National Training and Vocational Qualifications Framework (NTVQF)

CONCEPT OVERVIEW

The Bangladesh Skills Development System has two components; the National Training and Vocational Qualifications Framework (NTVQF) and the National Skills Quality Assessment System. Together, these ensure quality, demand-based skills development in Bangladesh. The NTVQF is a comprehensive, nationally consistent yet flexible framework for all qualifications in technical and vocational education and training.

Level	Description
Level 6	**Supervisor/Middle Level Manager** Manage a team or teams in a workplace where unpredictable change exists
Level 5	**Highly Skilled Worker** Take overall responsibility for completion of tasks in work or study
Level 4	**Skilled Worker** Take responsibility, within reason, for completion of tasks in work or study
Level 3	**Semi-Skilled Worker** Work under supervision with some autonomy
Level 2	**Medium Skilled Worker** Work under indirect supervision in a structured context
Level 1	**Basic Skilled Worker** Work under direct supervision in a structured context
Pre-Voc Level 2	**Pre-Vocation Trainee** Work under direct supervision in a well-defined, structured context
Pre-Voc Level 1	**Pre-Vocation Trainee** Simple work under direct supervision in a well-defined, structured context

Qualifications are defined against nationally-recognised competency standards. They are created by combining nationally-recognised units of competency into groups that correspond to a real-life job role in a workplace in Bangladesh.

HOW THE NTVQF WORKS

Implementing the NTVQF in Bangladesh requires three essential components. These are:

1) Nationally-recognised competency standards: Nationally-agreed, industry-determined sets of knowledge, skills and attitudes that are required for workers to be able to effectively perform work activities to the standard expected in the workplace.

The National Training and Vocational Qualifications Framework is an initiative of the TVET Reform Project, implemented by the Government of Bangladesh with the support of the ILO and funded by the European Union.

The project is working towards reforming technical and vocational education and training in Bangladesh.

2) Competency-Based Training (CBT) Delivery System:

CBT is used by teachers and trainers to develop learners' competency in necessary areas. It is very different from the traditional methods of education and training used in Bangladesh because instead of concentrating on developing theoretical knowledge, CBT places emphasis on the real work skills that a person can apply in the workplace.

3) Competency Assessment and Certification System (CACS):

The Bangladesh CACS ensures a nationally consistent approach to assessing whether students are competent in specified areas. Nationally-recognised competency standards (mentioned above) are used as the measuring tool and CBT (also mentioned above) is the methodology used to deliver training. The CACS relies on certified assessors, assessment facilities and equipment, assessment tools and the NTVQF Information Management System (an online registry of all learners trained, assessed and certified).

A detailed NTVQF Implementation Guide has been developed which outlines these components and is available through the TVET Reform Project.

TARGET AUDIENCE

The NTVQF will directly benefit three primary audiences:

1 Employers/industry will be able to contribute to the shaping of national qualifications and will have access to an increasing pool of nationally qualified skilled workers.

2 TVET students will be able to access high quality, nationally-recognised qualifications.

3 Public/private/NGO institutions providing training will be able to deliver nationally-recognised qualifications.

WHY IT IS NEEDED

The skills development system in Bangladesh consists of public, private, NGO and industry-based institutions providing a wide variety of formal and non-formal training programs to different target groups using different approaches to delivery and assessment. While their scope is wide, their impact is limited without a unifying vision within which each has a clearly defined role.

EXPECTED IMPACT

- Increased coordination of public sector delivery will lead to less duplication of programmes, less competition for the same target groups of learners, increased linkage between different training centers and a clear picture of what training is being provided for which industries and occupations.

- Effective, nationally consistent policies and systems of management and quality control will significantly improve the skills development system without needing significant increases in financing or resources.

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

FURTHER INFORMATION

To get involved in skills development in Bangladesh and get a copy of the NTVQF Implementation Guide, contact the TVET Reform Project at ILO Dhaka via email using **tvetreform@ilo.org** or visit us on the web: **ilo.org/tvet**