



# National Skills Development System in Bangladesh 2015



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National Skills Development System in Bangladesh – 2015

Technical and Vocational Education and Training (TVET) Reform Project in Bangladesh

The TVETR Project is a Government of Bangladesh project delivered in cooperation with the International Labour Organization with primary funding from the European Union.

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## Preface

The National Skills Development Policy (NSDP) approved by the Government of Bangladesh in 2012 sets the foundations for the establishment of a responsive, inclusive and effective national skills development scheme.

The EU-funded project "Technical and Vocational Education and Training Reform in Bangladesh" (TVETR) implemented by ILO has helped to develop the strategies, tools and procedures envisioned in the NSDP in close collaboration with the main VET actors. This handbook has been designed to share with a wider audience the main elements of this demarche. They include:

- Qualifications from Pre-Vocational up to Diploma level supported by the National Technical and Vocational Qualification Framework (NTVQF).
- Quality as a pivotal value that radiates from the National Skills Development System (NSDS) towards instructors, managers, programs and institutions.
- Inclusiveness as a way to offer skills development opportunities to women and persons with disabilities but also to those individuals with low education.
- Innovative strategies and models in both the formal and non-formal sectors of the economy with the private sector playing a critical role in the NSDS.

Through the NSDS the final aim is to create a coherent and comprehensive public VET system, with homogenised elements applicable to all sectors.

All partners stand ready to support this approach and achieve a sustainable result that will benefit the overall performances of the Bangladeshi economy.

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## Acknowledgements

The operationalization of the skills policy has been realized through the work of the EU-funded TVETR Project team, supported by the ILO Country Office and in close partnership with multiple stakeholders including the Directorate of Technical Education (DTE), the Bureau of Manpower Employment and Training (BMET), the Bangladesh Technical Education Board (BTEB), the National Skills Development Council Secretariat (NSDCS). The Bangladesh Employers Federation (BEF) and National Coordinating Council for Workers Education (NCCWE) have also contributed to this collective undertaking. The Secretariat of the National Skills Development Council has been active in the promotion of NSDS.

Acknowledgement must especially be given to the European Union (EU) for its financial and technical support as well as for its continuous active engagement in all phases of the formulation of the NSDP and the development of the NSDS.

Canada is strengthening the NSDS through its funding for the Bangladesh Skills for Employment and Productivity (B-SEP) Project and its contributions to the Skills and Training Enhancement Project (STEP) of the World Bank. Other development partners promoting the reform initiative include Swiss Development Corporation (SDC), Department for International Development (DFID) and the Asian Development Bank (ADB).

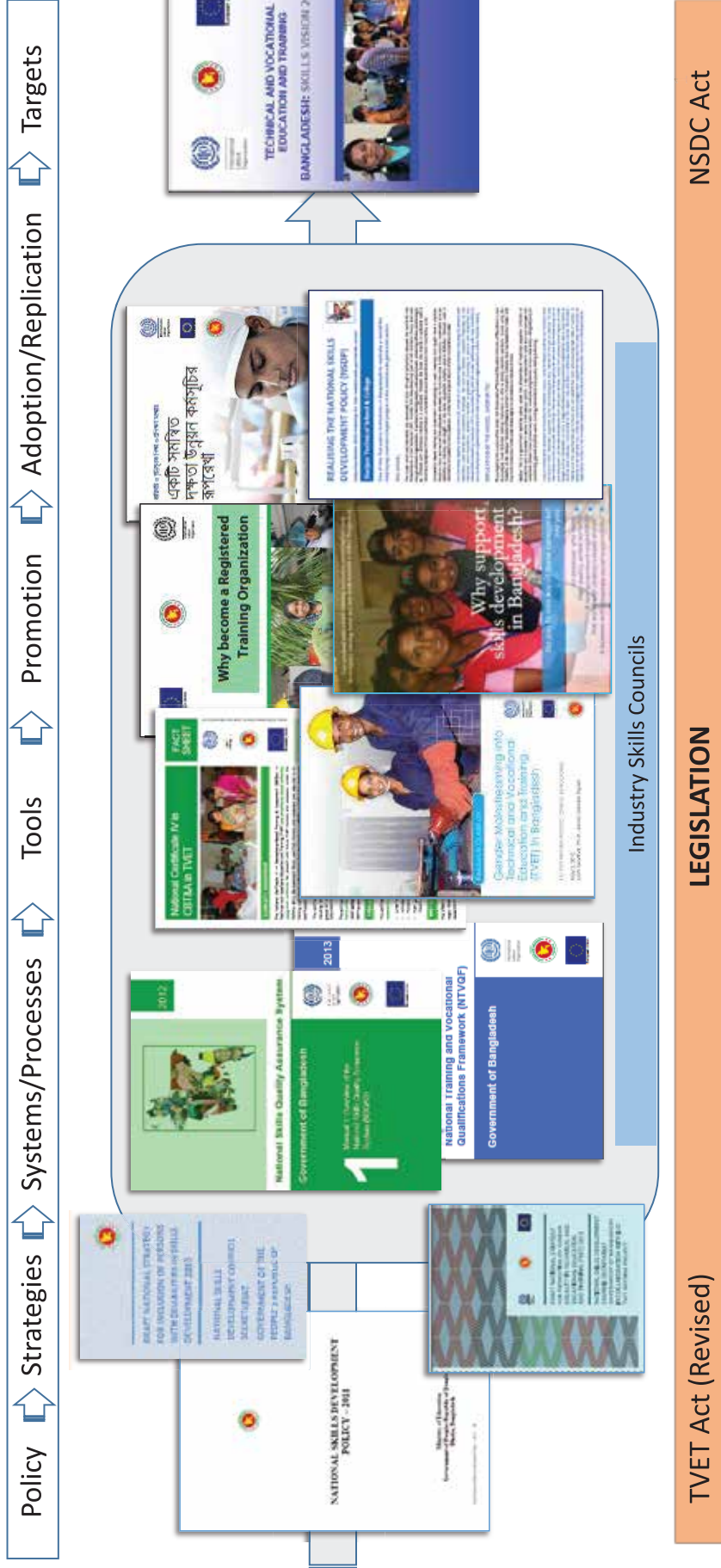
The private sector is fully engaged in the reform process, whether as members of the Industry Skills Councils, of TVET institution advisory bodies or in providing work places for apprenticeship or other types of industry attachments. Companies have signed partnership agreements with local training providers. They provide technical advice and work materials for training and most importantly they provide jobs for those who successfully completed their training. There are too many to name here, but their contributions are crucial for the functioning of the NSDS.

# Bangladesh's National Skills Development System (NSDS)

National Skills Development Council (NSDC)

Executive Committee of the NSDC (ECNSDC)

NSDC Secretariat



**Notes on the figure on the previous page:**

The two documents illustrated in the figure under “strategies” are the draft National Strategy for Inclusion of Persons with Disabilities in Skills Development 2013, and the National Strategy for Promotion of Gender Equality in Technical and Vocational Education and Training (TVET) 2012.



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# NATIONAL SKILLS DEVELOPMENT COUNCIL

*The apex authority on skills in Bangladesh*



## **Overview**

*The NSDC is headed by the Honourable Prime Minister and is responsible for setting the national skills development agenda. It is a forum where representatives of government, industry, workers and civil society work together to provide leadership and clear direction to skills development in Bangladesh.*

Many of the challenges facing skills development in Bangladesh arise from the current structure and management of the skill development system. This includes:

- **Limited coordination between agencies**, meaning multiple institutions are delivering the same skills while no institutions are delivering other, much-needed skills;
- **Weak linkages between institutions and the labour market**, meaning training does not necessarily lead to a job
- **Insufficient capacity in key agencies**, meaning a lack of support is available to institutions and industry
- **A lack of regulation**, meaning quality is not always consistent
- **Limited planning of delivery and infrastructure development**, particularly at the district and upazila levels, meaning the sector is reactive and not able to take advantage of new opportunities

To tackle these challenges, two key organizations are being strengthened; the Bangladesh Technical Education Board and the NSDC. The NSDC will coordinate the provision of skills development, ensure that public institutions are best utilised to maximise effective use of resources, and will implement arrangements so that private providers can access public facilities to increase the scope of skills training.

## HOW IT WORKS

The NSDC has an Executive Committee (ECNSDC) that is Co-chaired by a private sector representative, the Secretary of the Ministry of Education and the Secretary of the Ministry of Labour and Employment. It also has a Secretariat, which supports ECNSDC and NSDC operations, including the review and monitoring of the National Skills Development Policy and Action Plan.

Both the NSDC and the ECNSDC are non establishment bodies consisting of members from ministries and business, so the actual overseeing, implementation and monitoring of the National Skills Development Policy is done by the Secretariat.

The NSDC is introducing specific mechanisms to improve coordination of skills development across Bangladesh. This includes establishing Skills Development Consultative Committees in each division. These committees will promote public/private partnerships and support the NSDC Secretariat to monitor and evaluate the implementation of the NSDC Action Plan.

### Vision

NSDC

### Direction

Executive Committee of the NSDC

### Management (national)

NSDC Secretariat

Membership of the NSDC is being reviewed to ensure regional and national industry representation alongside national youth and disability organizations, to ensure that the actual people receiving skills training are represented at the highest level.

## RESULTS ACHIEVED

- The NSDC Secretariat is functioning and providing services.
- The NSDC Action Plan (1st Phase) has been developed and approved by the NSDC.
- The National Skills Data System has been created and is being operationalised.
- A series of NSDP dissemination workshops have been conducted in different districts and divisions. Workshops have helped stakeholders understand the National Skills

Development Policy, what it means for them and why it is important for Bangladesh.

- A mechanism for collaboratively funding skills development in Bangladesh is being piloted.
- Workshops have been held with a wide range of stakeholders to promote the National Strategy on the Promotion of Gender Equality in TVET.

## NEXT STEPS

- Activation of Skills Development Divisional Level Consultative Committees.
- Operational guidelines (through the NSDC Act), policies and procedures will be finalised.





# NATIONAL SKILLS DEVELOPMENT POLICY

*A national vision and direction for skills development*



## Overview

*The vision for skills development shared by government, industry, workers and civil society is that skills development in Bangladesh will be recognised and supported by government and industry as a coordinated and well planned strategy for national and enterprise development.*

The skills development system in Bangladesh can be classified into five main segments:

### SKILLS DEVELOPMENT IN BANGLADESH

- 1 Public (delivered to varying degrees by numerous ministries)
- 2 Private (receive a government subsidy e.g. grant)
- 3 Private (commercial training institutions including Quami madrasahs)
- 4 Non-government and not-for profit institutions
- 5 Industry-based (institutions managed by industry and training delivered in the workplace, including apprenticeships)

Each of these segments offers a wide variety of formal and non-formal skills development programmes using different approaches to training and assessment.

Inconsistencies in approach and certification limit the potential impact that existing skills development programmes could have as the various providers move in their own directions without a unifying vision or clearly defined targets. There is a need to rationalize the disparate efforts in skills development by putting all parties under a single regulatory framework with a clear and coherent vision.

There is also no nationally consistent approach to quality assurance and therefore there are problems with the quality, relevance and scope of programmes delivered. The quality of graduates is inconsistent and the lack of coordinated public sector delivery leads to duplication of programmes, competition for the same learners, limited linkage between different centres and an unclear picture of what training is being provided for which industry.

The National Skills Development Policy is a collaborative initiative to improve the coordination and delivery of skills in Bangladesh for the development of the nation as a whole.

## WHAT IS IT?

The development of the National Skills Development Policy is a major achievement for Bangladesh. The comprehensive policy will guide the skill development strategies of both public and private sectors and facilitate improved coordination of all parties involved in education and training in Bangladesh.

This National Skills Development Policy provides the vision and direction for skills development over the coming years, setting out the major commitments and key reforms that government will be implementing in partnership with industry, workers and civil society. The policy extends and builds on other major government policies such as the Industrial Policy 2009, Education Policy of 2010, Non-Formal Education Policy of 2006, Youth Policy of 2003, National Training Policy of 2008 and the NSDC Action Plan of 2013.

The policy is the result of the collective efforts of government agencies involved in TVET and skills training, employer and worker organisations and private training providers and NGOs, all with the common goal of reforming Bangladesh's skills development system. The policy was approved by the Cabinet in January 2012.

## WHAT WILL IT DO?

The implementation of the National Skills Development Policy will play a key role in Bangladesh's goal of becoming a middle income country by 2021.

The policy will provide a clear way forward for skills development in Bangladesh, ensuring a focus on demand driven, flexible and responsive training provision, nationally recognized qualifications, competency based training and assessment, industry and private sector involvement, flexible institutional management, promotion of workplace learning and recognition of prior learning.

## WHAT IS NEXT?

A revised and detailed National Skills Development Policy Action Plan has been developed and is currently being implemented.

This builds on the previous Action Plan outline, clearly identifying the roles and responsibilities of all stakeholders and setting measurable, time-bound targets for effective implementation of the National Skills Development Policy over the next five years.

## WHO IS IT FOR?

- Key policy makers and practitioners in the field of TVET and skills development;
- Human resources and business development professionals;
- Development partners and non-government organizations working in the skills sector;
- Organizations working in the international migration support sector.





# INDUSTRY SKILLS COUNCILS

*Bringing institutions and industry together, ensuring training is industry-driven and industry has direct access to skilled workers.*



## **Overview**

*ISCs organise industry along sectoral lines to provide specific advice on occupations and skills in demand, and to identify key skills priorities. They bring industry, workers and government representatives together. As ISCs continue to develop, they will become the primary point of contact for skill issues within industries in Bangladesh.*

It is imperative that skills training institutions are aware of the changing skill needs in industry and understand the latest employment and technology trends. Without this knowledge, the skilled workers produced by institutions will not meet the needs of industry.

There is also a growing need for improved social dialogue and strengthened partnerships in the skills development sector. One of the major reasons for this is to encourage public/private/donor partnerships.

A more effective skills data system is being developed in Bangladesh that strengthens industry's role in data collection and analysis, and integrates the existing disparate efforts of a number of government agencies within an expanded and nationally coherent system. It is therefore vital that industry is coordinated along sectoral lines to ensure the 'demand' side data is correct, relevant and continually updated by Industry Skills Councils (ISCs).

ISCs will help to ensure that industry supports the government's efforts to reform Bangladesh's skills development system, and that efforts are coordinated, cohesive and working towards the same goals.

## WHAT WILL THEY DO?

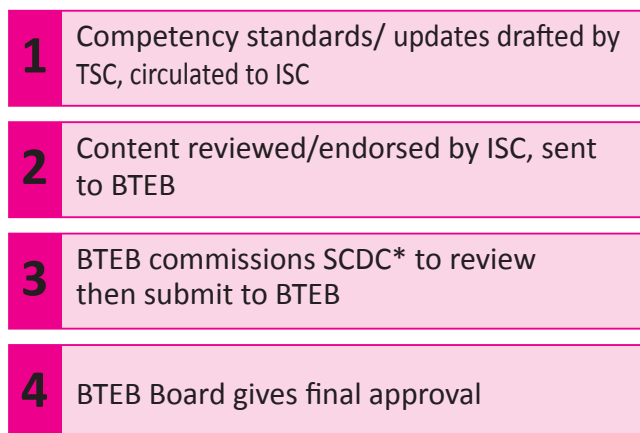
A key driver of current efforts to reform skills development in Bangladesh is the need to strengthen linkages between industry and the national training system. ISCs bring together the major enterprises and industry bodies within an industry sector to discuss skill development issues affecting their sector.

Some of the key roles of ISCs are to;

- Monitor and review skill development practices in industry sectors.
- Provide leadership and strategic advice to government on skill development needs.
- Support the delivery of industry relevant training and/or professional development programmes for instructors and trainers.
- Improve partnerships between industry and public and private training organizations.

## TECHNICAL SUB-COMMITTEES

An important part of ISCs are the Technical Sub-Committees (TSCs), which deal specifically with maintaining the quality and relevancy of nationally recognised competency standards in their sector. The diagram below shows how this maintenance process occurs:



**Standards and Curriculum Development Committees (SCDCs)** are chaired by the relevant ISC chairperson and are comprised of representatives from the ISC, government

organizations, private and public institutions and a representative from a quality assurance body.

## RESULTS ACHIEVED

- ISCs are established by TVETR project in five industry sectors; agro-food processing, transport equipment, leather and leather goods, hospitality and tourism and information technology. These all contain SCDCs and are all functioning in a number of ways, from arranging specialist training courses for workers to organizing public-private-donor partnerships and developing curriculum material for new occupations.
- New ISCs have recently been started in three industry sectors; ceramics, pharmaceuticals and furniture manufacturing.
- Four Centres of Excellence has been established, in the leather sector, agro-food processing sector, tourism & hospitality sector and the readymade garments sector. The first is operating as a successful donor-funded private skills institution and the second is operating within a renowned public training institution.
- In the National Skills Development Policy, the government committed to working with industry and development partners to develop the network of ISCs, make their operation sustainable, and have them established as the primary point of contact for industry skill issues in Bangladesh.

## WHAT IS NEXT?

- Build the capacity of the five existing ISCs with the support of the government, industry and workers' associations.
- Support the three new ISCs to get established and grow.
- Support partners to develop ISCs in new industry sectors.
- Work with the Asian Development Bank funded Skills Development Project to develop the four similar councils established by them into full ISCs.
- Work with the World Bank-funded STEP Project to support ISCs.



# CENTRES OF EXCELLENCE

*One stop resource centres established to develop, support and strengthen Bangladesh's workforce.*



## **Overview**

*COEs promote increased workplace productivity, national quality standards and a demand-based approach to training. They are knowledge centres where organisations offering skill development can come to learn about the more effective and more inclusive models of skills development that the government is introducing in Bangladesh.*

A wide variety of approaches to skills development currently exist in Bangladesh, in public, private, workplace-based and not-for-profit institutions. The quality of courses delivered through these institutions varies greatly and among them **there are a number of examples that work incredibly well** - but not all of them are well known or even aware of each other.

Centres of Excellence monitor industry skill development practices and promote best practice workplace models in a particular industry sector. They bring training providers closer together so they can support each other and learn about what approaches work in Bangladesh. **They are a place where successful examples come together, where best practice training models in industry are identified and promoted.** They are also a place where best practice training models are implemented; centres not only showcase other organisations but also deliver their own high quality skills development programmes. Centres function as **key industrial training centres** as well as **hubs linking other training providers** in the sector.



## WHAT CAN THEY DO?

- Provide industry driven training on topics such as productivity improvement and quality control, as well as running nationally recognised skills training courses.
- Support accreditation and certification processes and development/review of industry policies and procedures.
- Provide research, statistical and data services.
- Support advocacy and promotion of skills development programmes.
- Foster relations between government, workers, ISCs, Chambers of Commerce and other industrial associations for better cooperation between them and their counterparts internationally.
- Assist with establishing nationally recognised training programmes, adopting competency-based training and assessment methodology and working with the government to ensure training courses meet the needs of industry.
- Support public/private/donor partnerships.
- Assist individuals and organizations to engage with the Recognition of Prior Learning process to be recognized for skills already possessed.

The services of COEs are available to government, employers and workers' associations.

## HOW ARE THEY ESTABLISHED/ GOVERNED?

COEs can be initially financed through public/private/donor partnerships until they are able to generate their own income through providing services to government, employers and workers associations.

COEs are managed by governing bodies that are composed of representatives from Industry Skills Councils, government bodies and workers' associations. They are registered with the Registrar of Joint Stock Companies and Firms under section 28 (not for profit).

## KEY RESULTS ACHIEVED

- Four COEs have been developed so far; in the leather, agro-foods, readymade garments and tourism/hospitality sectors.
- When the Centre of Excellence for Leather started in 2012, there were approximately 152 apprentices in the leather sector registered with the Bureau of Manpower, Employment and Training. There are now almost 15,000 registered apprentices. COEL is funded through partnerships with the EU, ILO, the Swiss Development Corporation (SDC) and USAID's PRICE program.
- The Centre of Excellence for Agro Foods is running a nationally-recognised Certificate IV Competency-Based Training and Assessment programme with 21 trainers who, after completion, will be registered with the Bangladesh Technical Education Board. CEAFS is also finalizing negotiations for an apprenticeship programme to develop more skilled packaging technicians, bakers and food technicians with support from the SDC.

## WHAT IS NEXT?

- Continue to work with the existing COEs to ensure their long-term sustainability and relevance to the needs of the skills development sector.
- Support the development of smaller COEs in regional areas.
- Support government, industry and workers' organisations to develop new Centres of Excellence in high growth sectors such as transport and IT.



# NATIONAL SKILLS DATA SYSTEM

*Quality data on the supply and demand for skills*



## **Overview**

*Data on the full range of skill development activities undertaken by both public and private training providers in Bangladesh is crucial to enable effective strategic planning, monitoring and evaluation. In addition to this, information on the overall supply and demand for skills will allow training providers to better serve the needs of learners, through offering courses which match industry demand and lead to employment.*

The planning of pre-employment education and training as well as re-training must align with future employment opportunities. Programmes must be delivered that meet the expectations of prospective employers both nationally and internationally.

This integration can be possible if public and private organisations have access to accurate labour market data, enabling them to identify and assess opportunities.

In developing countries, skills become redundant and new skill sets are constantly demanded by the labour market. The ability to track changes and assess new opportunities is essential. Quantitative and qualitative forecasting must be linked to broad national development strategies, with systems tracking sectors and regions with high growth.

This will ensure that new employment prospects and their skills requirements can be identified and the skills profiles of those losing jobs can be understood.

## WHAT IS BEING DONE AND BY WHOM?

In order to improve the capacity of TVET in Bangladesh to meet the demands of the labour market, the Government of Bangladesh is implementing a National Skills Data System. This will be professionally managed and able to provide timely and accurate information to industry and TVET sector planners and managers.

The National Skills Development Council (NSDC) Secretariat, in collaboration with Industry Skills Councils and key providers, will be responsible for integrating and analysing the data on both the supply and demand for skills so that the NSDC can make appropriate planning and resourcing decisions. The Skills Data System main server will be housed in the NSDC Secretariat.

The Bureau of Manpower, Employment and Training data cell will be expanded and provided with technical assistance to manage expatriate worker skill demands and will act as the focal point for the NSDC in this regard.

## WHO IS IT FOR?

The key audiences who will benefit from the National Skills Data System are training providers, employers and policy makers in the skills development sector.

## WHAT WILL IT DO?

The new system will:

- Address domestic data needs related to the supply of skills, the demand for skills, and the matching of supply and demand;
- Address international data needs related to the demand for skills in key international labour markets for Bangladeshi workers;
- Allow for the identification of both current skills shortages and potential future demands for skills, both at the regional and national level;
- Increase the use of tracer studies to track the employability of graduates;

- Identify and allocate responsibilities to institutions, bodies and agencies covering the collection, processing, management and reporting of skills data; and
- Allow timely, broad dissemination of data and reports so as to inform skills policies, programme development and the choices of individuals.

## KEY RESULTS ACHIEVED

**Software development:** The system software which will be hosted in the NSDC Secretariat website has been developed.

**User training:** The data group members have been trained to operate the system and also to train others.

**Population of data system:** Data for two industry sectors has been added.

## WHAT IS NEXT?

To complement this new system, the government will also work with industry and the social partners to develop a system of vocational guidance for trainees and other users of the skill development system that shall detail:

- The current employment situation, different occupations and employment prospects in each sector;
- Education and skills development requirements and opportunities for each identified occupation;
- Major overseas labour markets and key occupations in demand;
- Conditions of work in the different sectors; and
- Rights and obligations of all concerned under labour-related laws and other forms of labour regulation.

To support the growth of skills development, an online information system will provide employers, learners and the community with detailed information on the courses and programs offered in Bangladesh and employment opportunities available.



# NATIONAL TECHNICAL AND VOCATIONAL QUALIFICATIONS FRAMEWORK

*A nationally consistent approach to market-driven qualifications*



## Overview

*The National Technical and Vocational Qualifications Framework is a comprehensive, yet flexible framework for all qualifications in the skills development system. It aims to support the skill development pathways that provide access to qualifications and assist people to easily transition from training into work.*

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.

## WHAT IS IT?

The Bangladesh Skills Development System has two components; the National Technical and Vocational Qualifications Framework (NTVQF) and the National Skills Quality Assurance 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, with eight levels;

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

## HOW IT 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.

### 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) National Competency Assessment and Certification System (NCACS):

The NCACS ensures a nationally consistent approach to assessing whether trainees 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 NCACS 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).

## WHO IS IT FOR?

*The NTVQF will directly benefit three primary audiences:*

- 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.
- TVET trainees will be able to access high quality, nationally-recognised qualifications.
- Public, private and NGO institutions providing training will be able to deliver nationally recognised qualifications.

## WHAT WILL IT DO?

- 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.

# NTVQF PRE-VOCATIONAL QUALIFICATIONS

*Pathways for persons with low levels of education to enter into formal skill development programmes*



## **Overview**

*Pre-vocational qualifications are an important step towards aligning the needs of persons with low levels of education with industry needs for skilled workers. The qualifications are stepping stones that equip participants with basic skills and allow entry into higher-level formal skills development programmes.*

Prior to the introduction of the National Technical and Vocational Qualifications Framework, a level of education below Grade 8 prevented enrolment in formal skills programmes.

This meant that people who could not afford to continue general education had little option but to find a low-paid and low-skilled job in the informal job market. As a result, a huge potential labour force was deprived of the opportunity to attain formal skills and pursue decent work.

On a national level, excluding significant numbers of potential workers from skills development programmes because of low levels of formal education also increased the chance of Bangladesh continuing to face skills shortages while the demand for skilled workers both nationally and internationally continues to grow.



## WHAT ARE THEY?

The National Technical and Vocational Qualifications Framework introduces two pre-vocational qualifications; Pre-Vocational Level 1 equips candidates with basic language, literacy and numeracy skills relating to an occupation and Pre-Vocational Level 2 adds sector and occupational specific skills to these. This range of competencies for both qualifications is specifically designed to cater for these people and include flexible assessment methods suitable to their needs.

Both Pre-Vocational Level 1 and Pre-Vocational Level 2 are now nationally recognized qualifications.

## WHO ARE THEY FOR?

Persons with a general education level below Grade 8 seeking to develop their skills will be able to complete pre-vocational qualifications. The qualifications are currently being piloted with a number of public and private institutions under the TVET Reform Project and will eventually be offered by a selection of institutions across Bangladesh, including:

- Public and private Technical Schools and Colleges
- Public and private Technical Training Centres
- Other technical and vocational training organizations and non-governmental organisations, particularly those targeting underprivileged groups for skills development.

## KEY RESULTS ACHIEVED

- Pre-Vocational Level 1 and Level 2 competency standards in more than 12 occupations have been developed.
- The concept is currently being trialed through a number of pilot programmes, in association with public and private sector training providers and non-government organisations.

## WHAT WILL IT DO?

- The most significant impact of these qualifications will be that they will remove the Grade 8 entry barrier to skills training,

allowing people with low levels of education to pursue formal TVET qualifications. The global objective of the ILO is decent work for all and these qualifications will give persons with low levels of education the chance to pursue decent work opportunities.

- Industry will benefit from these qualifications in that they will open up a whole new sector of potential skilled workers who can be further trained for a variety of high demand trades in Bangladesh.
- Bangladesh is a country where many people still live below the poverty line even though progress has been made in many developmental areas. Skills development remains out of the reach of underprivileged groups, trapping them in a cycle of poverty. Pre-vocational qualifications will give these groups a pathway out of this cycle.

## WHAT IS NEXT?

- The Grade 8 prerequisite will be removed from formal skills training programmes and it will be replaced by programme specific entry requirements and challenge tests that are more closely aligned to the level and type of training being delivered.
- Accredited programmes will be specifically designed to meet the needs of people with low levels of education and these will be available at a minimal cost across the country. Programmes will cover qualifications that would previously only have been considered as informal, such as motorcycle servicing.
- Non-governmental organizations and other providers of non-formal skills training will be encouraged to utilize the new qualifications and learning materials to increase the employability of their participants and allow their entry into formal programmes.



# NTVQ MANAGEMENT INFORMATION SYSTEM

*An easy-to-use online platform that will provide quick access to information about NTVQF implementation in Bangladesh*



## **Overview**

*The NTVQ MIS will ensure the effective implementation of NTVQF programs. The system will include regularly updated databases of Registered Training Organizations, Accredited Assessment Centers and Registered Competency Assessors. It will allow for online registration of trainees and candidates for assessment, as well as display a registry of trained, assessed and certified workers.*

Management of information plays a vital role in ensuring the success of Bangladesh's skills development system. An important part of quality control is ensuring quality data. It is imperative that, among other types of data:

- 1 The **progress of trainees** towards nationally recognized qualifications is accurately recorded and the results are available to them.
- 2 The **progress of trainers** towards certification and national registration is accurately recorded and the results available to them.
- 3 The **progress of training institutions** towards becoming Registered Training Organisations is accurately recorded and the results available to them.

If the activities of the stakeholders in the skill development system in Bangladesh are not coordinated, understood and accessible, then government, students, workers, donors and other stakeholders cannot make quality, informed decisions.



Earlier, the system used for managing information was paper-based, meaning that information collection and reporting were time-consuming and resource-intensive activities. The system also encouraged centralization, because all information was housed in a single location.

The MIS will vastly improve the productivity and customer service capacity of the Bangladesh Technical Education Board by reducing lengthy work processes, standardizing procedures and decentralizing information by making it available to stakeholders online.

### WHAT WILL IT DO?

The NTVQ MIS will:

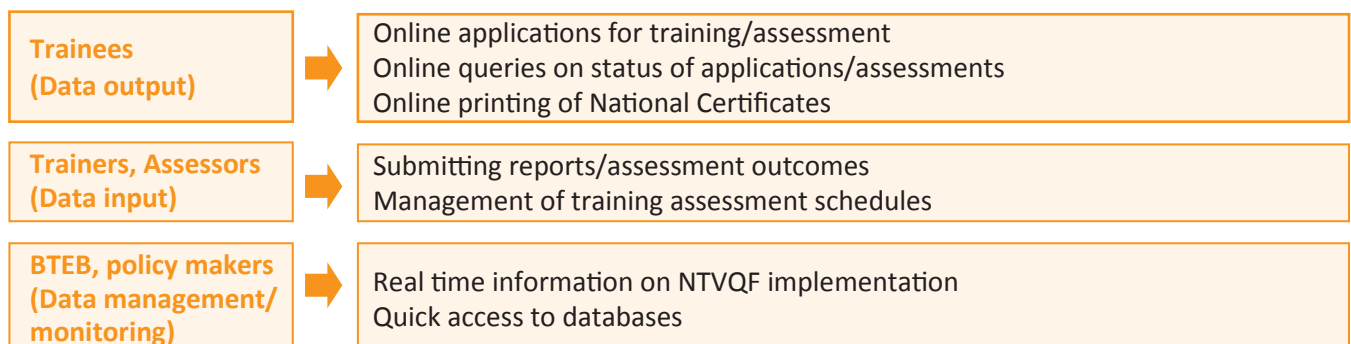
- 1 Streamline and automate training, assessment and certification processes
- 2 Enhance transparency through the real time monitoring of training, assessment and certification activities
- 3 Ensure this information is easily accessible to all stakeholders to aid efficient decision-making.



### THE SYSTEM IN ACTION

Interest	An unskilled worker decides to learn a skill and speaks to a local training institution to find training that they are interested in.
Enrollment	They enroll in a training course online on the MIS. The training institution sees the enrolment application on the MIS and approves it, which sends an automatic approval letter to the worker.
Training/ Assessment	The worker learns skills and wants to be assessed– so they apply for assessment on the MIS. A local assessment centre sees the application and assigns an assessor. The worker undertakes assessment and the assessor posts the results on the MIS.
Certification	If they are deemed competent, the worker can then print their certificate from the MIS. If they are not, they are shown where they need to improve and how to do that.
Planning/ management	The worker’s results are added to national lists of skilled workers available in Bangladesh, which policy makers can then use to guide nationwide skills planning.

### HOW IT WILL WORK FOR YOU



# NTVQF-CERTIFIED TVET TRAINERS & ASSESSORS

*A nationally consistent assessment and certification system for trainers and assessors*



## Overview

*Qualified, skilled and motivated trainers and assessors are the foundation of the new skills system in Bangladesh. The new system demands that trainers and assessors not only have skills in training and/or assessing, but also that they possess the actual practical trade skills that they are teaching and/or assessing, preferably at a higher level than their trainees.*

The TVET Trainers and Assessors Assessment and Certification Programme aims to raise the competence of the current pool of TVET Trainers and Assessors to the standard needed by the National Technical and Vocational Qualifications Framework (NTVQF).

**To become a certified Competency Based Training (CBT) Trainer under the NTVQF, you will need:**

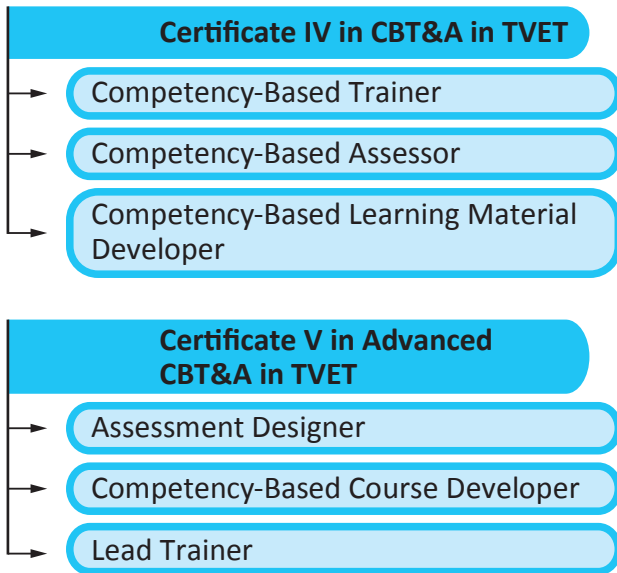
- 1 An NTVQF Certificate in each occupation you are instructing, which is of a qualification level either equal to or higher than the level you are instructing
- 2 The Certificate IV in Competency-Based Training and Assessment in TVET
- 3 At least two years of relevant industry experience

**To become a certified TVET Assessor under the NTVQF, you will need:**

- 1 An NTVQF Certificate in each occupation you are assessing, which is of a qualification level either equal to or higher than the level you are assessing
- 2 Statements of Attainment for the units of competency required to be a CBT Assessor
- 3 At least two years of relevant industry experience

## CAREER PATHWAYS

As well as becoming a certified NTVQF CBT&A Trainer or a certified NTVQF CBT&A Assessor, attaining the Certificate IV in CBT&A in TVET or the Certificate V in Advanced CBT&A in TVET also opens pathways into a number of other TVET-related careers, as outlined below:



## NEW NTVQF REGULATIONS FOR TRAINERS & ASSESSORS

- 1 All Registered Training Organisations that wish to conduct NTVQF programmes will have TVET Trainers certified with NTVQF qualifications for the occupation and for CBT&A.
- 2 Certificate Level IV and V may be achieved through accumulation of Statement of Attainments as identified in the Competency Standards for TVET Trainers.
- 3 As a general rule, to earn the qualification, one must demonstrate competence through assessment. A person may undergo training first before undergoing assessment or may invoke prior learning and go straight to assessment.
- 4 Assessment will be administered by a Bangladesh Technical Education Board designated panel. Assessment is based on the collection of evidence of the performance of work to the industry required standard.
- 5 A certified CBT&A Trainer under the Competency Standards can also be an Assessor

provided that that person complies with the requirements for an Assessor, e.g. certain number of years of work experience and possession of a technical qualification under NTVQF. On the other hand, one can choose to be only an Assessor by being competent on the competencies required for the assessor. In this case, an industry expert can be an assessor as long as he or she has attained the units of competencies required.

## HOW TO APPLY

Responsible party	Key Steps	Interfaces
Bangladesh Technical Education Board (BTEB)	Orientation of applicant	Checklist of Requirements Trainer Profile Form
BTEB focal staff	Evaluation of documents	Checklist of Requirements Application Form Trainer Certification
BTEB	Create panel of experts	Assessment shall be done by a panel composed of three TVET experts approved by BTEB
Panel of experts	Conduct assessment	Assessment will be based on the assessment design established under the relevant competency standards
BTEB	Issue certificates	Certificate valid for two years
BTEB	Updating of registry	Registry of certified CBT&A Trainers for NTVQF

## WHO IS IT FOR?

The new regulations are aimed at all TVET Trainers and Assessors who wish to conduct NTVQF training programmes as well as all TVET institutions which wish to offer NTVQF training programmes.

# NATIONAL COMPETENCY STANDARDS

*Industry determined specifications of what workers should be able to do on the job*



## **Overview**

*Nationally consistent standards governing what trainees should know and be able to do in the workplace. By defining what qualifications actually mean, to the trainees attaining them, the trainers teaching them and the industries employing graduates, these standards are the basis for the National Technical and Vocational Qualifications Framework.*

Without national competency standards, there are no agreed definitions of what a skilled worker should be expected to be able to do. This means uncertainty for training institutions, trainees and industry.

The new competency standards are aligned with the competencies required by industry, so that trainees are being taught the skills needed to meet current industry demands.

## **WHAT ARE THEY?**

Competency Standards are nationally recognized, industry-agreed specifications of the competence required for effective performance. They are sets of units of competency that are organized and packaged into qualifications that describe how an individual would perform a particular job required in a workplace. They define competency in three parts; the knowledge, skills and attitudes workers need to possess (performance), which conditions it is to be done under (conditions) and how well it is to be done (industry standards).



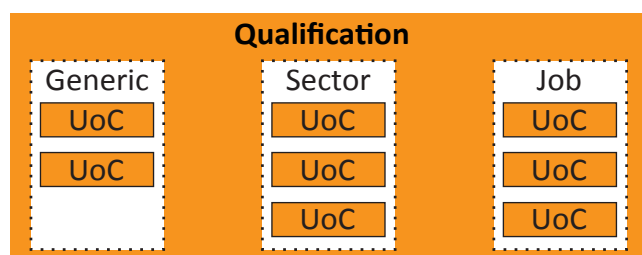
There are four types of competencies, these are:

<b>Generic competencies</b>	Required for all qualification levels in all industry sectors. These are tangible/observable work activities common to all workers
<b>Sector-specific competencies</b>	Required in a particular sector but not as specialized to the performance of a particular task
<b>Occupation specific competencies</b>	Required of workers that are unique in a particular area of work, stream of technology or specialty job within a particular industry or sector
<b>Elective competencies</b>	Additional competencies which are useful but not absolutely necessary for enhancing the mobility/ employability of a worker

## HOW COMPETENCY STANDARDS ARE DEVELOPED

*There are three major steps in developing Competency Standards:*

- Skills Demand Analysis:** Identifying labour market trends, identifying stakeholders, conducting stakeholder analysis, conducting job observations and identifying key tasks.
- Developing Units of Competency:** Clustering tasks into elements, clustering elements into Units of Competency, drafting competency standards and classifying competency standards (generic, sector-specific, occupation specific or elective).
- Packaging Units of Competency into qualifications:** Clustering Units of Competency to make up qualifications that reflect real job roles in the workplace, as illustrated below:



## KEY RESULTS ACHIEVED

- Competency Standards are developed by Standards and Curriculum Development Committees (SCDC) appointed by the relevant sector Industry Skills Council.
- A model for developing Competency Standards has been created and implemented in five industry sectors, leading to the development of over 200 units of competency.

## WHO ARE THEY FOR?

National Competency Standards align the expectations of training institutions with the expectations of industry.

Training institutions understand the level at which graduates need to be able to perform to meet the needs of industry.

## WHAT IS NEXT?

- The development and implementation of Competency Standards in Bangladesh will allow the education and training system to keep ahead of changing demands from industry and the community.
- Having clear guidelines of what can be expected of graduates from training institutions will allow industry to plan for the future more effectively, ultimately increasing their productivity.
- Nationally recognised, quality assured training will provide a new benchmark for international recognition of the skills and knowledge of Bangladeshi workers, who are recognized as an increasingly important export.



# NATIONAL COMPETENCY ASSESSMENT & CERTIFICATION SYSTEM

*A nationally consistent approach to assessment and certification*



## **Overview**

*The National Competency Assessment and Certification System (NCACS) consists of certified assessors, assessment facilities, assessment tools and the NTVQF Information Management System. Competency standards are used as the basis for development of the assessment tools.*

Many workers in both formal and informal economies in Bangladesh possess skills that are not formally certified. In the current system there is no way for this competence to be recognized.

The Bangladesh NCACS brings flexibility into the assessment process through providing a framework for recognizing prior learning and certifying current competence. It also provides a practical approach to assessment, focusing on skill demonstration rather than theoretical exams.

## **WHAT IS IT?**

The National Competency Assessment and Certification System (NCACS) will address the demand for assessing and qualifying NTVQF graduates and workers in Bangladesh. Together with the implementation of the National Technical and Vocational Qualifications Framework (NTVQF) and the National Skills Quality Assurance System, the NCACS will ensure the awarding of consistently high quality, nationally recognised and internationally credible qualifications in Bangladesh.

The NCACS assists trainers to determine the qualification level of a person and identify the training needs of a person with competency gaps. The system ensures that a graduate can perform tasks to the standards expected in a workplace based on current industry needs.

## PATHWAYS TO QUALIFICATION

In competency-based assessment, the performance of a learner is assessed against nationally-defined competency standards. If the learner is deemed confident in a unit of competency, the Bangladesh Technical Education Board will issue them with an **NTVQF** Certificate of Achievement. If they are deemed confident against all the units of competency contained in a qualification, they are issued with the **NTVQF** Qualification, e.g. **NTVQ** Certificate III in Welding.

There are three pathways that may be taken by learners:

1 Participating in an accredited training course delivered by a Registered Training Organisation

2 Recognition of Prior Learning

3 Training and assessment for some units of competency and RPL for other units of competency

Each pathway leads to the same end-point of assessment against the defined national competency standards for units of competency and qualifications under the NTVQF.

Assessment is based on evidence or information gathered to prove competency. The process may be applied to an employable single unit of competency, a cluster of relevant units of competency or all units of competency in a full national qualification.

Evidence-gathering methods include workbooks, projects, interviews, etc. More than one approach can be used and evidence may be gathered at more than one occasion. Performance is not compared against other individuals and individuals do not receive scaled grades; they are either graded as 'Competent' or 'Not Yet Competent'.

## WHO IS IT FOR?

The NCACS aims to establish a more responsive qualification mechanism that can better serve the needs of the labor market, individuals and the community at large. In particular, the system aims:

### For the worker

To provide high quality outcomes to maintain individuals' employability and increase their productivity;

### For the employer

To serve as basis for human resources development, wage administration, incentives and promotion; and

### For the public

To promote general welfare of consumer through the provision of better products and services.

## WHAT WILL IT DO?

- The NCACS will include Recognition of Prior Learning, so that individuals can enter and re-enter formal training institutions and have their skills recognised under the NTVQF.
- The NCACS will provide a framework for training/re-training expatriate workers so that departing and returning individuals can have their skills recognized, certified and remunerated correctly.





# COMPETENCY-BASED TRAINING

*Training and assessing based on practical competence instead of time*



## Overview

*Competency-Based Training focuses on assisting learners to develop and demonstrate competent performance as required by the industry-approved competency standards. It aims to prepare the individual for employment or to be more productive in the workplace.*

Implementing a Competency-Based Training System in Bangladesh is critical to TVET reform. The system will allow practical, demand-driven courses to be designed to respond to present and future industry needs.

Competency-Based Training methodology deviates from the traditional approach to education and training, placing emphasis on what a person can do in the workplace after the completion of the training program. Progression of learners within a Competency-Based Training program is not time-bound; instead it depends on the person's ability to demonstrate the necessary competence for the job.

*Implementing Competency-Based Training requires the following two key elements:*

- 1 Training, assessment and certification of trainers at least under the Competency Standards for Certificate IV in Competency Based Training and Assessment (ideally, trainers will then



progress into undertaking Certificate V in Advanced Competency Based Training and Assessment).

- 2 Registration and accreditation of training organisations.

## 10 KEY PRINCIPLES OF COMPETENCY-BASED TRAINING

Training delivery should be guided by these ten basic principles:

- 1 Based on course design developed from the competency standards.
- 2 Modular in structure.
- 3 Learner-centered and accommodates individualized and self-paced learning.
- 4 Based on work that must be performed.
- 5 Learning materials are directly related to competency standards/curriculum modules.
- 6 Assessment based on collecting evidence of work performance.
- 7 On and off the job components.
- 8 Allows for recognition of prior learning or current competencies.
- 9 Allows for the multiple entry and exit of learners if needed.
- 10 Programmes are registered and accredited by the Bangladesh Technical Education Board

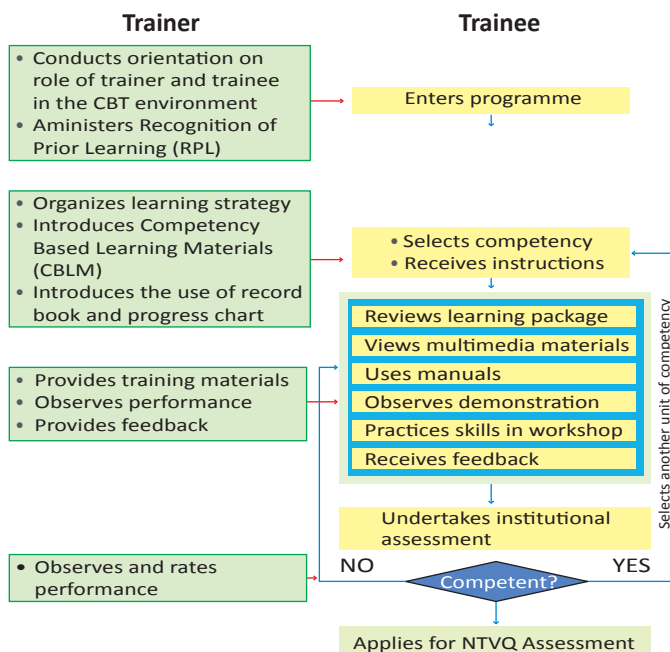
## WHO IS IT FOR?

Providers of TVET training and/or assessment services. Providers must comply with the National Skills Quality Assurance System and seek registration and accreditation if they:

- 1 Provide training and/or assessment services that lead to achievement of nationally recognised units of competency or qualifications.
- 2 Receive funding or wish to receive funding from the Government of Bangladesh for any of the TVET education and training programs provided by the organization.
- 3 Are organizations that use or wish to use a term protected by Bangladesh legislation in the name of the organization or in the names of any of the courses, programmes or qualifications that they provide.

## HOW DOES IT WORK?

### CYCLE OF COMPETENCY-BASED TRAINING



# NATIONAL CERTIFICATE IV IN CBT&A IN TVET

*A competency-based, nationally recognized certificate for trainers and assessors.*



## **Overview**

*The Certificate IV in CBT&A in TVET is a comprehensive programme that equips trainers with the skills to implement industry-driven CBT&A programmes. Under the National Skills Development Policy, certified trainers and assessors are required in all training institutions in Bangladesh.*

The effective provision of quality formal and non-formal skills development programmes is largely dependent on the knowledge and skills of the TVET trainers who are responsible for delivery. Trainers must possess the necessary, current technical skills along with the ability to deliver and assess training in institutions and/or workplaces.

CBT&A methodology is significantly different from the traditional methods of training and assessment used in Bangladesh. In order to implement CBT&A in skills development programmes across the country, it is imperative that trainers understand and can implement CBT&A methodology. They need to be able to explain and analyse why it is necessary, what the benefits of CBT&A are in comparison to traditional methods and what changes they will need to make to existing programmes which they deliver.

## WHAT IS IT?

The National Certificate IV in Competency-Based Training & Assessment (CBT&A) in Technical and Vocational Education and Training (TVET) is a competency based nationally recognized certificate for present and future TVET trainers and assessors.

The certificate includes twelve units of competency from a range of learning fields, including learning environment and learning design. Individual units of competency or groups of units can also be pursued. This will result in the issuing of a Statement of Attainment by BTEB and the ability to work in a role such as a registered CBT Assessor.

The certificate is expected to take 430 nominal training hours (150 hours off-the-job + 280 hours on-the-job). This is only indicative however; trainees may take more or less time to reach competency depending on their experience. Trainees must be certified in trade or technical areas at one level above the training that is to be delivered and/or assessed.

## WHO IS IT FOR?

This certificate is designed for people working as or aspiring to work as instructors and assessors in public and private technical and vocational training institutions, including:

- Junior Instructors, Instructors and Chief instructors in Technical Schools and Colleges
- Instructors, Senior Instructors and Chief Instructors in Technical Training Centres
- Trainers and Assessors at private training institutions.
- TVET graduates interested in becoming trainers/assessors in CBT&A (subject to industry experience).

## KEY RESULTS ACHIEVED

- The National Certificate IV in CBT&A has been finalized by the Bangladesh Technical Education Board (BTEB) with technical support from the ILO and has been approved on probation by the BTEB.

- The training is being delivered on an ongoing and increasing basis across multiple industry sectors.

## WHAT WILL IT DO?

- The new national system of training and certification for TVET trainers will deliver a strategic approach to the development of the training workforce. Common standards, programmes and qualifications will apply to all trainers working in the public and private sector delivering programmes recognized under the new NTVQF.
- The quality and professionalism of the skills training workforce will be increased over time as all instructors employed in the public sector will be trained and certified under the new system. All private sector instructors delivering programmes that lead to nationally recognized NTVQF qualifications will also be certified.
- Instructors will be trained in inclusive teaching and learning methodologies to support increased participation of disadvantaged groups.

## WHAT IS NEXT?

- To facilitate flexibility and increased mobility in the skills development system, manning regulations will be reviewed to make it easier for instructors qualified under the new system to move between the different agencies responsible for delivering skills training in Bangladesh.
- The same regulations will also be reviewed to remove the current over emphasis on academic qualifications such as the need for Engineering Diplomas and Degrees rather than current industrial experience.
- The government will work with industry to ensure that mechanisms are put in place to support a 'return to industry' program that allows current instructors to update their technical skills in the workplace.



# NATIONAL CERTIFICATE V IN ADVANCED CBT&A IN TVET

*A competency-based, nationally recognized certificate for higher-level trainers and assessors.*



## **Overview**

*The Certificate V in CBT&A in TVET is a comprehensive programme that equips higher-level trainers with the skills to implement industry-driven CBT&A programmes. Under the National Skills Development Policy, certified trainers and assessors are required in all training institutions in Bangladesh.*

For a skills development system to function effectively, an adequate supply of well-trained trainers is imperative. Those responsible for delivering both formal and non-formal skills training must possess the necessary, current technical skills along with the ability to deliver and assess training in institutions and/or workplaces. It is also just as important that higher level trainers can validate and oversee the implementation of CBT&A programmes. This ensures quality is maintained between programmes and CBT&A methodology is applied in a consistent manner across the country.

The introduction of a higher-level TVET qualification will ensure quality over time, ensuring that new trainers are equipped with the right skills by higher level nationally-qualified professionals.

The Certificate V in Advanced CBT&A in TVET equips higher-level trainers with the skills to develop and train effective TVET trainers to deliver industry-driven CBT&A programmes in a reformed TVET system.

## WHAT IS IT?

The National Certificate V in Advanced Competency-Based Training & Assessment (CBT&A) in Technical and Vocational Education and Training (TVET) is a competency based nationally recognized certificate for present and future TVET trainers and assessors. Under the National Skills Development Policy, certified trainers and assessors are required in all training institutions in Bangladesh. The Certificate V in Advanced CBT&A in TVET is the recognized qualifications for higher-level trainers and assessors.

The certificate includes six units of competency from a range of learning fields. Individual units of competency or groups of units can also be pursued. This will result in the issuing of a Statement of Attainment by the Bangladesh Technical Education Board and the ability to work in a role such as a registered CB Learning Material Developer.

The certificate is expected to take 270 nominal training hours (80 hours off-the-job + 190 hours on-the-job). This is only indicative however, depending on experience. Trainees must be certified in trade or technical areas at one level above the training that is to be delivered and/or assessed. Trainees must also hold a pre-requisite Certificate IV in CBT&A in TVET.

## WHO IS IT FOR?

This certificate is designed for people working as or aspiring to work as instructors and assessors in public and private technical and vocational training institutions, including:

- Instructors and Chief instructors in Technical Schools and Colleges
- Senior Instructors and Chief Instructors in Technical Training Centers
- Trainers and Assessors at private training institutions
- Graduates of Certificate IV in CBT&A in TVET interested in becoming Master Trainers (for TVET Trainers and Assessors)

## KEY RESULTS ACHIEVED

- The National Certificate V in Advanced CBT&A has been finalized by the Bangladesh Technical Education Board (BTEB) with technical support from the ILO and has been approved on probation by the BTEB.

## WHAT WILL IT DO?

- The new national system of training and certification for TVET trainers will deliver a strategic approach to the development of the training workforce. Graduates from the Certificate V in Advanced CBT&A in TVET will be able to run programmes that produce nationally-recognised trainers who not only understand competency-based methods, but can also apply them in the country context. This will have a flow-on effect in terms of raising the quality and consistency of training programmes offered across all industry sectors.
- An important aspect of the Certificate V qualification is that it will equip trainers also with the skills to validate competency-based training and assessment programmes, so the quality and relevance of CBT&A programmes across the country will be assured.

## WHAT IS NEXT?

- To facilitate flexibility and increased mobility in the skills development system, manning regulations will be reviewed to make it easier for instructors qualified under the new system to move between the different agencies responsible for delivering skills training in Bangladesh.
- The same regulations will also be reviewed to remove the current over emphasis on academic qualifications such as the need for Engineering Diplomas and Degrees rather than current industrial experience.
- The government will work with industry to ensure that mechanisms are put in place to support a 'return to industry' program that allows current instructors to update their technical skills in the workplace.

# NATIONAL SKILLS QUALITY ASSURANCE SYSTEM

*A nationally consistent approach to quality assurance across all elements of the skills system*



## Overview

*Ensuring quality across TVET in Bangladesh - in graduates, in trainers, in training programmes, in workplaces, in training organizations and in industry. The National Skills Development Policy establishes the NSQAS as one of the main mechanisms of ensuring nationally consistent and high quality training and assessment.*

Before the implementation of the National Skills Development Policy started, there was **no consistent approach to quality assurance** in Bangladesh's TVET system. This led to problems with the quality of the graduates, with the relevance of their skills and with the range and scope of programs delivered. Trainees often graduated without the skills, knowledge or attitudes required by employers.

This presented a huge issue in Bangladesh, a country with a **growing economy and huge skill demands in a number of sectors**. Ensuring both the quality and quantity of graduates is essential to the development of Bangladesh, in reducing unemployment and in establishing pathways out of poverty.

In the past Bangladesh's TVET system focused mainly on formal training institutions and provided less focus on other pathways for developing skills (e.g. training by private organisations, community groups and NGOs). As a result the system could not develop the skills of enough people fast enough to meet the needs of local and overseas employers, workers and the community at large. The introduction of the NSQAS looks at improving the quality and quantity of graduates across all pathways, and making training more flexible and responsive so that it can meet the needs of the diverse audiences it serves.



## WHAT IS QUALITY?

The NSQAS defines quality as when a product or service meets the needs of its clients. For example, the NSQAS will ensure that graduates of training organizations/workplace assessment programmes/apprenticeship programmes/other achievement pathways covered by the National Skills Development System have the skills, knowledge and attitudes needed to meet the needs of industry and the community.

Quality is not measured by the size of the organisation's campus or by the architecture of the buildings. These aspects of an organisation may make the campus pleasant but it is the **consistent achievement of the required competence** by the graduates that is the quality standard. The required skills, knowledge and attitudes are not fixed forever but will change over time as new knowledge is developed and skills requirements change. As a result, the NSQAS is designed to be a cycle of **continuous improvement**.

## HOW IT WORKS

The NSQAS is a comprehensive system that brings together and **assures the quality of all the components that produce individuals who are competent in nationally recognised skills**. The NSQAS includes:

- a accreditation of nationally recognised units of competency, qualifications and programme specifications;
- b registration of public and private training providers;
- c accreditation of learning and assessment programmes leading to nationally recognised units of competency and qualifications;
- d auditing of training providers for compliance against quality standards;
- e validation of assessment tools against units of competency

## RESULTS ACHIEVED

- Nationally recognized units of competency and qualifications in twelve occupations have been **developed, reviewed and quality assured**. The occupations fall into five sectors; leather, transport, information

technology, tourism/hospitality and agro food processing. Similar work in non-formal sectors is underway.

- **25 institutions** to date have been inspected and approved as Registered Training Organisations (RTOs).
- Instructors and assessors from a number of government and non-government institutions are being assessed for **national certification/registration**.
- Nationally recognised assessment tools have been developed for 51 occupations, with an additional 40 currently in progress.

## NEXT STEPS

- Nationally recognized units of competency and qualifications will be developed in more sectors and will focus on **high demand occupations**.
- More government and non-government organizations are being **inspected and supported** to become RTOs.
- Instructors and assessors will continue to be trained and assessed for **national certification/registration**.
- **Assessment tools will be validated and tools to cover assessment in more occupations will be developed**.



# RECOGNITION OF PRIOR LEARNING

*Get certified for what you can already do*



## **Overview**

*Recognition of Prior Learning (RPL) gives credit for competencies gained through previous learning, other training, work or life experience as part of skill assessment. It formally recognizes the skills and knowledge that a person already possesses against competencies in the National Training and Vocational Qualifications Framework (NTVQF).*

In developing countries such as Bangladesh, where the majority of jobs lie in the informal sector, most people acquire skills and knowledge through informal jobs and other life experiences without access to formal training. This means that people have no formal recognition for what they can do. This is a challenge if they need documentation of their skills, for example to prove their competency to a new employer, apply for a job internationally, move back to Bangladesh and apply for a job after working overseas or enroll in a training programme.

## **WHAT IS IT?**

There are three pathways to assessment in the National Competency Assessment and Certification System and RPL is involved in two of them:

- 1 Training and assessment pathway (completing an entire programme)
- 2 Assessment-only pathway (using RPL to get credit for all the units in a programme)
- 3 Combination pathway (training and assessment for some units of competency and RPL for other units of competency)



For example, Amin is a skilled welder working in the informal sector that wants to get a job in the formal sector but needs a Level 2 National Certificate in Welding. He has no paperwork to prove his skills and has trouble reading. He comes into the Bangladesh Technical Education Board (BTEB), gets an application form and submits it with photos of him welding and a letter from his employer. He is asked to do a skill test and is given credit for all units except for two specific literacy units, which he completes through a night class. He is given his Level 2 Certificate.

The result of an RPL process can be credit for all the competencies in a qualification or just some of them. Credit given can allow for entry into a qualification and/or provide credit towards achieving the qualification, thereby possibly reducing the training time required for a learner to achieve a qualification. Assessment can only be conducted by Registered Assessors who have completed training on RPL, familiarisation with common types of evidence and assessment plans.

## TYPES OF EVIDENCE

As many of the applicants for RPL assessment will be from non-formal pathways and may not have documented evidence, be illiterate or come from marginalized groups, it is important that there are fair alternatives to meet the needs of different groups. BTEB will consult with industry groups and other relevant ministries to agree on the most useful methods to provide evidence of skills in any given situation.

The primary means of evidence will be practical-based, through hands-on skills testing. This can be supported by secondary means of evidence such as work simulation and/or verbal questioning.

Portfolios can also be submitted as secondary evidence, highlighting the applicant's prior learning, achievements and experience. Examples of portfolio items could include work samples, photographs or videos of work, records of practical 'on the job' assessment by previous supervisors, skills log books or letters from employers.

## RPL PROCESS

- 1 Applicant (or sponsor) pays necessary RPL fee.
- 2 Applicant completes the RPL application form/self-assessment form available from an Accredited Assessment Centre.
- 3 The assessment centre advises the applicant

on the types of evidence that could be used to support their application.

- 4 The applicant collects copies of evidence and a declaration of their authenticity from the document provider.
- 5 Each piece of evidence should be clearly marked so that the Registered Competency Assessor can quickly understand which part of the self assessment that it supports. One document can be referred to on as many occasions as are relevant. Add the relevant number to the document each time.
- 6 Once all the evidence is collected, the application form and evidence is delivered to the assessor.
- 7 Once the application form and the evidence have been reviewed by the assessor the applicant will be interviewed and/or asked to undertake skills testing by the assessor to verify the legitimacy of the applicant's claims.
- 8 The assessor will then make a decision on whether the applicant is competent against the units of competency they have applied for, and inform the applicant of the outcome.
- 9 If the applicant is deemed as not yet competent or wishes to gain competency in additional units, they can do so through the normal pathways of institutional or workplace training and assessment.

## ASSESSMENT DESIGN

The RPL assessment design processes must be consistent with the national assessment design process outlined in the National Skills Quality Assurance System Manual 4: Accreditation of Assessment Centres.

## WHAT IS NEXT?

- Fifteen courses in high-demand occupations will be accredited by BTEB under the NTVQF.
- One instructor/teacher and one industry representative for each of the fifteen occupations in each of the six divisional headquarters (180 in total) will be trained as Registered Competency Assessors and accredited by BTEB under the NTVQF.
- Accredited Assessment Centres across the six divisional areas will be identified; these will operate both as stand-alone centres and as attachments to institutions. All centres will be registered with BTEB.
- Many thousands of candidates will be assessed through the RPL process.

# DUAL APPRENTICESHIP MODELS

*Private and public stakeholders working together to develop balanced training programmes*



## **Overview**

*Employers equip apprentices with on-the-job practical skills and training institutions equip apprentices with more theoretical off-the-job training. In developed countries like Australia, Austria, Switzerland or Germany, the dual apprenticeship approach is the most common form of skills training.*

Formal and informal apprenticeship arrangements in Bangladesh often lack clear contracts, do not comply with or are not covered by legislation, are not adequately monitored and deliver skills of varying quality. Training providers also face difficulties in arranging industrial placements for trainees. Under these conditions, there is a risk that apprentices can be exploited as cheap labour without any meaningful training.

For Bangladesh to become a middle-income country, employers and workers must work closer with public training institutions and become more actively involved in skills development. New and upgraded workplace skills are required for enterprises to retain their workers and remain competitive in an increasingly international marketplace. Higher and new skills also support improved employability for workers, better career pathways and higher income.

Key industries such as leather, agriculture, tourism, IT, ship building and manufacturing (including garments and textiles) are constrained by the lack of skilled workers in Bangladesh and face reduced future growth due to growing skill gaps. New skill demands are also expected to arise from environmental issues and climate change.

Public training institutions, even though these are rapidly

improving and expanding, simply cannot meet these demands alone. By working closer with industry, not only can these demands be met, but the relevancy of course content to industry needs can be ensured.

## WHAT ARE THEY?

In dual apprenticeships, the company is the main learning environment where manual skills, work processes and procedures as well as behaviour patterns and attitudes are developed under real work conditions. The training institution, whether it is private or public, is the second learning environment, where apprentices acquire competencies that are more effectively taught out of the workplace.

For skilled workers graduating from dual apprenticeships, the induction period in a new workplace is much shorter. This benefits employers, who get higher productivity from their employees in a shorter time and also workers, who have the opportunity to earn a higher salary more quickly. Apprenticeships encourage workers to learn a broader range of skills, which increases their value as employees.

## HOW THEY WORK

Apprenticeships can follow different models. Often, they consist of 4-5 days per week on-the-job (industry) and 1-2 days per week off-the-job (institution). A minimum of two thirds of the training time is devoted to on-the-job training at the work place. Alternative ways of teaching theoretical knowledge can also be considered such as distance training.

In Bangladesh, some large companies have the facilities to offer high quality in-house theory training which meets nationally-recognised training standards. Most companies do not however, and therefore external private and public training institutions are better designed for providing the theoretical component.

For trades in which nationally-recognised competency standards exist, these should be followed in training. For trades in which competency standards do not yet exist, companies should follow guidelines set by the government.

## RESULTS ACHIEVED

- The dual apprenticeship concept was formally introduced to a large group of key stakeholders in a National Apprenticeships Conference in 2012.
- Many formal industries have now implemented dual apprenticeship models in Bangladesh, most recently in the leather and shipbuilding sectors. The Linkage between Western Marine Shipyards Limited. In 2010, the number of formally-registered apprentices was 98. By 2014, this figure had risen to 14,000+ in only the formal sector.
- A number of informal industries have implemented dual apprenticeship models, with many thousands of apprentices now formally registered across multiple trades.

## WHY SHOULD EMPLOYERS CHOOSE APPRENTICESHIPS?

In addition to a workforce with high skill levels and increased flexibility in the workplace, there are also many benefits available to employers, including:

- 1 Expenditure involved in apprenticeships is tax-free.
- 2 Import of training equipment is duty-free.





# TVET LEADERSHIP & MANAGEMENT DEVELOPMENT PROGRAMME

*Equipping principals with the skills to lead change*



## **Overview**

*The TVET Leadership and Management Development Programme trains principals and senior staff in modern management and leadership practices, to ensure that the institutions which they lead can effectively deliver quality education and training.*

The management of public and private training organisations needs to be improved if the skills system in Bangladesh is to effectively deliver quality education and training.

The National Skills Development Policy advocates for the introduction of competency-based training and assessment into Bangladesh, which is significantly different from the traditional methods of training and assessment used in Bangladesh. Principals and managers have a significant role in this transition in that they will be leading their institutions through it. They need to be able to monitor and assess new teaching practices, understand why reform is necessary in Bangladesh and actively promote reform initiatives.

The newly-developed Leadership and Management Development Programme equips principals and managers with the skills to become change managers, to manage competency-based programmes and to ensure reform happens in Bangladesh's TVET sector.

## WHAT IS IT?

The programme equips participants with the skills to lead change, through ensuring they can:

- Identify their roles and responsibilities for improving the quality of teaching, learning and management practices in their institutions.
- Plan for short-term as well as long-term goals and develop monitoring and evaluation tools to measure achievement.
- Reflect critically on their existing relationships with stakeholders and take the actions needed to develop the partnerships necessary to implement reform initiatives.
- Develop the competency required under the National Skills Development Policy to operate a training centre and design a quality assurance system, and demonstrate this competency through implementing a Workplace Institutional Performance Improvement Project.
- Develop and implement occupational safety and health policies that include awareness of environmental issues, health and hygiene.

## WHO IS IT FOR?

The programme is designed for people working as or aspiring to work as principals or managers in public or private technical or vocational institutions, including in positions such as:

- Principals, Vice-Principals, Head of Departments of Polytechnic Institutes, Technical Schools and Colleges, Technical Training Centres, Textile Vocational Institutes and other public TVET providers.
- Directors, Principals, Managers, Head Teachers and Training Coordinators of private training institutions.
- Potential industry experts/human resources managers.

## KEY RESULTS ACHIEVED

The programme content was finalized by the Islamic University of Technology with technical support from the ILO. It has been completed with

100 principals and managers so far and is available for organizations to implement.

## WHAT WILL IT DO?

- TVET principals and managers will have the skills, knowledge and ability to lead whole institutional improvement initiatives.
- Institutions will deliver nationally recognized qualifications under the NTVQF using competency-based training and assessment methodology.
- Institutions will maintain accurate and reliable data on student enrolment, course completion, employment outcomes, gender, disability and indigenous status, which will contribute to the national skills data system and allow for improved performance monitoring.
- Institutions will take part in providing timely and effective career guidance to students, using industry developed information and resources. A simple system will be developed so parents, learners, employers, workers and providers can make more informed decisions on their skill development options.

## WHAT IS NEXT?

- Institutions will have greater academic autonomy to close down courses in areas of low market demand and be empowered to develop and deliver new courses with the Bangladesh Technical Education Board to respond to emerging industry needs.
- There will be an increased focus on trainee employment outcomes which will be measured by a new system of tracer studies implemented by all training institutions.
- An affirmative action strategy will be developed and implemented to ensure that at least 30% of managerial and senior faculty positions are held by women and that the participation of persons with disabilities and other underrepresented groups is encouraged.
- The government, industry and social partners will investigate the options for grading training institutions as a means of encouraging a quality culture and rewarding excellent performance.

# NATIONAL STRATEGY FOR PROMOTION OF GENDER EQUALITY IN TVET

*Specific and concrete actions and activities to increase female participation*



## **Overview**

*Increasing female participation in skills development programmes in Bangladesh through a strategic framework of priorities and targets with performance accountability mechanisms. The strategy provides a comprehensive and holistic intermix of social, economic, and institutional transformational measures.*

Female participation in TVET in Bangladesh is extremely low, ranging from 9% to 13% in public institutions and 33% in private institutions. Special efforts are necessary to correct this gender imbalance, particularly in the formal training system.

Recently there has been an increasing realization, particularly in countries with growing economies like Bangladesh, that skills development is an area in which gender equality must be addressed so that both men and women are able to make a contribution to increasing the productivity of the country.

Although Bangladesh has made significant improvements in many developmental areas, the TVET sector remains largely inaccessible to potential female trainees. Stereotyping and traditional social norms force women and men into different employment choices, and for women this generally means that they are unable to enter into non-traditional, higher income professions.



## WHAT IS IT?

The National Skills Development Policy recommends development of a specific gender-focused strategy to boost female participation rates in skills development programmes and TVET management. The strategy was developed through an extensive consultation with a wide range of stakeholders and a Gender Working Group drawn from government, employers, workers' and civil society organizations.

The strategy is designed to ensure equal access to skills training for women and men, encourage lifelong learning and promote flexibility in programme design to allow both women and men to participate. The strategy states that the skills development system must match market demand and maximize employment opportunities for women and men, it must correspond to the diverse needs of a country with a developing economy and it must be feasible, practical and outcome-based to satisfy the needs of Bangladesh.

## WHO WILL IMPLEMENT IT?

The implementation of the strategy will be managed by the National Skills Development Council (NSDC) and will be integrated into the NSDP Action Plan. Equal participation by women and men needs to be taken into account in all sectors of TVET reform and NSDC will coordinate with other ministries offering skills programs to ensure gender integration in their planning, budgeting and monitoring systems.

The Gender Working Group is proposed to be formalized as an Advisory Committee and attached to the NSDC Secretariat as its Gender Wing. The Equity Advisory Committee in BTEB will monitor gender dimensions in quality assurance and take up regulatory responsibilities.

## SPECIFIC OBJECTIVES

- Achieve 40 per cent female enrollment in TVET by 2020.
- Transform mind sets and attitudes to eliminate negative perception for women in training and employment especially towards “non-traditional skills”.
- Establish gender responsive environment

- with appropriate support systems.
- Create and strengthen linkages between demand and supply of skills, and accommodate skills training for informal workers.
- Strengthen TVET institutional capacity on gender competence at all levels.
- Establish adequate data management system to capture sex-disaggregated data on TVET.

## WHAT WILL IT DO?

- Increase female participation in formal TVET institutions by at least 40% by 2020;
- Increase female employment by at least 30%;
- Increase quotas for female teachers (30%) and female staff (20%);
- Change attitudes of stakeholders with regard to gender equality;
- Create gender friendly environments in education and training institutions and work places;
- Improve gender-responsive support systems and counseling services;
- Encourage the development of an adequate data management system to capture sex disaggregated data on TVET.

Women will have the opportunity to enter into formal work agreements and resist hazardous and exploitative forms of employment.

## WHAT IS NEXT?

- Advocacy through social marketing of (a) gender equality in TVET, (b) non-traditional occupations for women to encourage female enrollment and (c) course completion and employment.
- Mainstreaming gender equality in line with the Gender Strategy to the planning, budgeting and monitoring systems of other ministries offering skills programmes.
- Gender friendly environments will be established within public TVET institutions with appropriate support systems and incentives for female trainees.
- TVET institutional capacity on gender competence will be strengthened at all levels through a range of measures, including a series of training workshops.
- A data management system will be developed to capture gender-specific data and allow for evaluation of the effectiveness of gender promotion initiatives.

# GREEN JOBS

*Skills that have a positive environmental impact*



## Overview

*Building on the ILO Green Jobs Asia Project and a series of studies done on the scope for green jobs in sectors such as energy, construction and waste management, the ILO is working with the Bureau of Manpower, Employment and Training to promote renewable energy by developing nationally recognized qualifications for solar home servicing personnel.*

## CHALLENGE

Skills for green jobs are instrumental in developing ways to cope with climate change and are inseparable from sustainable development. Green jobs help in reducing the consumption of energy and raw materials, protect and restore eco-system and biodiversity, minimize the production of waste and pollution and reduce emission of greenhouse gases.

The ILO's focus in green jobs in Bangladesh centres on energy security and climate change, two issues fundamental to the Growth of the country. Gas and electricity shortages impact many industries and the adverse effects of climate change hinder economic development.

The Government of Bangladesh, supported by the ILO, is working to supplement non-renewable energy with renewable energy for sustainable development and green jobs.

The Government of Bangladesh's Climate Change Strategy and Action Plan 2009 emphasizes the importance of energy efficiency



including renewable energy development. Renewable energy will address the current energy crisis in the 51% of areas in Bangladesh not connected to the national grid and contribute to overall reduction of poverty in the country.

## WHAT IS BEING DONE

Building on the ILO Green Jobs Asia Project and a series of studies done on the scope for green jobs in sectors such as energy, construction and waste management, the ILO is working with the Bureau of Manpower, Employment and Training (BMET) to promote renewable energy by developing nationally-recognized qualifications for solar home servicing personnel.

So far, in collaboration with the Skills Development Project funded by the Asian Development Bank, both NTVQF Level 1 and NTVQF Level 2 courses have been developed which are being piloted in the mainstream vocational education and training system.

In the first phase of Green Jobs Initiatives (2008-2010), 88 servicing personnel were trained in Khulna and Faridpur Technical Training Centres. In the second phase (2011-2012), an additional 1500 servicing personnel were trained in ten locations across Bangladesh.

Over three million solar home systems have been installed in Bangladesh. Solar home systems significantly improve the living standard of rural families by providing light for children's education and allow people to spend more time after dusk on home based businesses. The reduction in indoor air pollution also means healthier homes.

## KEY RESULTS ACHIEVED

- Developing standards and qualifications: In collaboration with the Bureau of Manpower, Education and Training (BMET) and training institutes across Bangladesh, the ILO carried out a skill analysis process comprising of field visits and consultation with service providers and users.
- Finalising Competency Standards for solar home servicing personnel at Level 1 and Level 2: These met the industry demand for skills and were recognized under the new National Technical and Vocational Qualifications Framework (NTVQF).

- Ensuring sustainability: Competency Skills Log Books for NTVQF Level 1 and Level 2 were developed in close consultation with training providers and industry representatives. Log books guide trainers and learners through the skill development process, record evidence to prove learners' competency and ensure that trainers address all necessary areas of learning.

## WHAT IS NEXT?

- The 1500-plus servicing personnel trained earlier under the Green Jobs Initiatives programme will be able to undergo a Recognition of Prior Learning process to have their skills recognized and formally qualified under the new NTVQF.
- BMET and other private and public training providers will make use of the competency standards and learning resources developed and upscale the training to train people across rural Bangladesh.

**Currently, the scope of green jobs in the areas of waste management, bio gas production and agro-food production to support the supply chains of the tourism and hospitality and agro-food sectors is being investigated.**





# TRAINING FOR RURAL ECONOMIC EMPOWERMENT

*Improving the employment opportunities of people with low levels of literacy and numeracy living in rural areas, particularly women*



## Overview

*TREE is a systemic approach to identifying employment and income generating opportunities at the community level, designing and delivering appropriate training programmes with local public and private training providers; and providing the necessary post-training support, for example, facilitating access to markets and credit.*

Participation of rural and urban poor in TVET in Bangladesh is very low. Special efforts are necessary to increase their participation in TVET to obtain decent work in local and national labour markets.

Due to absence of accessible structured TVET or skills development programmes until recently, many people in rural areas have been unable to access decent work opportunities and have been excluded from the formal recognition/certification system.

In conjunction with the pre-vocational levels included in the recently approved National Technical and Vocational Qualifications Framework, Training for Rural Economic Empowerment (TREE) methodology is an important pathway for underprivileged groups to access the formal TVET system in Bangladesh.

## WHAT IS TREE?

By linking training directly to community determined economic opportunities, TREE helps to ensure skills delivered are relevant. In communities where formal training institutions do not exist, for example in remote rural locations, arrangements for mobile training may bring in trainers and equipment to identify appropriate levels of training, design curricula and deliver training locally. This can serve as one measure to strengthen training delivery by formal institutions through development of new training programmes that meet local demands.

Tested under technical cooperation projects in Bangladesh, Pakistan, Sri Lanka, the

Philippines, Madagascar, Burkina Faso and Niger, TREE builds on ILO's long-standing experience in promoting community-based training worldwide. The methodology has been used to harness the power of solar energy through training solar home system servicing personnel. Skill analysis was been undertaken, competency standards were developed and rural women and men were trained as skilled servicing personnel.

## TARGET AUDIENCE

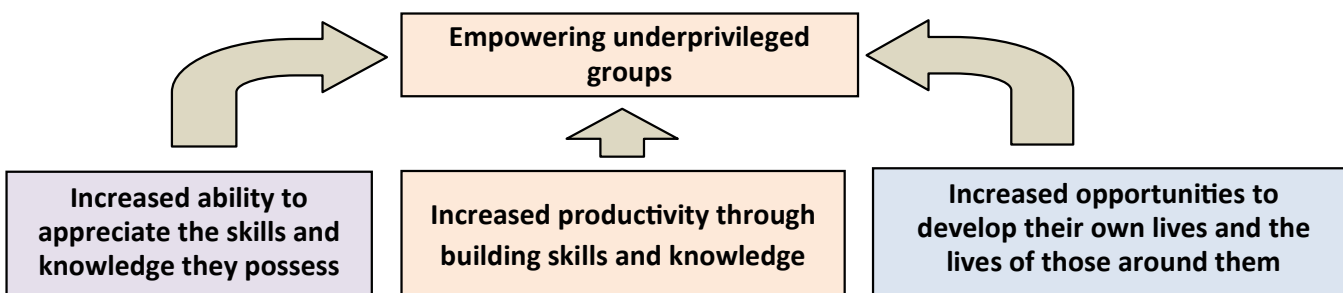
TREE is designed for organisations working with the rural and urban poor, marginalised women with low literacy, disadvantaged and unemployed youth, people with low levels of education, persons with disabilities and Indigenous groups.

## WHY IS TREE DIFFERENT?

The skills training provided under a community-based TREE approach is different in many ways from traditional vocational training programmes:

- The local community and social partners are involved in identifying employment opportunities and constraints, as well as in programme implementation.
- Skills training needs of target participants are identified before designing training programmes.
- Skills training programmes are realistic, employment-oriented, competency-based and provide a pathway for participants to enter formal TVET programmes.
- The need for post-training support is emphasised, including employment support services, the development of value chains in the use of production technologies, access to credit and other financial services and the formation of rural and urban support groups and associations.

## THE BASICS OF TREE



## EXPECTED IMPACT

- Target groups can initiate their own income generating activities in terms of self or wage employment by acquiring the skills sought after by local labour markets.
- Participants will be able to receive NTVQF certificates at pre-vocational levels and will be eligible to enter the formal TVET system to pursue higher-level qualifications.
- NGOs and rural-based vocational training centres will be able to develop their capacity

to use the methodology for training and mainstreaming target groups into the formal TVET system, where desirable.

## RESOURCES AVAILABLE

- TREE methodology & tools in English and Bangla.
- Templates for the development of Competency Standards and Course Accreditation Documents.
- Competency Standards for 14 informal occupations suitable for replication.



# IMPROVING PRODUCTIVITY

*Global tools that improve the productivity of individuals and organisations*



## Overview

*Are you looking to eliminate delays, defects and waste? Turn your workforce into your competitive advantage? Satisfy your customers' requirements? All of these fall under improving productivity, a common goal for most organizations. Basically, reducing the amount of effort that you have to put in to create something, without decreasing the quality of your product.*

Bangladesh is a fast growing economy constrained by a lack of skilled workers and a lack of knowledge about productivity. Reforming the skills development sector will work towards addressing the skilled worker shortage, but there is still a need for productivity improvement programmes to ensure that skills upgrading translates into high performance work practices and improved productivity growth.

## WHY IMPROVE PRODUCTIVITY?

Increasing productivity offers many benefits, both at an organizational and at a national level. For your organization, it generally means more income and increased competitiveness, but can also mean improved job satisfaction for your employees. When your organization is concentrating on how they can work better, inevitably you will see gains in other related areas, such as health, safety and usage of materials and facilities. At a national level, growth in productivity raises living standards because more income improves peoples' ability to purchase goods and services, improve housing and education and contribute to social and environmental programmes.



## HOW WE DO IT

There are many ways to improve productivity. To capture some of the most simple, effective ways to improve productivity no matter where you are or what you do, the ILO continually develops tools for organizations globally. In Bangladesh, five of these tools have been introduced; SCORE (Sustaining Competitive and Responsible Enterprises), WISE (Work Improvements in Small Enterprises), KAB (Know About Business), SIYB (Start and Improve Your Business and the Japanese KAIZEN model.

**SCORE** teaches cutting-edge procedures to increase product quality and production efficiency, and reduce the time from customer order to delivery.

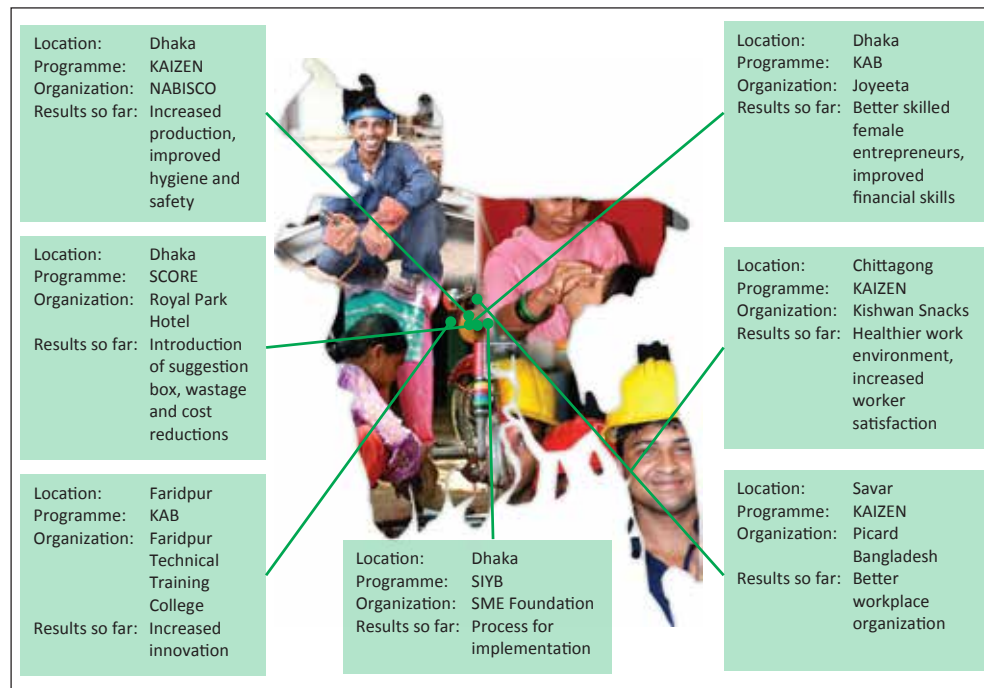
**WISE** builds on local practice, focuses on achievements, links working conditions with other management goals and promote workers' involvement.

**KAB** helps people understand the role of business in society, its contribution to the wealth of nations and its social responsibility.

**KAIZEN** teaches that long-term success requires daily improvements, places importance on respect and promotes lean, green initiatives to deliver ecological and social benefits.

**SIYB** comprises four modules; Generate Your Business Ideas, Start Your Business, Improve Your Business and Expand Your Business.

## IMPROVING PRODUCTIVITY ACROSS BANGLADESH



## RESULTS ACHIEVED

- Approximately 200 people have been trained in KAIZEN practices, 50 people have been trained in the SCORE programme and 46 people have been trained in the WISE programme. These individuals are now using their new skills to improve their organizational practices.
- In addition, 25 KAIZEN trainers, 26 WISE trainers and 100 KAB trainers have been created. These trainers are now equipping others with skills across Bangladesh.

## NEXT STEPS

- Nationally accredited competency standards have been drafted for two of the SCORE modules and are awaiting accreditation by the Bangladesh Technical Education Board. Drafting of the other modules will follow, making SCORE a nationally-recognised productivity improvement model in Bangladesh.
- SCORE, KAB, WISE, KAIZEN and SIYB workshops will continue to train hundreds of employers and employees, government institutions and employers' organizations across Bangladesh. Trainers will also continue to facilitate further workshops.



Bangladesh is getting skilled. Training institutions, industry and the Government of Bangladesh are working together to make skills easier to access for all, higher quality and directly linked to jobs.

Are you a young person wanting a skilled job, locally or overseas? Contact your nearest training institution now.

Are you a training institution wanting jobs for your trainees? Contact the employers around you now.  
Are you an employer wanting skilled employees? Contact your nearest training institution now.

## **Get skilled**

For more information contact:  
Bangladesh Technical Education Board  
[www.btebcbt.gov.bd](http://www.btebcbt.gov.bd)

Directorate of Technical Education  
[www.techedu.gov.bd/](http://www.techedu.gov.bd/)

National Skills Development Council  
[www.nsd.gov.bd](http://www.nsd.gov.bd)

Bureau of Manpower, Employment and Training  
<http://www.bmet.gov.bd/>