers involved in medical training should occur, with future training for DGHS trainers based on the new national standards for trainers being developed through the TVET Reform Project and ultimately coordinated by the remodeled VTTI and TTTC as possible national centers of excellence.

As the advice received from DGHS on their role directly contradicts the view held by BTEB, this report also recommends ongoing dialogue to ensure that DGHS work within the national skills policy framework.

### Recommendations:

33. DGHS register their training centres with BTEB in order to meet national quality standards.
34. DGHS to map all their curricula for paramedical courses against the new NTVQF.
35. DGHS to work with the remodeled VTTI / TTTC to apply a common set of national training standards for teachers and trainers involved in skills development.

### ***Bureau of Non-Formal Education (BNFE)***

The Bureau of Non-Formal Education is one of the key implementing agencies of the Ministry of Primary & Mass Education (MOPME). In relation to skills development, its key objectives are to:

- Provide quality and relevant NFE programs and skills training which meet the assessed needs of clients;
- Provide opportunities for individuals and groups to engage in income generating and life skills related activities (BNFE 2006)

Along with a major focus on improving literacy and numeracy, BNFE provides various income generating and skill training primarily oriented to self-employment. These include a wide range of program covering agricultural and horticultural commodities such as goats, cattle, poultry, honey, aquaculture, ornamentals, flowers, etc along with other fields such as basic food processing, manufacturing of chalk, sewing, soap and candles etc. These skill programs typically include a major literacy and numeracy component utilizing national curriculum developed by BNFE. Skills training offered by BNFE is usually delivered within either 6 month continuing educational courses, 24 month Basic Education Programs and/or 16 month skills development programs (GOB 2008b). Some of these programs are affiliated with BTEB, particularly those that deliver outcomes against the National Skill Standards (NSS).

Whilst BNFE has a comprehensive regional network with offices in each of the 64 districts, these offices do not generally directly deliver the training. BNFE typically works with a wide range of NGOs and private training providers who are effectively sub-contracted to deliver the programs. BNFE also provides 'train the trainer' training to NGOs utilizing in-house programs.

A major BNFE initiative currently underway is the Basic Literacy & Continuing Education Project-1, which has extremely ambitious targets of literacy and skills training over five years in 61 districts to reach in excess of 35 million learners. Whilst detailed implementation plans for this program are yet to be finalised, it provides another example of the scale of skills development activity in Bangladesh that is underway in the absence of a national skills development plan.

### Recommendations:

36. BNFE map their skills based curriculum against the new NTVQF to identify the certifiable elements of the non-formal education programs.

37. BNFE registers select training centres with BTEB in order to meet national quality standards related to the national certification of skills training.
38. BNFE participate in proposed Division Skills Development Consultative Committee to strengthen linkages between public providers.

### ***Department of Women Affairs (DWA)***

The Department of Women Affairs is one of the implementing agencies of the Ministry of Women and Children Affairs (MOWCA). Its major functions include the mandate to:

- Initiate different programs for the empowerment of women including the creation of employment opportunities for women; and
- provide technical, vocational and income generating training, trade equipment/materials and micro credit to generate self employment of women (GOB 2008a).

Current targets and key projects include:

- Providing 39,275 women with technical, vocational and income generating training and equipment;
- Providing market demand based training to poor female children and arranging their employment;
- Development of the Women Handicrafts and Agricultural Training Academy, Dinajpur (approved); and
- Development of the Women Training Centres at district level including establishing women's computer centres (proposed).

The Department of Women Affairs currently operates 64 womens training centers at district level in addition to a number of specialist training centers in Dhaka and surrounding divisions. The main industry sectors and occupational skills covered are in agriculture, textiles, garments and ICT through programs ranging from 3 weeks - 6 months. DWA also develop their own curriculum and training resources and provide staff development for their trainers. DWA has key operational divisions each headed by a Deputy Director. There is a Training Division with five cells dealing with various matters including the curriculum areas of handicrafts, vocational/commercial/arts/design, and office-based career training.

As with other major public providers, there is ad hoc coordination of delivery with other providers at the district or upazilla level with little evidence of cooperation or articulation with other providers to allow learners to progress to more advanced levels of training. None of the DWA programs are affiliated with BTEB.

#### **Recommendations:**

39. DWA align its vocational programs with the NTVQF and become affiliated with BTEB.
40. DWA rationalize its curriculum development and trainer training functions to reduce duplication with BTEB and VTTI/TTTC.

41. DWA participate in Division Skills Development Consultative Committee to strengthen linkages between public providers.

### ***Department of Textiles (DOT)***

The Department of Textiles (DOT) is one of the line Departments of the Ministry of Textiles & Jute. It has administrative control of 40 Textile Vocational Institutes (TVI), six Textile Institutes and four Textile Engineering Colleges. Whilst the Textile Engineering Colleges deliver undergraduate programs under the academic control of a local university, the others deliver programs affiliated with BTEB, from an SSC level program over 2 years to a four year Diploma.

Although DOT has a project currently under consideration to establish four new TVI, the Department's long term plan is to build an additional 16 so there is one operating in each district of Bangladesh.

#### **Recommendations:**

42. DOT aligns its vocational programs with the NTVQF and become affiliated with BTEB.
43. DOT participates in Division Skills Development Consultative Committees to strengthen linkages between public providers.

### ***Department of Agriculture (DOA)***

The Department of Agriculture (DOA) is one of several line departments under the Ministry of Agriculture. Whilst agricultural extension is delivered through a number of these departments, including DOA, the Department of Agriculture has a specific role in relation to agricultural education and training. DOA directly manages 13 Agricultural Training Institutes.

#### **Recommendations:**

44. DOA align its vocational programs with the NTVQF and become affiliated with BTEB.
45. DOA participate in Division Skills Development Consultative Committees to strengthen linkages between public providers.

### ***Ministry of Industries (MOI)***

The Ministry of Industries is responsible for a number of institutions involved in the delivery of education and training. These include:

- The Bangladesh Institute of Management (BIM);
- The Bangladesh Industrial Technical Assistance Centre (BITAC);
- National Productivity Organisation (NPO);

- Fertilizer Training Institute; and
- Bangladesh Small & Cottage Industries Corporation (BSCIC).

Of particular relevance to this study are BSCIC and BITAC which provide a wide range of short course skill programs targeting key industrial sectors. None of these programs are affiliated with BTEB. MOI also have a central training centre at Uttara which conducts training for its managers and instructors.

#### Recommendations:

46. MOI align its vocational programs with the NTVQF and become affiliated with BTEB.
47. MOI rationalize its curriculum development and trainer training functions to reduce duplication with BTEB and VTTI/TTTC.
48. MOI participate in Division Skills Development Consultative Committees to strengthen linkages between public providers.

### **Industry Skill Committees**

As noted earlier, a number of organisations consulted during this review recognised the need for strengthened industry involvement in the skills development system. The Industry Skill Committees (ISC) being piloted by the TVET Reform Project appear best placed to provide industry with a clear mechanism to play a more active role in skills development policy and planning in Bangladesh. ISC will provide structured and representative forums for industry to discuss skill issues and advance skill development initiatives for industry. Establishment of Industry Skill Committees is also consistent with the current NSDC Action Plan which calls for the establishment of 'industry led sector based and agricultural public-private skills development working groups with government as facilitator and incentiviser' (NSDC 2008).

These industry skill committees will be structured so as to reflect natural industry groupings eg: ICT, Agri-Food, Transport etc, and a preliminary analysis of potential industry coverage suggests the main economic sectors can be grouped into 12 discrete areas and therefore provide in the first instance for approximately 12 Industry Skill Committees.

Given the experience of the TVET Reform Project to date, it seems most likely that Industry Skill Committees will be established under Companies Law with a Board of Directors and secretariat staffed by the private sector. Future funding could be drawn from the private and public sector with donor assistance for specific activities envisaged in the future. The TOR for the pilot ISC established under the TVET Reform Project are included in Annexe 8.

It is envisaged that Industry Skill Committees will have a number of formal roles within the skills development system. These include:

- Provide industry representation on the NSDC, ECNSDC and reconstituted Board of BTEB;

- Have the responsibility to approve new competency standards and curriculum developed by BTEB;
- Be involved in strengthened quality assurance arrangements governing private and public training organisations;
- be the key source of information to government on industry skill priorities and detail on the occupations and skills in demand; and
- develop consolidated information on careers and employment pathways in industry and ensure that school students are adequately informed of their options through a range of communication tools and technologies.

#### Recommendations:

49. It is recommended that the NSDC take formal steps to work with key donors and industry to formally establish 10-12 Industry Skill Committees for the major industrial sector groupings in Bangladesh.

### ***Division Skills Development Consultative Committees***

The lack of coordination of delivery and infrastructure development at the district and upazilla level was raised through consultations. It was suggested that establishment of new training centers was conducted independently by different Ministries without any consideration of the distribution or effectiveness of existing infrastructure or demand projections, that is, without adequate planning.

Whilst improved planning is assumed as a consequence of the operation of the NSDC, this review proposes a specific mechanism for improved regional coordination in the form of a Division Skills Development Consultative Committees, whereby all Ministries involved in skills development would meet on a quarterly basis at Divisional level to deal with a range of issues related to the resourcing, development and delivery of programs in each district.

The draft National Skills Development Policy indicates that the NSDC will further explore the feasibility of establishing such committees to address the need for improved district level coordination. As the NSDC Secretariat will be responsible for monitoring and evaluation of the NSDC Action Plan, it is also reasonable to suggest that these committees could also have a role in monitoring local implementation progress.

However, as the feasibility and sustainability of Division Skills Development Consultative Committees in each Division has yet to be fully explored, it is recommended in the first instance that skills development be placed as a standing item on the existing District Development Coordination Committees (DDC) and linked to implementation of the new National Skills Development policy. It is further recommended that at the end of the first year of the policy implementation phase, the effectiveness of district level coordination and options for improvement be again reviewed.

## Recommendations:

50. It is recommended that skills development be placed as a standing item on the existing District Development Coordination Committees (DDC) and linked to implementation of the new National Skills Development policy.
51. It is recommended that at the end of the first year of the policy implementation phase, the effectiveness of district level coordination and options for improvement be again reviewed.

## ***Bangladesh Rural Development Board***

BRDB is an autonomous institution, governed by a Board of Governors of which the Minister for Local Government, Rural Development and Cooperatives is the Chairperson. BRDB has achieved success in organising woman and male members of the cooperatives/non-formal groups, creating their own capital through mobilising their small savings, supply of irrigation equipments, training on modern agricultural cultivation and making provision for agricultural and small credit. The Board has taken a pioneering role in initiating self-employment projects through training on income generation activities. It has also promoted the cause of poverty reduction and rural development by taking up or supporting family planning, adult literacy, women's empowerment through ensuring their rights, tree plantation and nursery, improved hearth, physical infrastructure development and such other projects.

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## **Annexes:**

- Annexe 1: List of Organisations Consulted
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## **Annexe 1: List of Organisations Consulted**

1. Ministry of Education
2. Ministry of Labour & Employment
3. Ministry of Expatriate Welfare & Overseas Employment
4. Ministry of Textiles and Jute
5. Ministry of Industries
6. Ministry of Youth and Sports
7. Ministry of Women and Children Affairs
8. Ministry of Agriculture
9. Bangladesh Technical Education Board
10. Department of Women Affairs
11. Department of Youth Development
12. Department of Textiles
13. Directorate of Technical Education
14. Directorate of Secondary & Higher Education
15. Directorate General of Health Services
16. Bureau of Manpower Employment & Training
17. Bangladesh Employers Federation
18. Federation of Bangladesh Chambers of Commerce & Industries
19. Bangladesh Better Business Forum
20. Bangladesh Garment Manufacturers & Exporters Association
21. Bangladesh Knitwear Manufacturers & Exporters Association
22. Bangladesh Assoc. of Independent Recruiting Agencies
23. Bangladesh Association of Software and Information Services
24. Bangladesh Auto Biscuit & Bread Manufacturers Association
25. Bangladesh Cargo Vessel Owners Association
26. Leathergoods & Footwear Manufacturers & Exporters Association of Bangladesh
27. Institute of Diploma Engineers
28. Bangladesh Association of Private Technical Institutes
29. Underprivileged Children's Education Program
30. National Coordinating Committee of Workers Education
31. Bangladesh Institute of Labour Studies

## **Annexe 2: Agency Questionnaire for Semi-structured Interviews**

1. What are the key roles and responsibilities of your organisation related to skills development in Bangladesh?
  
2. What barriers related to structure and coordination of agencies make it difficult for your organisation to achieve its mandate?
  
3. A wide range of tasks are managed by the different skills development agencies in Bangladesh. Do you think the responsibilities of any agencies should be transferred to another agency? If so, which responsibilities and why?
  
4. What are the key main challenges facing skills development in Bangladesh at this time?
  
5. How might these challenges be addressed through changes to the structure and coordination of TVET and skills development in Bangladesh?
  
6. Do you think the re-establishment of the National Skills Development Council (NSDC) will address the issues of structure and coordination you have identified? If not, why not?
  
7. It is widely recognised that the skills development in Bangladesh needs to be better oriented to the demands of industry. What do you think is the most effective way to involve industry more closely in the decision making on skills development?
  
8. What changes to the structure and coordination of skills development in Bangladesh are necessary to ensure adequate industry input?

## **Annexe 3: NSDC Establishment Document**

A meeting of Ministry of Labor and Manpower was held on 23/04/1974. Meeting decided that a National Council for Skill development and training (NCSDT) would be established. However, an ordinance (ref number?) dated 23/10/1991 declared that the decision taken by the meeting dated 23/04/1974 is supersite through this new ordinance. The new ordinance states that the decision of establishing NCSDT is canceled. The newly legislated ordinance states that National Skill Development council (NSDC) is established by the involvement of following people with particular duties and responsibilities assigned and indicated.

List of Members (*not reproduced here*)

### 1.1 Duties of the Council:

The NSDC is the highest and apex body which will oversees and monitor all of activities related to the development of skill and training required for both public and private provisions. As an apex body, following duties will be the main responsibilities of NSDC:

- A. That, NSDC is responsible to provide the guideline in order to design all kinds of governance and regulatory legislations (i.e. legislation/act and ordinance) related to human resource development and training. NCDS is also responsible to approve the legislations and regulatory approaches and their implementation for practice.
- B. That, NSDC will work as a coordinator in order to make an updated and epoch-making course and curricular delivered and thought by different providers (both public and private) under the guidance of different ministries. NSDC will also ensure that the intuitions working under the different ministries and agencies are using the best capacity for a greater intake and enrollment in an utmost way.
- C. That, NSDC will work to coordinate both public and private institutions with especial focus to the use of the full capacity of enrolment. NSDC will provide technical support, planning and necessary direction towards the institution on how to use the full capacity of enrolment.
- D. That, NSDC will evaluate the recommendations given by the Better Business Forum (BBF). Furthermore, NSDC will explore the strategic plan and technique on how to implement the accepted recommendations.
- E. That, NSDC will provide a guideline to design legislation for the conduction training programme by the involvement of public and private partnership provision.

### 1.2 Work Plan:

In order to complete the works, the NSDC will determine the necessary and required work plan.

2 An executive committee of NSDC (ECNSDC) is formed by the involvement of following members (*not reproduced here*)

### 2.1 Roles and responsibilities of ECNSDC

- A. That, the committee shall propose and seek the approval from the council in regards to the designing of rules & regulation aiming to skill development and training.
- B. That, the committee will undertake activities that motivate workers to join with the industrial training along with the responsibility of arranging and conduction of necessary activities in connection to industrial training.
- C. That, the committee will determine the measuring parameter for professional skill which should be world class standard. The committee is also responsible for the procedure of certification.
- D. That, the committee will provide the structure for skill and competence evaluating different professions and trades.
- E. That, the committee will conduct national skill survey. Committee shall be responsible to provide guideline in order to develop a database that helps continuous skill development process.
- F. That, the committee will ask cooperation from the public, semi-government, autonomous and private organizations in order to collect data, and to have technical support and to have especial support on secretarial and logistics needs; and
- G. That, the committee is bound to follow and execute the decisions, suggestions and guidelines given and made by the council.

### 2.2 Involvement of Members

That, the council and committee can involve any expert/ specialist as a committee member

### 2.3 Other committee

Council has the power to create working group/ task force/ sub-committee that helps to execute the duties significantly.

### 2.4 Secretariat

- A. That, the council will have a secretariat. The Government will determine the size of manpower and facility and infrastructure of this secretariat.
- B. Until the secretariat is established, the secretariats of BMET's council and executive committee will shoulder the responsibilities.
- C. ECNSDC can take necessary action and activities following the law in order to ensure the manpower, budgets, logistics elements for the council or council help other organizations.

### 2.5 Meeting

Council meets at least once in a year while ECNSDC will at least sit for meeting three times in a year.

### 2.6 Audit

- A. The account (income and expenditure) of council must be examined by the Office of Account/affiliated charter accountant/. The audit report should be regularly submitted to the government.
- B. Government may ask to Office of Account General to examine the income and expenditure of Council and Executive Committee

### 2.7 Submission of Report

Executive committee will submit an annual report to council explaining it current activities and progress and future plan.

## Annexe 4: NSDC Policy Support Unit Establishment Document

In view of the diverse set of actors involved in designing policies and strategies and Implementation and monitoring policies and strategies designing, implementing and monitoring projects and programs relating to TVET and managing TVET an institutional framework is needed to integrate these activities into a coherent system. A Policy Support Unit will be established all the Ministry of Labour and Employment which will act as the secretariat of NSDC. The Chief Executive Officer of the Policy Support Unit will be a Joint Secretary who will work full time at the secretariat. He will be assisted by (3-4) officials to deal with policies and strategies, curriculum, capacity utilization, surveys, implementation of recommendations, policies, and work plan by the Ministries and their monitoring. There will be (2-3) support staff and adequate logistics to facilitate the work. The Policy Support Unit (PSU) will be the Secretariat of NSDC and ECNSDC provide secretarial services. It will work as a link between NSDC and ECNSDC provide secretariat services. It will work as a link between NSDC and ECNSDC and the Ministries.

The specific terms of reference of the Policy Support Unit are:

- Organise meetings of NSDC and ECNSDC and coordination meetings of concerned ministries;
- Take minutes of the meetings of the councils and circulate these to members
- Inform the Ministries about decisions taken by NSDC and ECNSDC and follow up on Implementation
- Prepare Working Papers and co-ordinate production of technical papers required by NSDC and ECNSDC
- Undertake measures to prepare the National Skills Development Work Plan
- Co-ordinate and consolidate inputs from the Ministries for framing policies and regulations and preparation of projects/programmes and get approval from NSDC/ECNSDC before final approval as per government procedures and requirements
- Co-ordinate and consolidate inputs from the Ministries for preparation of reports on progress of implementation' of policies/projects/programmes and submit the reports to NSDC/ECNSDC for appropriate action,
- Mobilise resources for projects/programmes which cut across ministries and assist the Ministries in mobilising resources for their own projects/programs
- Develop and maintain a national data base on TVET and make it available to various stakeholders Provision of data by relevant ministries in a timely manner will be required for creating and updating the data base,

## Annexe 5: Summary of Key Public Providers

Training activities of BRDB's (The Bangladesh Rural Development Board, under the Ministry of Local Government).

Sl no.	Type of training	Duration of the Course	BRDTI (Bangladesh Rural Development Training Institute), Sylhet	BPATC (Bangabandhu Poverty Alleviation Training Complex), Gopalganj	LMTC/WTI (Link Model Training Center), Tangail	NRDTC (Noakhali Rural Development Training Centre), Noakhali
1.	Foundation course of BRDB	2 months	48	-	-	-
2.	Extension of the foundation course of BRDB with Public Administration Training Centre (BPATC) and National Academy for Educational Management (NAEM)	1 month (approx)	660	-	-	-
3.	IGA (Income generating activities) training (Tailoring, poultry, agriculture)	15 days to 1 month	-	820	-	19354
4.	Management development	7 to 15 days	-	2563	1425	-
5.	Social development (training on	5 to 7 days	-	320	-	-

HIV/AIDS  
preventive measures,  
women rights,  
women  
empowerment, child  
abuse etc.)

6.	Human Development (CARE and World vision)	7 to 15 days	2766	-	-	-
7.	Workshops on rural development	1 to 3 days	-	343	-	-
8.	Exchange visit and conference	Depends on the visit duration of the faculty.	-	-	-	-
<b>Grand Total</b>			<b>3474</b>	<b>4046</b>	<b>1425</b>	<b>19354</b>

Ministry/Directorate	Institution	Number <sup>6</sup>	Program	Duration	Enrollments <sup>7</sup>
Directorate of Technical Education (DTE)	Technical School and College (TSC)	64	SSC (Voc) with entry qualification of Class VIII	2 years	35,868
			HSC (Voc) after the completion of SSC (Voc) <sup>8</sup>	2 years	
	Polytechnic & Monotechnic <sup>9</sup> Institutes	47	Diploma programs	4 years	58,975
Bureau of Manpower Employment & Training (BMET)	Technical Training Centre (TTC)	41	SSC (Voc)	2 years	27,473
			NSS II & III <sup>10</sup>	1 year	
			NSS Basic	2 months	
	BMIT	1	Diploma	4 years	489

<sup>6</sup> Includes both Revenue & Development budgets

<sup>7</sup> Figures include data from different sources. In some cases, these figures are estimates only due to lack of current data.

<sup>8</sup> SSC (Vocational) & HSC (Vocational) courses provide up to 43 trade specializations including: general electrical, refrigeration and air conditioning, automotive, turner, general mechanic, machine tool operator, audio-VDO operator, welding, farm machinery, dress making, tailoring etc.

<sup>9</sup> Some monotechnic institutes also deliver degree level program such as the Bangladesh College of Leather Technology.

<sup>10</sup> National Skill Standards (NSS) exist for a number of occupations including: carpentry, machinist, welding, garments, turner, mechanic, construction, automotive etc.

			Various marine courses	2 years	
Department of Youth Development	Youth Training Centre	55	Various short programs for the agrifood industry & other sectors including RMG, hospitality and IT.	1 month	46,410
				6 months – 1 year	23,650
Department of Women Affairs	Women's Training Centre	64		1- 6 months	9,825
Department of Agriculture	Agriculture Training Institute	13	Diploma programs	4 years	2,400
Department of Textiles	Textile Vocational Centres	40	S.S.C.(Voc) Textiles	2 years	1,968
	District Textile Institutes	6	Diploma programs	4 years	4,147
Ministry of Industries	BSCIC Skill Development Centres	15	Various short programs	1-12 months	1,000
	BSCIC Fashion, Design & Technology Centre	1	Various short programs	1-6 months	1,000
	BITAC & TICI	1	Various short programs	1-12 months	2,000
Department of Health	Medical Training Schools	7	Diploma programs	3 years	650
	Institute of Health Technology	8	Diploma programs	3 years	6,256

## Annexe 6: DTE Regional Offices Roles and Staffing Structure

Directorate of Technical Education has started its program in 1960 with only 05 educational institutions. Its number of institutions became 4253 (297 government and 3956 private institutions) till 2009. There will be 562 government and 5098 private institutions within next five years. That means the number of educational institutions will be 5660 within next 05 years.

The manpower with which the Directorate has started its work could not be increased during this period. Monitoring of education program, teachers employment, documentation of officers and staff employment related papers and timely completion of recruitment process – these all are done due to this reason. It is very difficult to administer the student scholarship and practical training in the industries for DTE solely. In this situation plan was taken to decentralize the administration to speed-up and expedite the program. According to that plan ADB funded Skills Development Project, has divided Bangladesh into eight regions and also establishing 08 offices for Regional Directors, under its control. The country and nation will be benefited if the revenue can accommodate 168 new positions and necessary manpower for those offices of the Regional Directors.

Key positions, their salary scales and key roles are shown below:

Sl. No.	Position and salary scale	No. of Position	Justifications
1	Regional Director 16,800/= – 20,700/=	8	Decentralization of administration of Technical Education Institutions to speed-up their work, all the institutions are divided into 08 regions and 08 Regional Officers position was proposed for the smooth operation of those 08 regional offices after the implementation of the project.
2	Regional Inspector 11,000/= - 17650/=	12	Currently 4 Inspectors positions are there to supervise the former vocational Training Institutes. More 12 positions should be appointed to have each office's 2 inspectors. Additional 12 Regional Inspector's positions have been proposed to supervise the government and private Technical Education institutions and colleges which have SSC (Voc)/Dakhil (Voc) and HSC Business Management and Diploma courses.
3	TVET Specialist 11,000/= - 17650/=	8	08 TVET Specialists positions for 08 Office's have been proposed to design result oriented lesson plans by coordinating both the theoretical and practical part of technical education. This position is to develop classroom delivery and give necessary advice and instructions.
4	Regional	8	08 Regional Training Officers position have

	Training Officer 11,000/= - 17650/=		been proposed to train up the regional TVET teachers and officers. Regular training is necessary for coping with the continuous change of technology. These Officers will act as the conductor.
5	Regional Maintenance Engineer 6,800 – 13,090/=	8	08 Regional Maintenance Engineers positions have been proposed to estimate, supervise institutions infrastructure and repair maintenance of equipment and furniture of each region.
6	Assistant Regional Inspector 6,800 – 13,090/=	12	Two Assistant Regional Inspectors will be employed for each Regional Director's Office. As already four positions are available 12 more positions have been proposed. They will visit especially private institutions. These types of institutions are increasing gradually.
7	Monitoring Officer 5,100/= – 10,360/=	32	For monitoring TVET Educational Institutions Academic program 32 Monitoring Officers positions have been proposed to have 04 officers in each office.
8	Head Assistant 3,500/= - 7,500/=	4	Each Regional Directors Office needs one position to get the official work done. Currently 04 positions are available, 04 more positions have been proposed.
9	Accountant cum Cashier 3,300/= 6,940/=	4	As currently 04 positions are available for maintaining the accounts of the Regional Director's office, 04 more Accountant cum Cashiers positions have been proposed.
10	Store Keeper 3,300/= 6,940/=	8	08 Store Keepers positions have been proposed to collect goods, maintain store and supply materials for the Regional Directors Offices.
11	LDA cum Data Processor 3,000/= - 5,920/=	12	16 LDA cum Data Processors each 02 are required for 08 regional offices to assist the Head Assistant for carrying out official duties and printing. 04 Office Assistant cum typists are available more 12 LDA cum Data Processor Positions have been proposed.

## Annexe 7: Duties and responsibilities of officials of Job Survey Wing

Concurrent with the establishment of Regional offices, the DG-DTE and the planning officers of MoE seek to establish a job survey office at DTE head office that will work with Regional Directors' offices to conduct and collate labor market surveys, training needs analysis of employers and tracer studies of graduates and to liaise at a national level with employers, employers associations and business analysts such as embassy based trade counselors.

Sl. No.	Designation Pay Scale 2005	No of Post	Job Description
1.	Director Tk. 16800-20700	01	<p>The Director is responsible for :</p> <p>Liaison with the regional Director, BMET, BOESL etc.</p> <p>Liaison with employers / employer associations and embassy trade officers</p> <p>Surfing website for advanced technology related topic.</p> <p>Observing job advertisement in newspaper, magazine and other media.</p> <p>Identifying emerging area/topics of TVET.</p> <p>Preparing periodic reports to be used by BTEB and DTE to revise and develop new curricula/syllabi As needed by industry.</p>
2.	Assistant Director Tk. 11000-17650	02	He/She is responsible for implementing all above job and assists the Director and any legal duties assigned by the Director.
3.	Documentation Officer Tk. 5100-10560	01	He/She is responsible for preserving and recording the valuable document & other job assigned by the superior.
4.	Supporting Staff Tk. 3100-6880	02	He/She is responsible for duties assigned by the superior.
<b>Total</b>		<b>06</b>	

## **Annexe 8: Terms of Reference for Industry Skills Committee (ISC)**

The following TOR have been developed to guide the initial operation of the committees. Industry Skills Committees will:

1. Survey skills development practices in the industry sectors and identify and overcome deficiencies;
2. Develop industry skills development policies and practices;
3. Develop industry's capability to deliver in the skills training and upgrade their employees in order to improve productivity and enhance the welfare of employees;
4. Provide leadership and strategic advice to the TVET system on skills development needs and priorities for those industry sectors covered by the committee;
5. Contribute to the development and review of skills standards and qualifications and participate in the development and review of new training curriculum;
6. Advocate and facilitate workforce development activities in industry, including industrial apprenticeships;
7. Enter into partnerships with the government agencies involved in the TVET provision to advise them on the industry sector demand for skills;
8. Develop partnerships with TVET providers and support the development of TVET programs in schools, colleges, industry and enterprises;
9. Support the delivery of industry relevant training and/or professional development programs for TVET teachers; and
10. Develop sector skills development plans on a regular basis.

### **Membership:**

It is envisaged that committee will involve between 8-12 members, depending on the structure of the industry and the representative bodies that exist in each sector. It is expected that membership will be drawn from individual enterprises, industry associations and union bodies where relevant. Membership of committees will be decided by project staff in consultation with industry representatives. It is envisaged that membership of the committee will initially be for 12 months at which time a review of the committees will be undertaken. Committees will be encouraged to co-opt additional members as they see fit and/or invite key stakeholders to participate in meetings as observers.

Government will not be represented on committees. Membership of each Industry Skill Committee will include seats for the Federation of Bangladesh Chambers of Commerce & Industry (FBCCI) and the Bangladesh Employers Federation (BEF) as observers. This will ensure close and ongoing dialogue between committee members and the FBCCI and BEF representatives on the TVET Reform Project Steering Committee.

### Selection of Chairperson:

The selection of committee Chairperson and Deputy-Chairperson will occur at the first meeting of each committee. ILO project staff will open the first meeting and call for nominations. A vote will be taken if more than one nomination is received. If the vote is tied, discussions will be held out of session with members to resolve the impasse. The ILO will not vote on the selection of committee Chairperson or Deputy-Chairperson.

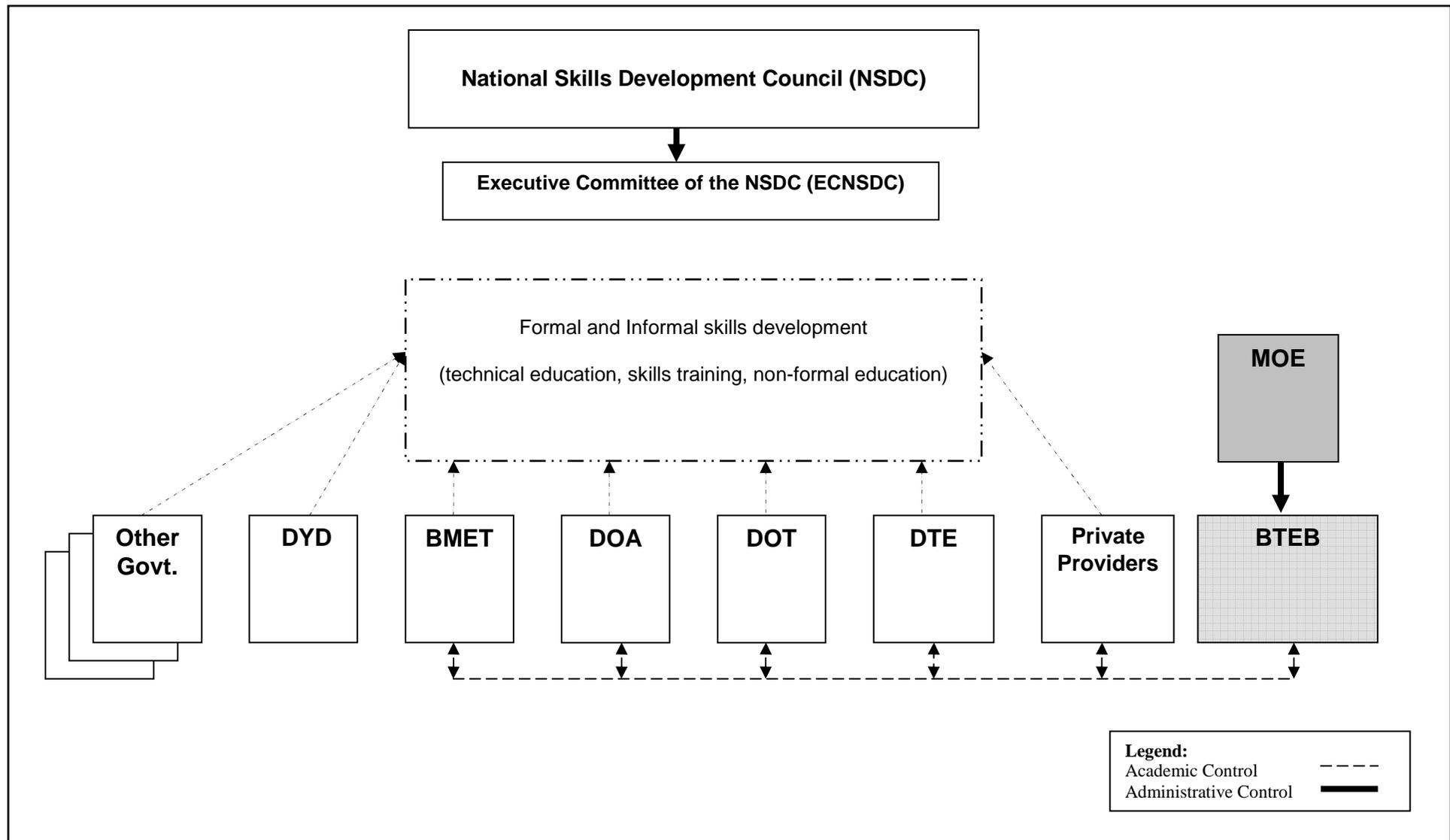
### Meetings:

It is envisaged that meetings will initially occur every month in the first instance with an ongoing commitment to be determined by the members in consultation with project staff.

### Sub-Committees:

It is envisaged that the Industry Skill Committees will establish sub-committees as required. Sub-committees may be established, for example, to review skills standards for technical accuracy or to provide input into new curriculum. Membership of these sub-committees will be determined by the parent committee.

## Annexe 9: Schematic Diagram of Current Bangladesh Skills Development System



## Annexe 10: Schematic Diagram of Proposed Bangladesh Skills Development System

