

ACCELERATING AND STRENGTHENING SKILLS FOR ECONOMIC TRANSFORMATION (ASSET) PROJECT

RPL Operations Manual (RPLOM)

December 2022

**DIRECTORATE OF TECHNICAL EDUCATION
TECHNICAL AND MADRASAH EDUCATION DIVISION
MINISTRY OF EDUCATION**



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Preface

The Government of Bangladesh with the collaboration of the World Bank is implementing a development project called '*Accelerating and Strengthening Skills for Economic Transformation (ASSET)*' to develop the Technical and Vocational Education & Training (TVET) sector of the country. The project will assist existing TVET of public and private institutions in a number of ways those include support for modernization and refurbishment of facilities, performance grants, support to students, up gradation of trainers, strengthening of quality assurance activities etc. . The Technical and Madrasah Education Division under the Ministry of Education will implement this project to strengthen TVET in partnership with Ministry of Expatriates' Welfare and Overseas Employment, Ministry of Health & Family Welfare and Ministry of Industries

The project comprises of 4 components with sub-components under each individual component:

Component 1- Transforming Formal Skills Development for Future of Work, Inclusiveness, and Resilience

Sub-component 1.1: Strengthening graduate employability and inclusiveness of diploma Courses

Sub-component 1.2: Expanding Market-Demanded and Inclusive Formal Short-Courses for Priority Sectors

Sub-component 1.3: Establishing an international standard model polytechnic institute

Sub-component 1.4: COVID-19 response actions to build resilience in the TVET Sector

Component 2- Innovative Skills Development Programs for Employment and Empowerment

Sub-component 2.1: Expanding Enterprise-based Training for Competitiveness and Inclusiveness


Sub-component 2.2: Recognizing the skills of informal sector workers

Component 3 - Capacity Development, Project Management, Social Marketing and Monitoring & Evaluation

Sub-component 3.1: Enhancing the institutional capacity of central government agencies of the skills development system

Sub-component 3.2: Project Management, Social Marketing, M&E


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Component 4 – Contingent Emergency Response Component (CERC)

The RPL Operation Manual will be used by the Institutes, Assessment Centres and ISCs who are interested to provide RPL certification under sub-component 2.2 of ASSET project. It provides guidelines to implement the RPL Grant and conducting assessments.

This manual is a living document which will be updated periodically as and when necessary.



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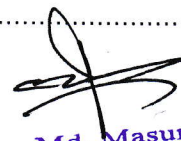
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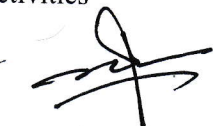

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ABBREVIATIONS & ACRONYMS

ADB	Asian Development Bank
APACC	Asia Pacific Accreditation and Certification Commission
ASSET	Accelerating & Strengthening Skills For Economic Transformation
B.Sc. in Tech Ed	Bachelor of Science in Technical Education
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BDT	Bangladesh Taka
BGMEA	Bangladesh Garments Manufacturers and Exporters Association
BIFT	BGMEA Institute of Fashion Technology
BKMEA	Bangladesh Knitwear Manufacturers and Exporters Association
BMET	Bureau of Manpower Employment and Training
BNQF	Bangladesh National Qualification Framework
BNCU	Bangladesh National Commission for UNESCO
BNFE	Bureau of Non-formal Education
BRAC	Bangladesh Rural Advancement Committee
BTEB	Bangladesh Technical Education Board
BUET	Bangladesh University of Engineering and Technology
CAO	Chief Accounts Officer
CBT	Competency-based Training
CLC	Continuing Learning Centre
CNC	Computerized Numerical Control
CPEIM	Compulsory Primary Education Implementation Monitoring
DAE	Department of Agriculture Extension
DAM	Dhaka Ahsania Mission
DCCI	Dhaka Chamber of Commerce and Industry
DFID	Department for International Development
DPE	Directorate of Primary Education
DPP	Development Project Proposal
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
EC	European Commission
GDP	Gross Domestic Product
GOB	Government of Bangladesh
HRD	Human Resource Development
HRMIS	Human Resource Management and Information System
HSC (BM)	Higher Secondary Certificate (Business Management)
HSC (Voc)	Higher Secondary Certificate (Vocational)
IDA	International Development Agency
IGA	Income Generating Activities




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ILO	International Labour Organization
ISCO	International Standard Classification of Course
ISO	International Organization of Standards
IGVE	Integrated General and Vocational Education
JICA	Japan International Cooperation Agency
KOICA	The Korea International Cooperation Agency
MAWTS	Mirpur Agricultural Workshop and Training School
MOE	Ministry of Education
MOEWOE	Ministry of Expatriates' Welfare and Overseas Employment
MOPME	Ministry of Primary & Mass Education
NAPE	National Academy for Primary Education
NCSDT	National Council for Skills Development and Training
NCTB	National Curriculum and Text book Board
NFE	Non-Formal Education
NGO	Non-Government Organization
NITTRAD	National Institute of Textile Training, Research and Design
NPD	National Project Director
NPRS	National Poverty Reduction Strategy
NSDC	National Skills Development Council
NSS	National Skills Standard
NTVQF	National Technical and Vocational Qualification Framework
OJT	On the Job Training
RPL	Recognition of Prior Learning
SDC	Skills Development Centre
STP	Skills Training Provider
SSC (Voc)	Secondary School Certificate (Vocational)
TSC	Technical Schools and College
TTC	Technical Training Centre
TVET	Technical and Vocational Education and Training
UCEP	Underprivileged Children's Educational Programs
VTTI	Vocational Teachers' Training Institute


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Accelerating and Strengthening Skills for Economic Transformation (ASSET) Project

RPL Operations Manual

(Component 2.2)

1. Grant Overview

1.1 Introduction

Skills development in Bangladesh has grown over the years, but it still faces significant challenges on demand and supply sides with the ever-changing technology and the constant evolution of the nature of work. While employers are demanding higher-skilled professionals to support the growing industries and service sectors, most institutions are struggling to keep pace in skilling up the workers with market relevant trainings in collaboration with industries. With a view to addressing the above-mentioned challenges, the Government of Bangladesh with the collaboration of the World Bank is implementing a development project called '*Accelerating and Strengthening Skills for Economic Transformation (ASSET)*' for the development of Technical and Vocational Education & Training (TVET) sector.


This Operation Manual has been prepared to provide guidelines to implement the Grant under sub-component 2.2 of ASSET project. In addition to that it includes instructions for preparing proposal, finalising process of proposal, conducting RPL assessments and certification for the beneficiaries. However, the Assessment process and procedure are the same for all projects as these are conducted by BTEB, NSDA, or other supervising Ministry. Registered Assessors conduct the assessment in accordance with the NTVQF level or any other Govt. approved qualification framework and guidelines as per BTEB, NSDA, or other supervising Ministry.

1.2 Objective:

This sub-component aims at enhancing the employment/self-employment outcomes and earning levels of informal sector workers through Recognition of Prior Learning (RPL).

1.3 Scope:

The project will scale up the RPL program and assessment capacity across the country. The project will support the expansion of RPL assessment centres, certification of institutions as Registered Training Organizations (RTOs) & Skills Training Providers (STPs), development of industry assessors and certified trainers, direct costs of the assessments and awareness-raising activities for employers about RPL and NTVQF qualifications/ equivalent qualification. The project will also explore partnerships with ISCs to outsource part of the RPL implementation and


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enhance the awareness and ownership of RPL certification among industry stakeholders and employers.

1.4 Composition of Estimated Project Beneficiaries:

Under sub-component 2.2, trainees and assessors of RPL will be the beneficiaries. The approximate number of beneficiaries will be 1,23,000 trainees (Female 30%) and 8,000 Assessors.

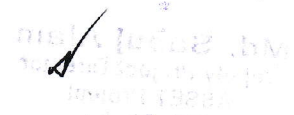
2 Purpose of the RPL Operation Manual

This RPL Operation Manual will be used by the Institutes, Assessment Centres and ISCs those who are interested to implement RPL program under ASSET project. It provides guidelines for implementation of programs under ASSET Grant and also for conducting assessments of applicants for recognition and certification of their skills. The following issues are included in the manual

1. Different Policies and Framework related to RPL;
2. Eligibility, Priority Sectors and Obligations of Grant Recipients;
3. Grant application procedures, proposal preparation and evaluation;
4. Grant implementation procedures and mechanism;
5. Financial support provided by ASSET;
6. Orientation provided to the assesses;
7. Assessment of candidates;
8. Certification of the assessments.

3. National Skills Development Policy 2021

The policy known as the National Skills Development Policy NSDP-2011 was initially approved by the Government in 2012 and was treated as a major achievement for skills development in the country. The policy changes to standardize the Skills Qualification for compatibility with international standards and industry requirements and introduced NTVQF qualification framework. A new policy was approved by the NSDA Governing body in 2021. The new policy facilitates skills training and up gradation of skills as per Bangladesh National Qualification Framework (BNQF) for the best utilization of the demographic advantage to take the country forward at a much faster pace.



3.1 Competency Standards in NTVQF

Competency may be defined in terms of what a person is required to do, (industry standards) under what conditions it is done (conditions) and how well it is done (performance). The qualification framework of the NTVQF is based on the competency requirements / standards of the industries for different levels of expertise. Industries require different competency standards for different levels of an occupation.

The NTVQF competency standards are sets of 'Units of Competencies' (UoC) those are organized and packaged into qualifications and describe how an individual would perform a particular task required in a workplace.

3.2 Industry Sectors, Categories of Competencies and Unit of Competencies (UoC)

In order to have efficient management of industries and execute plans for skills development of the workforce, the industries of Bangladesh have been grouped namely Agro food, Ceramic, Furniture, Tourism and Hospitality, Pharmaceutical, ICT, RMG, Transport, Light Engineering, Leather and leather goods, Informal and Construction. Many of the trades and occupations in these sectors may be common but the application of these trades may be different depending on the requirement. Occupations require a person to have certain competencies or expertise for attaining a certain qualification level pertaining to that sector.

Under the NTVQF, these competencies are grouped under three categories common to all occupations. Each category is made of a number of competencies which are known as Unit of Competency (UoC).


The three categories of competencies that are made up by UoCs are:

Generic competencies.: Competencies that are required for all qualification levels in all industry sectors. These are tangible/observable work activities common to all workers;

Sector-specific competencies: Competencies that is required in all qualifications of a particular industry sector. Example: Transport sector, Construction etc;

Occupation/Job-Specific competencies.: Competencies that are unique in a particular area of work, stream of technology or specialty job within an occupation. Example: Welding, plumber etc.

Each qualification level of an occupation is made up of generic, sector specific and Job specific competencies. An example of 3 categories of competencies making up a qualification levels is depicted in figure 1.


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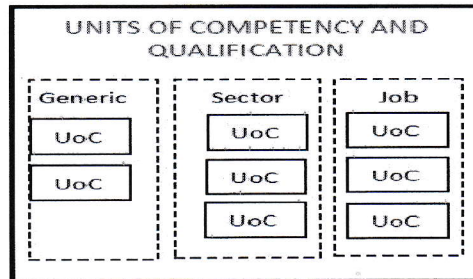


Fig. 1 Units of Competency

Packaging of UoCs (Units of competencies) into Qualifications

Qualification in general term means a measure of competency / expertise of a certain level. Occupations / trades have different types / qualities of outputs which specifically call for different levels of expertise or competencies. These different qualities of outputs require different qualities of workmanship or in other words competencies. In the NTVQF the qualification level for different occupations is labeled by inclusion of the 3 or in some cases 4 categories of Units of Competencies (generic sector specific, job specific). Such inclusion of different competencies for a qualification is known as **packaging of competencies**. During assessment the candidates are tested on the competencies packaged for that particular qualification level. The packaging of UoCs for the NTVQF qualifications is depicted in figure 2.

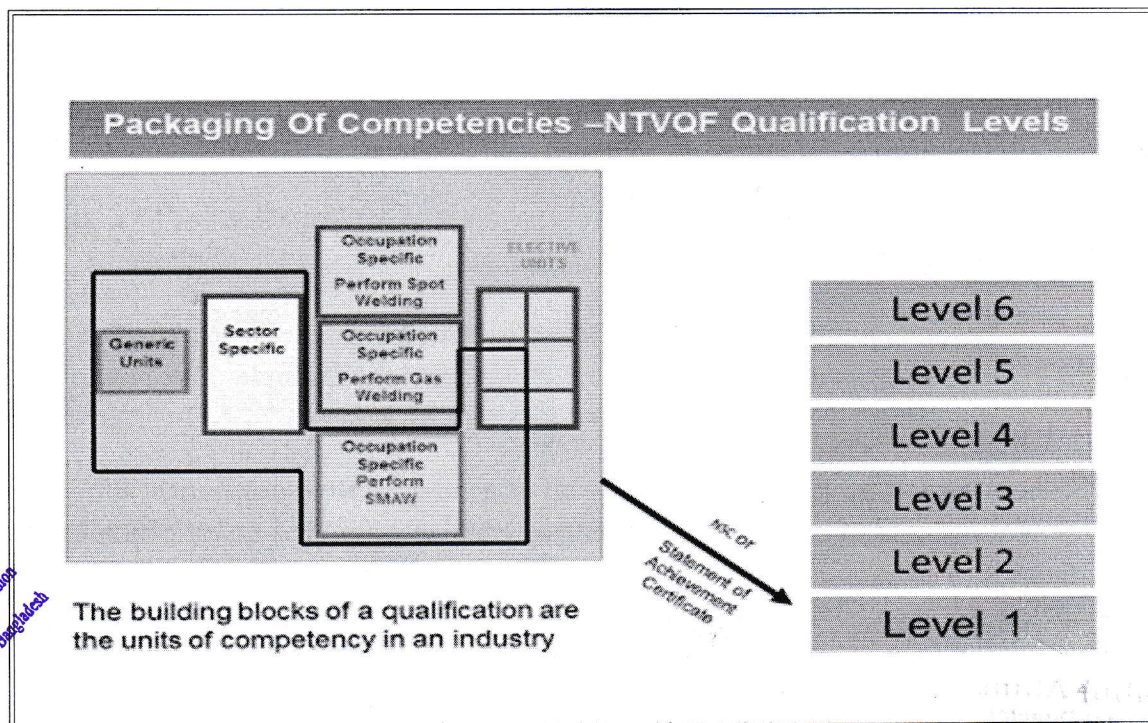


Fig 2. Packaging UoCs for qualification levels

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3.2.1 NTVQF Qualification Levels

The NTVQF has eight levels of qualification standards including two pre-vocational levels, five vocational levels, and one level for diploma level qualifications. These levels not only open up additional career pathways for students pursuing general education but also address the needs of under-privileged groups and individuals with low levels of education. The pre-vocational levels provide additional pathways in general education and options for under privileged and low educated groups to enter into professional jobs.

Previously, the minimum education level required to access the formal skills development system was eight years schooling. Individuals with high skill levels acquired through long years of on – the-job work and experience but without the education qualification of grade 8 were unable to have their skills formally recognized or evaluated or even apply for appropriate government jobs.

The introduction of NTVQF has addressed the problem to by creating a pathway for such persons to have their skills evaluated and have access to formal training or formal jobs. The NTVQ framework is depicted in Figure 3. It may be mentioned here that the column with the heading 'Training if required' depicts the duration of training required if someone undergoes training in any training institution for achieving a particular NTVQF level. For RPL assessments this duration is not applicable as the assessments are based on the prior skills acquired by the individual through work experience.

NTVQF Levels	Pre-Vocational Education	Duration of training if required	Vocational Education	Technical Education	Job Classification
NTVQF 6				Diploma in Engineering/equivalent	Mid-Level Manager/ Sub Assistant Engr. etc.
NTVQF 5			National Skill Certificate 5 (NSC 5)		Highly Skilled Worker/ Supervisor
NTVQF 4		270 hrs.	National Skill Certificate 4 (NSC 4)		Skilled Worker
NTVQF 3		270 hrs.	National Skill Certificate 3 (NSC 3)		Semi-Skilled Worker
NTVQF 2		300 hrs.	National Skill Certificate 2 (NSC 2)		Basic-Skilled Worker
NTVQF 1		360 hrs.	National Skill Certificate 1 (NSC 1)		Basic Worker
Pre-Voc 2	National Pre-Vocation Certificate 2 (NPVC 2)				Pre-Vocation Trainee
Pre-Voc 1	NPVC 1				Pre-Vocation Trainee

Fig 3. National Technical and Vocational Qualification Framework (NTVQF)

4 Recognition of Prior Learning (RPL)

The concept of Recognition of Prior Learning (RPL) means that a person working in any trade or occupation for some time acquires skills and expertise which has a value and needs to be recognized.

The term 'prior learning' means the learning that has been acquired through formal, non-formal, or informal work experience or training. Such learning may or may not have been assessed or certified by private organizations. On the other hand, the term 'recognition' means the formal acknowledgement given to this prior learning through proper evaluation and testing against approved standards of a qualification framework.

Recognition of prior learning is thus a formal assessment and certification of the skills and competency gained by a person in his trade / occupation acquired through work experience or training.

4.1 RPL in NTVQF /BNQF and other equivalent framework adopted by the government

As per the NSDP the workers working in any occupation regardless of his education level is to be assessed for his/her skills and competencies, certified and registered with *BTEB, NSDA, or other supervising Ministry*. The assessment and certification are to be based on skills and competencies that are standardized in the NTVQF/other equivalent framework adopted by the government in accordance with a scale of increasing levels of skills and competencies.

In other words, the recognition of prior learning (RPL) would be as per the NTVQF / other equivalent framework adopted by the government. The assessment of skills gained through work experience (RPL) or through training in institutions are all conducted by *BTEB, NSDA, or other supervising Ministry* accredited assessors in accredited Assessment Centers and certified by *BTEB, NSDA, or other supervising Ministry*. The NTVQF /other equivalent framework adopted by the government Certification is based on competency, and does not distinguish between the skills gained through institutional training or through work experience.

The workers who had no formal training or any certificate of his skills would be able to use the NTVQF/other equivalent framework adopted by the government certificates as a national recognition of his skill level and use the certificates both in and outside the country. Besides, the certification would provide the workers encouragement to upgrade their skills through further training and open up opportunities for upward mobility.

4.2 RPL in the informal sector – Tapping the potential for skills

The bulk of the work force in Bangladesh (about 88 %) is in the informal sector while the rest 12 % is in the formal sector (ILO estimates). The work force entering the job market is mostly untrained and enters jobs at very low wages. Provision of training during employment in most



cases (especially in the informal sector) is non-existent. Improvements in skills and competencies of the workers are acquired through workplace experiences gained over a long year of employment. These acquired skills are however not recognized or certified by any Government authority. Hence the salary remains low leading to low morale which adversely affects productivity.

The introduction of RPL and the NTVQF / other equivalent framework adopted by the government would benefit the informal sector most as it addresses the stagnancy and low morale of the huge work force and taps the enormous potential of the sector to be:

1. A major source of employment;
2. A source for learning skills and innovations;
3. A source of skilled manpower for various occupations and competency levels;
4. An alternate pathway for gainful employment for those who are less educated.

4.3 Fundamentals of RPL

1. Acquiring of skills and knowledge is a continuous process gained through work and life experiences with or without formal education or training;
2. RPL recognizes and provides the certification for such acquired skills and knowledge as per NTVQF / other equivalent framework adopted by the government standards;
3. Provides access for further education and skills training;
4. The RPL certification enhances employability of the workforce;
5. It enhances the confidence of the worker;
6. It provides employers guidance for salary, promotions and other administrative standardization.

5 RPL Assessment Arrangements

Assessment of skills and competency is central to the TVET reforms that are being introduced in the country. To have a standardized assessment system, *BTEB, NSDA, or other supervising Ministry* have been authorized to carry out assessments and issue certificates. RPL assessments as per NTVQF / other equivalent framework adopted by the government are conducted mainly with the involvement of *BTEB, NSDA, or other supervising Ministry* assessors and assessment centers selected for RPL assessments. The major tasks and responsibilities of these institutions are given in brief below. (Ref: Implementation Manual: NTVQF – 2014, BTEB guidelines on RPL, Quality Assurance System -Manual 4)

5.1 BTEB, NSDA or other supervising Ministry – Responsibilities

1. Preparation of question papers and assessment tools;
2. Registration of assessors for various occupations and levels;



3. Nomination of registered Assessors for RPL assessments on the specified dates;
4. Accreditation of Assessment Centers for assessment as per NTVQF and other equivalent framework adopted by the government;
5. Updating of standards and curricula for assessments as per job market demand;
6. Registration of RPL Assesses;
7. Uploading RPL results on BTEB/NSDA website;
8. Maintenance of records and results of all assessments.

5.2 Assessment Centres for RPL– Selection and their Responsibilities

Assessment Centers are technical institutions accredited by BTEB, NSDA, or other supervising Ministry for evaluation and assessment of candidates for their competency level as per the NTVQF and other equivalent framework adopted by the government. The accreditation by BTEB, NSDA, or other supervising Ministry is based on capacity of the institution to facilitate assessments in various occupations and level of NTVQF or other equivalent framework adopted by the Government. The accreditation certifies that the Institution has adequate facilities and equipment to conduct assessments of 20 candidates at a time for that particular occupation and level of NTVQF or other equivalent framework adopted by the Government. Selection of assessment centers for RPL is done by ASSET from among the accredited assessment centers those who applied for conducting such assessments.

Assessments are conducted purely on the basis of competency requirements for the occupation and the level. It may be mentioned here that there is no difference between RPL assessment and assessment of trainees of institutions. Only the assesses are different. The assessments are conducted by the same authority and the same standards i.e. NTVQF and other equivalent framework adopted by the government.

5.3 Assessors – Registration and Responsibilities

The TVET system has introduced the NTVQF /NSDA or other equivalent framework adopted by the Government and the competency standards are aligned with market needs Changes have been introduced in the methodology of assessment.

One of the key changes introduced is conducting of assessments by assessors of registered BTEB, NSDA, or other supervising Ministry. The registration of assessors with BTEB, NSDA, or other supervising Ministry however is done only on fulfillment of the following conditions.

1. Having skills certificate of the level equal to or higher than the level to be assessed under NTVQF/ other equivalent framework adopted by the government;
2. Having Certificate IV of Competency Based Training and Assessment (CBT & A);
3. Two-year work experience in Industries (presently or may be relaxed to one year).

6 Eligibility, Priority Sectors, & Obligations of Grant Recipients:

6.1 Eligibility of Institutions and Occupations: Eligibility criteria required for the institutions to undertake the program are as follows:

6.2 Eligibility Criteria for Institutions:

Affiliation: Affiliation with BTEB, NDSA or other public entity required.

6.3 Eligibility Criteria for Occupations:

1. Orientation training and RPL assessment duration: 3 days;
2. Occupation accreditation: BTEB, NSDA, or ministry-accredited;
3. Intake capacity per batch: Minimum intake capacity of 20 trainees per batch;
4. Occupations: Related to the Priority Sectors of ASSET;
5. NTVQF/BNQF level aligned;
6. Demand driven technology-based program will get priority.

6.4 Eligibility of candidates

1. **Minimum Experience in work:** Persons having minimum one year work experience in the relevant occupation mentioned in the advertisement.
2. **Educational qualification:** Literacy and numeracy knowledge with demonstrated ability to read write and solve arithmetical problems.
3. **Age:** Above 18 years
4. **Gender:** Men, women and third gender.
5. **Persons with disability (PWD):** Are encouraged to apply.

6.5 Occupations for RPL program are as below:

1. Baking
2. Cooking
3. House Keeping
4. Food & Beverage Service
5. Tour Guide
6. Graphics Design
7. Food Processing & Quality Control
8. IT Support

9. Web Design
10. Machine Operation (Foot Ware)
11. Electrical Installation & Maintenance, (Transport)
12. Electrical Installation & Maintenance (Civil Construction)
13. Motor Cycle Servicing
14. Sewing Machine Operation
15. Consumer Electronics
16. Auto Mechanics
17. Machine Shop Practice
18. Welding
19. Mechanical Fitting
20. Refrigeration and Air Conditioning
21. Plumbing
22. Care giving
23. Solar Electrical System
24. Tailoring & Dress Making
25. Wood Working Machine Operation
26. Mobile Phone Servicing
27. Masonry Works
28. Tiles and Marble Works
29. Carpentry
30. Block Batik & Screen Printing
31. Beauty Care
32. Lacquer polishing
33. Upholstery Works
34. Embroidery Works
35. Automotive Mechanics
36. Lathe Machine Operation

Note: More occupations will be included by the accrediting agencies and the list will be updated from time to time based on labor market demand. One trainee will be eligible for only one occupation/trade but up gradation of the skills level in the same occupation/trade will be allowed.



6.6 Priority Sectors for Training Occupations: Occupations those are aligned to the priority sectors of ASSET project will be considered for training. Moreover, occupations those involve technologies for IR 4.0 and green technologies will be given priority in the selection. The training program will be implemented following competency-based training methodology.

6.7 Obligation of Grant Recipients: All the grant recipient institutions will have to agree to abide by and be responsible to follow the rules and regulations and fulfil obligations set forth in the ASSET Operations Manuals, the fiduciary requirements and safeguard standards of the World Bank, public procurement rules of the Government of Bangladesh, and other relevant regulations of the ASSET project. All the grant recipient institutions must maintain transparent practices and accountability of their actions with due diligence for all the project supported activities. Failing to do so would result in immediate termination of the institution from the project and possible legal and administrative actions will be taken.

7 Grant Application Procedures, Proposal Preparation and Evaluation:

7.1 Call for EoI: The ASSET project will make a Call for EoI. The invitation for proposal will be published in national dailies as well as websites of the TMED, DTE, BTEB, NSDA and ASSET.

7.2 Proposal Preparation Workshops: Following the EoI call announcement, the PMU will arrange workshops on the proposal preparation inviting eligible and interested institutes to disseminate the techniques of formulating and writing of the proposals and information about the requirements and obligations of grant recipient institutions, including accountability and reporting, monitoring and evaluation, fiduciary compliance, and safeguards compliance.

7.3 Call for Proposals: The ASSET project will make a Call for Proposal to solicit the participation of RPL institutions in this program. The proposal call will be published in national dailies and posted on the TMED, DTE, BTEB, PMU, and other relevant websites. Furthermore, proposal calls will be communicated to eligible institutes by emails from the PMU. The project will organize a series of awareness-raising workshops for institutes prior to the proposal call to create readiness among the stakeholders for participation in the ASSET. The project may make additional Calls for Proposals in subsequent years depending on the availability of resources.

7.4 Proposal: Eligible institutions will prepare their Proposal in the prescribed format covering the three-years implementation period. The proposal will set out proposed RPL programs to be supported (maximum of five Occupations per institute), expected number and types of trainees to be enrolled, institutional development goals, institutional development activities to achieve the stated goals, and indicators to measure the achievements. The proposal will also set out a plan for procurement and financial management and social & environmental safeguards actions. The ASSET project will support proposal implementation by providing technical assistance for administrative, fiduciary, and safeguard management. The Grant will be awarded to the best proposal submitting institutions which will be selected through a transparent evaluation process.



7.5 Duration of Proposal Implementation: In principle, the duration of implementation of the proposal will be for three (3) years from the date of signing of the performance-based grant agreement with the possibility of extension. In case of excellent performance and continued interest of the concerned institution, the project may approve the extension of the implementation period based on justification of necessity and availability of project budget, but not exceeding the project closing date. Such extension would require well-explained justifications with approval of the Project Implementation Committee and concurrence of the World Bank. Based on the approvals, the Project Director will issue the notification of the extension of the support.

7.6 Drafting and Submission of Proposal: The institute management authority represented by the Principal/Head will be the focal point for drafting and submission of the proposal. Each eligible training institute may submit only one proposal at the given round. Eligible training institutes wishing to participate in the program shall prepare a proposal in the prescribed format (in Annex X), including a work plan, detailed budget, training plan through the participation of and consultation with key stakeholders, faculty, and relevant staff of the institution. After the proposal call, the eligible RPL certification institutions will be allowed 8 (eight) weeks to identify and prioritize the development needs of the institutes, conceive ideas for concrete activities, and transform them into an actionable project proposal following the proposal format. The proposals must be submitted to the PMU by the deadline in both signed hard copies (five copies in A4 size offset paper) and digital format (Microsoft Word and Excel). In principle, no changes can be made to the proposal after it is submitted to the PMU unless advised by the PMU to do so. Prior to submission, the prepared proposal needs to be signed by the institute authority (i.e., the Principal/Head). Government institutes shall approve the proposal in a meeting attended by all teachers and chaired by the Principal/Head. Non-government institutes shall approve the proposal by their Governing Body meeting.

7.7 Grant Proposal Evaluation Committee: Grant proposal Evaluation Committee will be involved in initial evaluation of proposals.

7.8 Grant Proposal Selection Committee (GPSC): Grant Proposal Selection Committee (GPSC) will evaluate proposals. The GPSC will consist of representatives of the implementing agencies and technical experts nominated by the project and confirmed by the Chairperson.

7.9 The TMED is the highest authority to make decisions on the evaluation and selection of proposals for the grant award. The GPSC shall co-opt additional technical members, if necessary, depending on the number of proposals received by the project. The GPSC members from the ministries can designate their role to appropriate officials from the same agency.

7.10 Selection Criteria: The proposals will be evaluated for complying the priorities and requirements of the project, appropriateness of proposed activities, and implementation capacity and feasibility. The selection criteria and marking guidelines for GPSC will be as follows:


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Eligibility Criteria for RPL Grant

Sl. No.	Criteria	Points
1.	Years of Institute Establishment (5)	$\geq 9 = 5$ $6-8 = 4$ $5 = 3$
2.	Years of RTO/STP registration (5)	$\geq 5 = 5$ $3-4 = 4$ $2 = 3$
3.	Number of Batch Conducted RPL by the Institute (5)	$> 7 = 5$ $> 5 = 4$ $\geq 3 = 3$
4.	Trade wise no. of trainer/instructor for RPL facilitation	$> 5 = 5$ $> 3 = 4$ $\geq 2 = 3$
5.	Number of occupations of RPL (5)	≥ 5 1 for each occupation
6.	Level (NTVQF) of RPL assessment (5)	Level 4=5 Level 3=4 Level 2=3 Level 1=2
7.	Total number of RPL assessment (5)	$\geq 200 = 5$ $\geq 150 = 4$ $\geq 100 = 3$
8.	Total number of RPL certification (5)	$\geq 200 = 5$ $\geq 150 = 4$ $\geq 100 = 3$
9.	Occupation wise number of RPL assessor (if any) (5)	$> 5 = 5$ $> 3 = 4$






		≥1=3
10.	Number of RPL workshop with list of equipment (5)	Yes=5 No=0
11.	Boarding and Lodging facilities (5)	Yes=5 No=0
12.	RPL awareness activities (5)	Yes=5 No=0
13.	Existence of job placement unit (5)	Yes=5 No=0
14.	Existence of occupation counselling (5)	Yes=5 No=0
15.	Existence of employment track record (5)	≥=5 1 for each industry
16.	Linkage with industry with name of industry and contact person (5)	≥=5 1 for each industry
17.	Implementation Plan (5)	Yes=5 No=0
18.	Investment Plan (5)	Yes=5 No=0
19.	Environmental and social management plan (5)	Yes=5 No=0
20.	Presence of occupational health and safety (OHS) (5)	Yes=5 No=0

7.11 Orientation Workshops for Selection Committee: The PMU will organize training for the GPSC members on the roles and responsibilities of GPSC to ensure transparency of selection and clarify the methodologies of proposal evaluation and scoring as per the selection criteria. The GPSC will also confirm the selection criteria and marking guidelines.

7.12 GPSC Evaluation Workshops: The GPSC would meet at least twice per round to evaluate and select proposals. In case of needs, the GPSC can convene special meetings. The project will cover operational costs of the GPSC including honorarium for the members. The project will share the minutes of the GPSC meetings with the Project Steering Committee and the World Bank team.

7.13 Disclosure: The score and summary of the GPSC evaluation will be published on the ASSET project website to ensure transparency and appropriate grievance redress.

7.14 Appeal: If a proposal submitting institute feels that its proposal has not been evaluated properly, it may submit an appeal to the Project Director, in writing. The appeal should reach the PMU within one week from the day of publication of the list of finally selected proposals. The PMU shall communicate the decision of the appeal to the applicant within two weeks of appeal.

7.15 Dispute Resolution: Any dispute that may arise between the parties in the process of evaluation and selection of the proposals will be settled amicably through discussions among the concerned parties. If not resolved amicably, decisions of the PSC will be final.

7.16 Evaluation Criteria and Marking Strategy: The proposals will be evaluated for complying the priorities and requirements of the Window, appropriateness of proposed activities, and implementation capacity and feasibility. Based on the tentative evaluation criteria, the PMU will prepare a final draft selection criteria and marking guidelines, which will be shared with the World Bank team for comments and with the GPSC for endorsement. Each member of the GPSC will review the submitted proposals and provide marks and justification for the marks according to the evaluation criteria independently. Every proposal will be evaluated by the same number of evaluators (minimum 5). Gender & S&E Expert members will also review the E&S section of all the proposals and provide advice for improvement. The PMU will collect the evaluation results from all the GPSC members. Then PMU will send the recommendation of GPSC to TMED and TMED will approve the selection of RTOs by the GPSC.

8 Formation of Different Committees and their Responsibilities

The project will form a Grant Proposal Evaluation Committee (GPEC) and Grant Proposal Selection Committee (GPSC) to undertake the evaluation and selection of submitted proposals for deciding the final award of the grant.

8.1 Grant Proposal Evaluation Committee (GPEC): The project will form a Grant Proposal Evaluation Committee (GPEC) to evaluate all the submitted proposals. The GPEC may co-opt additional technical members, if necessary, depending on the number of proposals received by the project



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Table 1: Composition of Grant Proposal Evaluation Committee (GPEC)

Sl.	Position	Designation
1.	Director General, DTE,	Chairperson
2.	Project Director	Member
3.	Additional Project Director	Member
4.	Representative from BTEB, Member (Not below Director)	Member
5.	Representative from BMET (Not below Director)	Member
6.	Representative from NSDA (not below Director)	member
7.	Relevant Technical Experts (max. two)* (nominated by DG, DTE)	Member
8.	Financial, Procurement, and Monitoring Experts (max. three) (nominated by DG, DTE)	
9.	Gender & Social, and Environment Experts (nominated by DG, DTE)	
10.	Deputy Project Director or assigned Officer ASSET	Member Secretary

8.2 Duties and Responsibilities GPEC:

The GPEC will perform the following functions:

1. The Grant Proposal Evaluation Committee will check all relevant information provided in the proposal;
2. The committee will analyze institute's previous performance;
3. The committee will examine the authenticity of RPL providing institution;
4. The committee will examine proposals as per selection criteria;
5. The evaluation shall be done in a close-door situation and finalize the marking of proposals.
6. The committee will ensure neutrality and transparency in evaluation process;
7. The committee will submit evaluation report to the PMU.



8.3 Grant Proposal Selection Committee:

The composition of Grant Proposal Selection Committee (GPSC) is as follows:

Sl. No.	Position	Designation
1.	Additional Secretary (Tech.), TMED	Chairperson
2.	DG, DTE	Member
3.	DG, BMET	Member
4.	Chairman, BTEB	Member
5.	Project Director, ASSET	Member
6.	Representative from NSDA (not below the rank of Joint Secretary)	Member
8.	Additional Project Director, ASSET	Member
9.	Deputy Project Director or assigned officer, ASSET	Member secretary

Note: The committee may co-opt member as and when necessary

8.4 Duties and Responsibilities of GPSC: The duties and responsibilities of the committee are as follows:

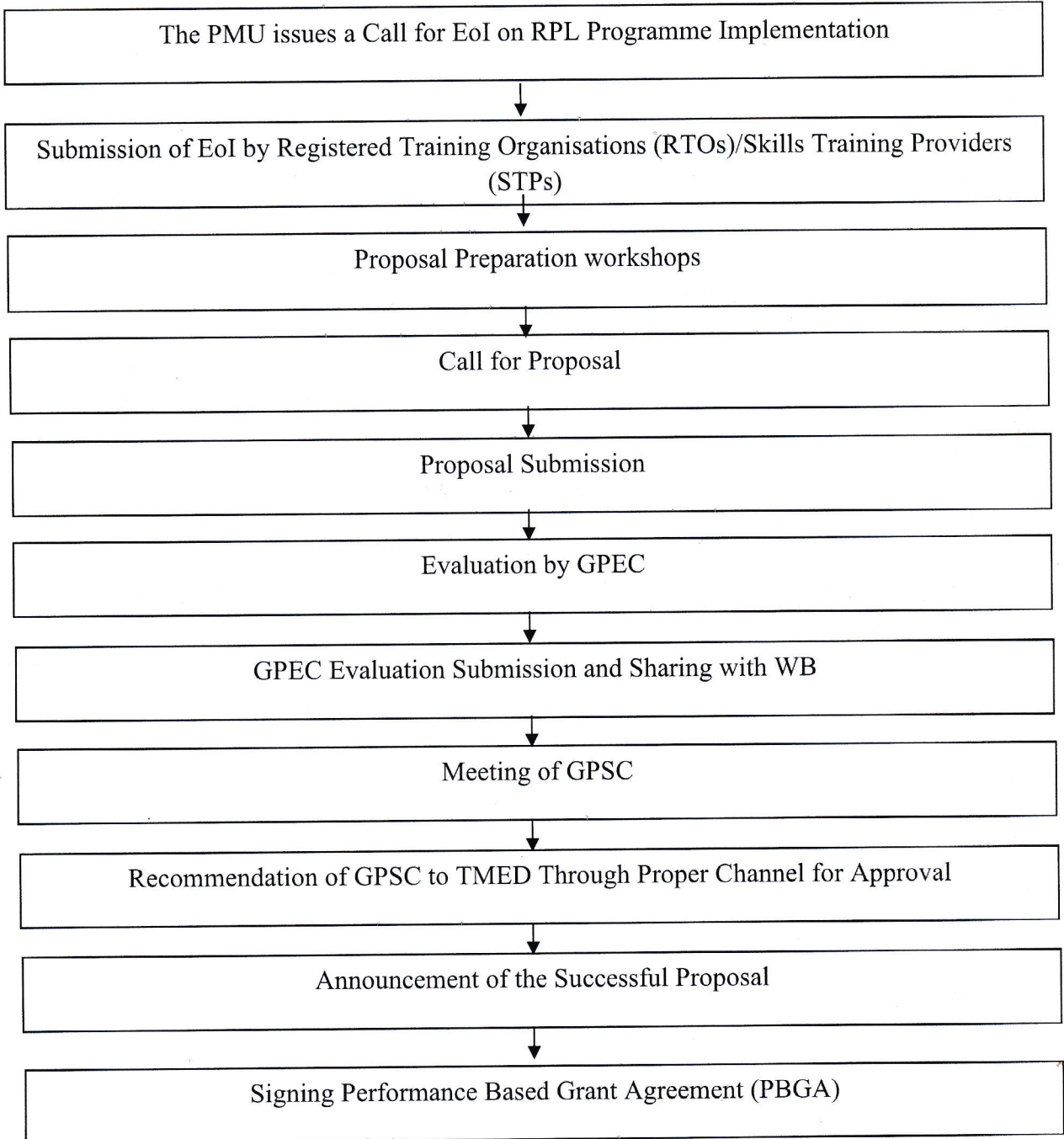
1. The Grant Proposal Selection Committee will scrutinize the eligibility of RPL providers as per the eligibility criteria;
2. The committee will evaluate proposals of RPL providing institutions as per the selection criteria;
3. The evaluation shall be done in close-door situation.
4. The committee will convene meetings as per requirements;
5. This committee will confirm the evaluation results and prepare the list for grant;



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9 RPL Implementation Procedures at a Glance:

The process involved in RPL implementation is depicted below:



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10 Formation of Different Committees at RTO/STP for RPL Implementation:

10.1 Institutional Project Management Unit (IPMU):

The composition of the IPMU is as follows:

SL	Title	Designation
1.	Manager	Principal/Head of the Institution
2.	Deputy Manager	Vice Principal/Deputy Head of the Institution
3.	Academic Member	One Member in charge of Academic activities related to the sub-project (not below the rank of Head of Department)
4.	Finance Member	One Member in charge of Finance
5.	Procurement Member (Procurement Focal Point)	One Member in charge of Procurement
6.	Training Member	One Member in charge of Training (not below the rank of Head of Department).
7.	M&E Member	One Member in charge of M&E
8.	Support Staff Member	To assist Members

10.2 Duties and Responsibilities of Institutional Project Management Unit (IPMU):

The IPMU will perform the following duties and responsibilities:

1. The Institutional Project Management Unit will prepare the proposal to obtain RPL grant;
2. IPMU will spend project funds for each activity;
3. IPMU will oversee accounting and management of project funds;
4. IPMU will monitor procurement activities;
5. IPMU will monitor academic activities of the proposal;
6. IPMU will suggest and monitor RPL activities at institution level;
7. IPMU will prepare progress reports and send it to the PMU;
8. IPMU will organize meeting as needed



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10.3 Constitution of the Institutional Management Committee (IMC):

The composition of the Institutional Management Committee is as follows:

SL. No.	Title	Designation
1.	Chairperson	Principal/Head of the Institution
2.	Co-chairperson	Industry representative from local chamber/District Chamber of Commerce and Industry
3.	Local Government Members	One representative from UNO office/DC office based on location of the institutions
4.	Institution Members	Relevant academic member of the institution
5.	Parents Members	One member
6.	Member Secretary	Vice Principal/Deputy Head of the Institution


10.4 Duties and Responsibilities of Institutional Management Committee:

The Institutional Management Committee will be responsible for undertaking the following tasks to support and supervise the implementation of proposal and overall institutional improvement of the institution. The committee will perform the following responsibilities:

1. The institutional Management Committee will organize regular meetings (at least once every quarter) to discuss the progress of the proposal;
2. The committee will monitor performance of the RPL activities;
3. The committee will review and endorse the enrolment, completion, and graduate employment outcome data before submission to the PMU;
4. The committee will support the implementation of the RPL.,


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11 Grant Implementation Procedures and Mechanisms

11.1 **Signing of Performance-based Grant Agreement (PBGA):** When the list for RPL grant recipient institutes will be finalised and published in the website, the institutions will complete the following process:

- (a) Signing a Performance-based Grant Agreement (PBGA) with the project;
- (b) Discuss in details with the PMU on the implementation of the proposal;
- (c) Discuss and agree on justification for the proposal activity plans, budget and costs, and implementation arrangement;
- (d) Institute will agree with the activities for enhancing the capacity;
- (e) Institute will ensure transparency and accountability in implementing the proposal.

11.2 **Institutional Project Management Unit and Institutional Management Committee:** The institutions will have to constitute: (i) an Institutional Project Management Unit (IPMU) to implement the sub-project and (ii) an Institutional Management Committee (IMC) for oversight the implementation at the institution level. The institutions will constitute these two Committees as soon as possible after signing the PBGA but not later than one month of signing the PBGA.

11.3 **Capacity Development Workshops for Institutions:** Project will organise a series of capacity development workshops for all the grant awarded institutions and members of IPMU after the PBGA signing. The workshops will cover project management skills, budget management, fiduciary responsibilities, procurement management, safeguard compliance, monitoring and reporting requirements, and other accountability and transparency obligations of the grant. Full participation in the workshop by all the relevant members is mandatory.

11.4 **Trainee Information Database:** The grant recipient institutions will be required to establish and maintain a trainee database linked with NID or birth registration certificate during the whole period of proposal implementation for all trainees enrolled in the supported occupations. The trainee database will capture trainee information such as basic profile, occupation enrolment/completion, financial assistance received, and employment results. This information will be collected from the prescribed application form that will be available at the institute (the format will be developed and shared by the project). Each trainee will have a unique ID number. The institute will process trainees' data and upload it on the project website or will send it electronically to the PMU.

11.5 **Opening of Dedicated Bank Account:** The grant recipient institutions will also be required to open a dedicated bank account in Agrani Bank as an Operational Account (OA) for managing RPL Grant funds and expenditures for proposal implementation as per the PMU's guidance. The institutions must not deposit any funds other than RPL Grant funds in the OA. Bank transcripts of the OA will be reported as part of the financial management as described in the fiduciary management section of this OM.



11.6 Disbursement of the Grant: After signing PBGA, grants for one batch based on unit cost will be disbursed in advance to all institutions. After passing the trainees of the 1st batch, the adjustment of the advance will be made and subsequent payment will be provided for the next batch. The advance will be relinquished after the last batch. The institutions will initiate the advertisement and enrolment process for the supported Occupations as per the regular enrolment schedule of the institution. Eligibility and selection criteria for trainees for enrolling in supported Occupations should be clearly described in the advertisement. The IPMU will be responsible for screening and selecting trainees for enrolment into supported training programs. The IPMU will then transmit the initial trainee database populated with the information on enrolled students to the PMU through the project's training management information system.

Upon completion of the orientation and assessment period of supported occupations, the grant recipient institutions will update the trainee database with the information. Trainees who passed the final assessment are deemed to have completed the occupation. The IPMU will then transmit the updated trainee database populated with the information on completion of RPL assessment to the PMU through the project's training management information system. After submission of completion information and a letter requesting the advance and disbursement of RPL grant for the next batch according to the number of trainees who successfully completed the RPL assessment, the PMU will verify the information and disburse to the registered bank accounts of the institutions. The institutions will not be eligible to receive the grant who have dropped out during the program or have failed to pass the final assessment.

12. Monitoring and Evaluation (M&E)

Monitoring and evaluation (M&E) are essential functions of any institution engaged in executing goal-achieving activities. They are specifically important when, as in the case of the proposal program. Capacity development in an existing institutional or academic framework is required. Monitoring is the periodic assessment of programmed activities to determine whether they are proceeding as planned. Evaluation involves the assessment of progress towards the achievement of results, milestones, and impact of outcomes based on the use of performance indicators. Both activities require well-planned and dedicated actions, trained professional staff, monitoring and evaluation tools, effective data collection and storage facilities, and time for inspection visits in the field.

At the central level, M&E Unit (MEU) will be established within the PMU, responsible for designing, organizing, and managing the M&E activities of all ASSET components. Monitoring the progress of the proposal activities at the recipient institutes will be a significant responsibility of this MEU.

At the field level, the IPMU shall be the primary agency for monitoring and evaluation the proposal implementation activities at their institutions. The Principal/Head shall monitor the

activities continuously and measure the progress and achievements against the performance indicators and project milestones mentioned in the proposal.

The MEU will undertake continuous data collection from all the project implementing entities to monitor progress and inform evidence-based project management. It will also undertake (a) employer feedback surveys to receive feedback about the level and relevance of skills of graduates and (b) beneficiary feedback surveys to ensure regular feedback of satisfaction among project beneficiaries. Moreover, graduate tracer surveys will be implemented centrally to assess the graduate employability of RPL certification programs and to triangulate the self-reporting of the employment outcomes by participating institutions.

a) Six-Monthly Monitoring Report: Six-monthly monitoring reports will be made by the recipient institutes of the progress of the proposal activities at their institutes and send to PMU. Each recipient institute will be required to submit six-monthly monitoring reports in a customized reporting format developed by the PMU. The activity progress of the period between January and June will have to be reported by the end of July, and the progress from July to December will have to be reported by the end of January next year. Submission and maintenance of the six-monthly monitoring report will be supported by the online PMIS.

b) Key Performance Indicators: Key Performance Indicators (KPIs) and Intermediate-level Indicators in the Results Framework of the ASSET project are critical instruments for assessing the implementation progress and progress towards achieving the project development objectives. The participating institutions will have to provide monitoring data to the extent of achievement on those indicators. The information provided in the six-monthly monitoring reports will provide the basis for calculating those indicators.

c) Project Completion Report (PCR): After the proposal implementation completion, each recipient institute will be required to submit a project completion report (PCR) to the PMU summarizing all the outputs, achievements, and expenditures of the proposal implementation.

13. Safeguard Requirements

13.1 Environmental and Social Management Framework (ESMF)

All the proposal beneficiary institutions will be required to follow an Environmental and Social Management Framework (ESMF) of the ASSET project. The major objectives of the ESMF are to ensure the protection of the physical and social environment, compliance with the legal requirements, and address these issues efficiently and appropriately during all stages of implementation of proposal activities. The ESMF of the ASSET project is the guiding document for all the PTF recipient institutions to prepare and implement their Environmental and Social Management Plans (ESMP) to ensure full compliance with the safeguard requirements of the Environment and Social Framework of the World Bank.



13.2 Environmental and Social Screening: The proposal submitting institutions will be required to submit a checklist to identify any environmental issues in the infrastructure renovation/refurbishing/extension works and social issues concerning inclusiveness of vulnerable groups and Gender-based Violence/Sexual Exploitation and Abuse/Sexual Harassment (GBV/SEA/SH). If there is any environmental or social issue identified, the proposal submitting entity will add an ESMP with its proposal. If there is substantive environmental and social impact, the proposal submitting entity will submit the mitigation measures for those activities. The environment and social checklist and mitigation measure format is in Annex 6.


13.3 Environmental and Social Review and Clearance: The PMU will review the environmental and social screening and ESMP to ensure that issues are properly identified and sound action plans are in place for environmental and social protection during the proposal review. The PMU will monitor the environmental and social safeguard issues in the participating institutions during the implementation and publish annual reports on environmental and social compliance.

13.4 Capacity Building and Monitoring of Safeguard Framework Implementation: As part of the capacity-building on environmental and social issues, selected staff of IPMU will receive training on ESMF/ESMP application and management. To assist in this capacity building and to provide subsequent guidance and review of the ESMF/ESMP application, the PMU will contract specialist services for environmental and social safeguard, as required, during supervision of these operations. The World Bank will assess the implementation of the ESMF/ESMP and recommend additional strengthening if required.

13.5 Guidelines for Preparation of Environmental and Social Management Plan (ESMP): After the identification of potential risks and impacts of the relevant activity, the next step is the identification and development of mitigation measures aimed at eliminating, offsetting and/or reducing impacts to levels that are acceptable during the implementation of the proposal subproject through the preparation and implementation of an ESMP which provides an essential link between the impacts predicted and mitigation measures specified. It is recognized that the ESMP format needs to fit the circumstances in which ESMP is being developed and the requirements, which it is designed to meet.

13.6 Description of Mitigation Measures: Feasible and cost-effective measures to minimize adverse impacts to acceptable levels should be specified with reference to each impact identified. Further, it should provide details on the conditions under which the mitigation measures should be implemented (e.g., routine or in the event of contingencies). The ESMP also distinguishes between the proposed solution type (structural & non-structural) and the phase it should become operable (design, construction and/or operational).

13.7 Grievance Redress Mechanisms: As part of ESMP, the participating institutions will be required to set up Grievance Redress Mechanisms (GRMs) to ensure a safe training environment


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for all and proper handling of grievances raised regarding the proposal activities through multiple channels (email, text, phone, letter, in-person). The participating institutions will establish focal points for reporting grievances and committees to assess and take the lead for resolution.

14. RPL Assessment and Certification Procedure

14.1 Process for RPL

RPL assessments are conducted in 'Assessment Centers' which are accredited by BTEB, NSDA, or other supervising Ministry for assessments of specific occupations and levels of the NTVQF and other equivalent framework adopted by the government. The RPL assessment of a candidate at the assessment center takes 3 days including one day orientation. The candidates are to be screened properly.

All information on RPL including application forms, brochures etc. provided by BTEB, NSDA, or other supervising Ministry assessment centre are to be in Bangla and English. The candidates however have the option to produce evidence documents either in Bangla or English.

The whole process of RPL starting from the 'Preparation' down to the 'Certification' requires detailed yearlong planning and includes the following activities:

- Preparation for RPL assessments;
- Call applications for RPL through advertisements;
- Reporting of candidates, preparation of profiles;
- Screening, interview and selection of candidates;
- Briefing, orientation, registration and practice on equipment
- Assessment;
- Result declaration;
- Preparation of Competency Assessment Results Summary (CARS);
- Certification by BTEB, NSDA, or other supervising Ministry.:

14.2 Preparing yearly schedule for RPL assessments

Each assessment center will prepare a yearly (financial year) schedule for conducting RPL assessments and work out the budget requirement accordingly. The schedule will include the details of the assessments i.e. the occupations and Level of NTVQF / other equivalent framework adopted by the government of the assessment and the scheduled dates of the assessments. The number of candidates in each batch will not exceed 20 for each occupation.



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14.4 Obtaining BTEB, NSDA, or other supervising Ministry' confirmation on the RPL schedule

ASSET assessment centers will send the RPL assessment schedules to BTEB, NSDA, or other supervising Ministry for confirmation. BTEB, NSDA, or other supervising Ministry in turn will check the availability of relevant assessors on the days mentioned in the schedule and will either confirm the schedule or propose alternate dates for finalization of the schedule.

14.5 Procurement of materials / expendables for the assessments:

Assessment centers will procure all expendable materials required for the assessments as per the yearly RPL schedule from the approved budget for RPL activities following the approved PPR.

14.6 Request for Assessors from BTEB, NSDA or other supervising Ministry:

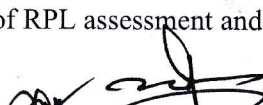
On approval of the assessment schedule, the Assessment centers will request BTEB, NSDA, or other supervising Ministry to nominate assessors for the assessments as per the schedule. BTEB, NSDA, or other supervising Ministry will accordingly arrange the assessors and confirm the assessment center.

14.7 Appointment of 'Coordinator RPL Assessments': The Assessment Center nominates a competent teacher/ trainer as the 'Coordinator of RPL assessments'. The duties of the coordinator are to support and coordinate all activities of the assessment in the center and be the spokesperson for the center during RPL assessments.

14.8 Call for RPL Application for Trainees:

The call for RPL applications will be initiated by RPL institutions through advertisements in newspapers, electronic media, and social networks. The salient points those are mentioned in the advertisements are: Names, addresses, phone numbers, web and email address of the Assessment Centers;

1. The occupations, sectors for which the RPL assessments are being conducted;
2. The Level of NTVQF / other equivalent framework adopted by the government for which the assessment is being held;
3. Date of submission of requests for RPL assessments in the nearest Assessment Center;
4. Date of reporting to the nearest Assessment Center for assessment;
5. Information regarding registration with BTEB, NSDA, or another supervising Ministry;
6. Information regarding educational qualification, experiences and photographs will be required;
7. Allowances admissible to the assesses for the RPL assessment;
8. Highlighting the benefits and advantages of RPL assessment and certification.



14.9 Reporting of candidates

1. Candidates report to the assessment center on the scheduled date and submit their applications for assessment along with the all the relevant documents;
2. Candidates complete the RPL self-information form available in the center;
3. The center advises the applicants on attaching documents of evidence on 'prior learning' and experience to support his / her skills request for assessment. In case a candidate is unable to provide such evidences/ documents, he/she may have to take a challenge test (practical test);
4. The Center collects all the applications and forwards them to the Member Secretary of the RPL cell for screening and selection of candidates suitable for the assessment.

14.10 Screening, interview and selection of candidates:

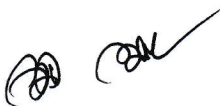
The RPL cell goes through the profiles of the applicants to find out the suitability of the candidates for assessment for the level he/she has applied. The cell may if required take interviews of candidates in support of the competencies claimed by the candidates. The applicants who are found to have sufficient experience in the trade for the level he/ she has applied are selected for the competency level tests and are asked to report to the centre on the scheduled date and time. The applicants not selected are advised to gather more experience / undergo training and come again for assessment next time.

Assessments are conducted in groups of not more than 20 persons per group. In case more than 20 persons are selected, additional groups of 10 or 20 each are formed.

14.11 Briefing, orientation, registration and practice:

The RPL assessment was introduced under the TVET reforms. The industry sector is still not fully aware of its potential to enhance the skills of the work force by providing opportunities to those who have little or no access to formal or non-formal training or for those who have very little education. As the work force is still not familiar with the RPL assessments process, the assessment itself takes a bit of a time to be completed.

Presently it takes 3 days to complete the assessment after an applicant is selected. The first two days are for briefing on NTVQF/BNQF and other equivalent framework adopted by the government, orientation, registration with BTEB, NSDA, or other supervising Ministry and practice for the assessment. The 3rd day is for the formal assessment.



14.14 Briefing: The briefing on RPL is mainly on the following topics:

1. The need for a qualification framework, its importance and benefits;
2. NTVQF/BNQF and other equivalent framework adopted by the government;
3. Registration of selected candidates;
4. Assessment procedures;
5. Appeals against the assessment;
6. Financial incentives to the applicants for the assessment.

14.15 Orientation: The orientation is imparted mainly in the workshops of the institutions where the assessment will be conducted. The candidates for the assessment are made familiar with the tools and equipment available for the assessment. Candidates, who do not want to attend the orientation, will still have a chance to be enlisted for RPL. In that case he or she has to face a challenge test to prove that he or she is aware and has knowledge on competency standards and competency-based assessment system.

14.16 Registration: At the end of orientation the centre will provide the candidates BTEB, NSDA, or other supervising Ministry prescribed forms for registration. Candidates will submit the filled-up registration form along with two copies of passport size photographs. The candidate is then registered on line with BTEB, NSDA, or another supervising Ministry.

14.17 Practice: The provision for practice by the applicants using the workshop / laboratory facilities of the center has been incorporated to encourage more applicants for RPL assessments of their competencies and registration.

14.18 Assessments: RPL assessments are conducted in assessment centres accredited by BTEB, NSDA, or other supervising Ministry for assessment on occupations and particular levels of NTVQF and other equivalent framework adopted by the government. The assessments are conducted by a BTEB, NSDA, or other supervising Ministry team composed of a representative of BTEB, NSDA, or other supervising Ministry and at least one BTEB, NSDA, or other supervising Ministry registered competency Assessor of the relevant occupation and competency level.

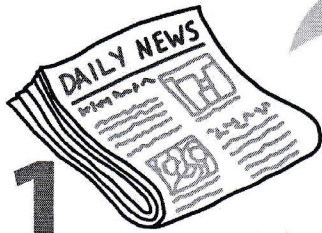
To be registered as an assessor one must have at least one year's relevant industry experience, be BTEB, NSDA, or other supervising Ministry certified as competent in the competencies of Level of NTVQF /BNQF or other equivalent framework adopted by the government that they will assess and also be certified as competent in CBT & A level IV.

The registered competency Assessor during the assessments shall:

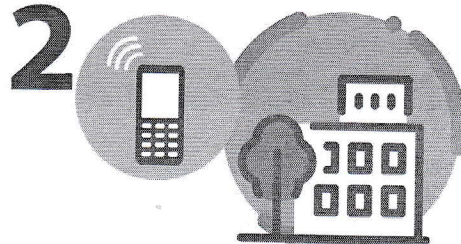
1. Collect assessment tools from BTEB, NSDA, or other supervising Ministry for the assessments;
2. Brief the assesses about the assessment process;
3. Sign the assessment agreements;
4. Conduct the assessment;
5. Prepare the necessary assessment reports;
6. Record the assessment outcome using the prescribed rating sheet;
7. Ensure rating sheets are signed by the candidate after providing feedback;
8. Maintain records of the assessment procedures, evidence collected and assessment outcome;
9. Accomplish the Competency Assessment Results Slip (CARS);
10. Recommend issuance of National Skills Certificate/Statement of Achievement if candidate is deemed competent/ partly competent;
11. Recommend re-assessment if candidate is found 'Not yet competent'/partly competent;
12. Inform the candidate about the recommendation of the assessor;
13. Hand over the assessment results and all relevant documents and reports to the BTEB, NSDA, or other supervising Ministry representative.



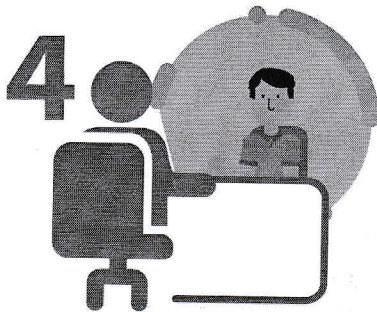
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Advertisement to apply for RPL



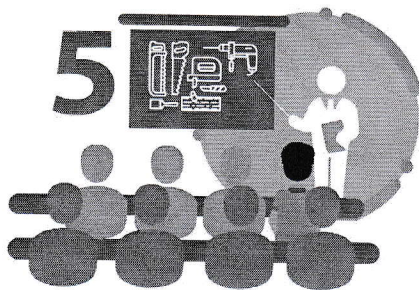
Applicants contact nearest Assessment Centre for assessment dates and more information on RPL process



1st & 2nd day: Interview screening and selection of applicants for RPL



1st day : Applicants report on scheduled date with necessary documents for a 3 day RPL program



2nd day: Briefing, orientation registration and practice with tools and equipment for the assessment



3rd day-Assessment of Skills, results and provisional Certification

7



Certificates provided by Institution after a week. Certification can also be downloaded from anywhere in the world

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RPL Assessment

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15. Guide lines on RPL Assessments

15.1 Jurisdiction of skills assessments:

All skills assessments including RPL are under the jurisdiction of BTEB, NSDA, or other supervising Ministry RPL Assessments.

RPL Assessments are conducted in accredited Assessment Centres which are selected for conducting RPL assessments. Selection of Assessment Centres for RPL.

Interested Assessment Centres may apply for selection to conduct RPL assessments in response to calls by ASSET for such applications. ASSET selects the assessment centres from among the applications on the basis of project requirement and budget availability.

15.2 RPL Assessment Tools:

All necessary RPL assessment tools like application forms, agreement papers; questionnaire, specifications, observation or demonstration sheets Competency Assessment Results Summary (CARS) etc. that are required for the assessments are prepared and carried by BTEB, NSDA, or other supervising Ministry Assessors to the assessment centres.

15.3 Operation cost of RPL assessments:

The budget requirement for all activities involved in the RPL assessments are to be worked out and approved by the appropriate authority and placed with the assessment centre before the start of the assessments.

15.4 Audits:

Audits: Audits of Assessment Centres will be carried out on RPL operations and assessment.

15.5 Conducting assessment

NTVQF/BNQF or other equivalent framework adopted by the government assessments are based on the skills competencies and knowledge of an applicant / trainee against defined qualification standards of the qualification framework. Individuals are judged on his/her performance in completing tasks and responses to questions by the examiners. The judgement of the assessment is a 'Competent' or Partly Competent /Not Yet Competent'. There is no 'pass' / 'fail' grading in the assessments.

For competency-based assessments completion of a occupation of learning is not essential. Assessment can take place at any convenient time and it is a measure of the skills acquired by whatever means prior to the assessment. Such assessments are hence very suitable for recognition of prior learning of skills.

This however does not mean that individuals need not participate in training Occupations. Training is of prime importance as it provides individuals the opportunity to learn and practice all the skills that will be assessed. Participation in training improves the chances of a person in



achieving the competency level specified in the NTVQF and other equivalent framework adopted by the government.

RPL assessments are conducted in Assessment Centers accredited by BTEB, NSDA, or other supervising Ministry. Assessment Centers may be a part of a Registered Training Organization (RTO), Skills Training Provider or an Independent Assessment Centre. The RTO /STP is an institution where skills training is imparted while an assessment center only conducts assessments. Most RTOs/STPs have Assessment centers where its trainees are assessed for Level of NTVQF / other equivalent framework adopted by the governments after completion of their training Occupations.

Assessments may also be carried out by Mobile Assessment Teams sent out of the Assessment Center to facilitate assessment of workers in distant places and away from the assessment centers in distant. Such assessments may be of two types as given below.

15.6 On-Site Assessments and Assessment at Mobile Assessment Centres: Such assessments are conducted by mobile assessment teams at work places like factories, construction sites, workshops etc. Most of the equipment required for the assessments are available at the workplaces and are made available for use of mobile team. These assessments are mostly for a few specific occupations pertaining to the particular work place and other workplaces in the vicinity. Such assessments would normally be for special cases and for limited occupations as it would need extra arrangements for conducting the assessments. The team establishes a temporary assessment centre at a central location like a school or community place arranged earlier. Such assessment centres may also be mounted on vehicles and located at different places at different times. These vehicles would be fitted with the required equipment for the assessments. Such assessments would be for a few common occupations of the locality.

Assessments of applicants are carried out in groups of 10 or 20 candidates by the registered assessors deputed by BTEB, NSDA, or other supervising Ministry. Each group of 10 candidates requires the services of 1 BTEB, NSDA, or other supervising Ministry assessor. Assessment of candidates for RPL is conducted on the 3rd day of the assessments by one / two assessor(s). The composition of the team assessment team is as under.

16. BTEB, NSDA, or other supervising Ministry representative – 1

16.1 Registered Assessors –2 (for a group of 10 candidates, 1 assessor is required)

The RPL assessment is conducted as per the National Competency Assessment and Certification System (NCACS) and in accordance to the NTVQF and other equivalent framework adopted by the government. The process of the assessment is outlined in 'National Skills Quality Assurance System Manual 4: Accreditation of Assessment Centers'.

On completion of the assessments the following actions are to be taken:



- a) The recommendation of the Assessors is informed to the assesses at the end of the assessment;
- b) The BTEB, NSDA, or other supervising Ministry representative hands over/sends the assessment records to BTEB, NSDA, or other supervising Ministry. BTEB, NSDA, or other supervising Ministry in turn updates the records of the individuals as per the results in the web site and issues certificates. The other documents and assessment tools are also handed over to BTEB, NSDA, or other supervising Ministry;
- c) Partly competent / Not yet competent assesses are issued with Statement of Attainment (SoA) certificate and are advised to apply for assessment again for the competency certificate on payment.

16.2 Pathways to NTVQF / other equivalent framework adopted by the government qualification

There are three pathways that lead to NTVQF / other equivalent framework adopted by the government qualifications through assessments at Assessment Centers as depicted in Fig 5. Each pathway leads to the same end-point of assessment against the defined national competency standards for units of competency (UoC). Two of the pathways incorporate RPL. The pathways are:

- **Training and Assessment Pathway-** Individuals participate in an accredited training Occupation at a Registered Training Organization (RTO) and are assessed at the end of the Occupation at an Assessment Center.
- **RPL Assessment only, Pathway** – Individuals having skills on a trade / occupation report to Assessment Centres for recognition and certification of their skills as per the NTVQF / other equivalent framework adopted by the government i.e. (RPL). Individuals get the full qualification if they qualify in all the UoCs required, or are provided with Statement of Achievement (SoA) certificates for the UoCs they qualify. The SoA are accumulated over time to build towards a full qualification.
- **Combination Pathway** – This pathway is a combination of the two pathways for experienced applicants who are assessed for a particular level of NTVQF / other equivalent framework adopted by the government as given below.
 - RPL assessments for the competencies (UoC) acquired through work experience for a certain Level of NTVQF / other equivalent framework adopted by the government
 - Training and assessment for the remaining UoCs in RTOs


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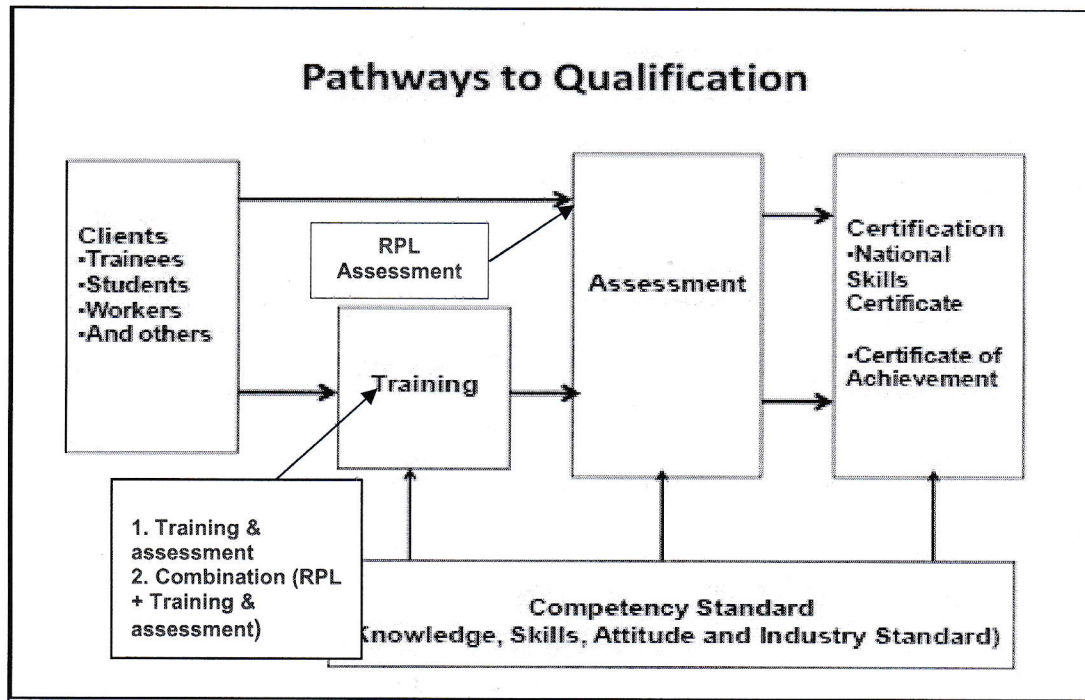


Fig: 5 Pathways to qualification]

c. Evidence and Judgment on Competencies

The assessment involves two linked processes one being the gathering of evidences in support of the competencies claimed, and the other being the judgement or decision regarding the individual's competency for the UoC. The two processes involved in the assessment are:

- **Evidence gathering** -Evidence of competency of individuals may be gathered through a variety of ways and may include evidences like workbooks, job sheets, projects, interviews, skills test etc. Gathering evidence may use more than one approach and may be from more than one source.
- **Competency judgement** – The assessor will review all evidences and interview the applicant and / or ask him/her to undertake skill tests to verify the level of competency claimed. The process of assessment may be applied to a single unit of competency (UoC) or a cluster of UoCs, or all units of competencies.

A full national qualification for any level of the NTVQF / other equivalent framework adopted by the government consists of a number of UoCs and an individual has to be competent in all of them to be eligible for a **National Skills Certificate** for that level. Individuals who are 'Not Competent in all the UoCs but are competent on some are issued with a '**Statement of Achievement**' (SoA) for those units only.

The Assessor will enter the result of the assessment in the '**Competency Assessment Result Slip**' (CARS) and recommend either of the following:

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- a. Issuance of National Skills Certificate if the candidate is deemed competent in all UoCs of a particular level.
- Issuance of Statement of Achievement (SOA) on the UoCs the candidate is found competent if he is not found competent in all the UoCs. The SOA to mention the UoCs the candidate is found competent.

16.3 NTVQF / other equivalent framework adopted by the government Certification

BTEB, NSDA, or other supervising Ministry are the issuing authority of the NTVQF / other equivalent framework adopted by the government competency certificates. On completion of assessments the Assessment Centre prepares the 'Registry of Candidates Assessed and Certified'. The registry is signed by the Assessor and the head of the Assessment Centre. The registry is submitted to BTEB, NSDA, or other supervising Ministry together with the following by the BTEB, NSDA, or other supervising Ministry representative.

- a. Application form with 3 photographs (3.5x4.5 cm)
- b. Self-assessment guide.
- c. Electronic copy and 3 hard copies of the of the Registry of 'Candidates Assessed and Certified' (RCAC)
- d. Competency Assessment Result Slip (CARS)
- e. Rating Sheets

BTEB, NSDA, or other supervising Ministry provides two types of certifications on completion of the assessments for each of the Level of NTVQF / other equivalent framework adopted by the government assessed as given below.

a. National Skills Certificate (NSC)-This certificate of qualification is issued to an individual who has achieved or accumulated the achievement of all the required units of competency (UoC) of a national qualification defined in the BTEB, NSDA, or other supervising Ministry approved Competency Standard.

b. Statement of Achievement (SOA)-This certificate is issued to an individual who is assessed as competent in a single unit or cluster of related units of competency. Accumulation of all the required SOAs for a qualification will lead to the issuance of NSC. BTEB, NSDA, or other supervising Ministry will hold the record of achievement for all learners which will be a record of the progressive accumulation of all competencies and qualifications

BTEB, NSDA, or other supervising Ministry maintains the record of achievement of all assesses and updates the progressive accumulation of all competencies and qualifications of assesses.













16.4 Question Papers, Practical tasks, interview and Mark-sheet

Question papers for assessments are the responsibility of BTEB, NSDA, or other supervising Ministry and are provided to the Assessors in sealed packages which are opened at the Assessment Centers just before the commencement of the assessments.

Regarding practical tasks the assessor will observe and assess the candidate's application of skills and knowledge for practical tasks performed either in the workplace or simulated workplace environment.

The RPL assessment process includes an interview of the candidates by the assessor to assess the candidate's knowledge and skills on the trade or occupation of his choice. It may comprise a series of direct questions or could be a list of topics for discussion drawn from the list of required skills and knowledge.

On the basis of the candidate's overall performance the assessor will finalize the mark-sheet provided by BTEB, NSDA, or other supervising Ministry and declare the provisional result to the candidate as 'Competent' or 'Not Competent'. The provisional result / recommendation sheet would be forwarded to BTEB, NSDA, or other supervising Ministry through the BTEB, NSDA, or other supervising Ministry representative at the assessment for final declaration and award.


16.5 Appeal for Re- assessment of Trainees

In case an applicant has reservations assessment result, the applicant has the right to appeal against the result and request for re-assessment. The grounds for request for re-assessment could be for any of the following reasons:

- a. Incorrect assessment by the assessor
- b. Lack of knowledge of the assessor
- c. Unprofessional or corrupt practice by the assessor;
- d. Use of defective, unapproved or out-dated assessment instruments
- e. Interference with or interruptions to the assessment process

The appeal for reassessment is to be submitted in writing and addressed to the head of the Assessment Centre. The appeal is dealt with a three-member committee (excluding the related assessor) detailed by the Assessment Centre which carries out an inquiry and gives its recommendations. Basing on the recommendations the Head of the institution finally gives out the decision to either allow a re-assessment with no cost to the applicant or uphold the earlier assessment result. The Assessment Center will ensure to keep a record of the inquiry, findings and the outcome of the appeal for future reference and for forwarding to BTEB, NSDA, or other supervising Ministry if required.


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Deputy Project Director
ASSET Project


Md. Masum Billah
Deputy Secretary







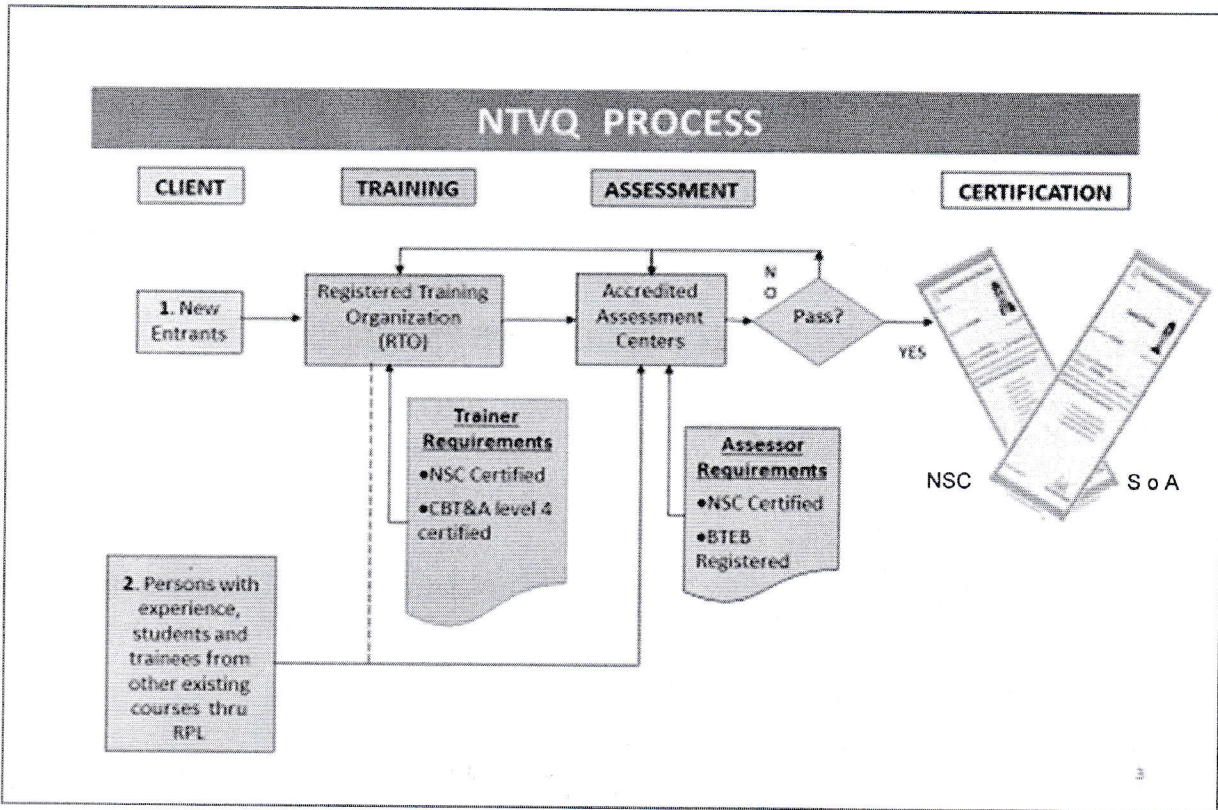


Fig 6: NTVQF / BNQF or other equivalent framework adopted by the government Assessment and Certification

17. Operational Cost

The GoB in its efforts to standardize and register all skilled resources in the country has introduced the RPL program under ASSET with incentives for any skilled person who are interested assessment of his/her skills and is registered with BTEB, NSDA, or other supervising Ministry. This provision has been made to popularise RPL among the workforce and also the employers.

It is believed that once the benefit and advantage of the RPL assessment which leads to better paid jobs at home and abroad is understood, individuals would be coming forward and paying for the assessments themselves. The ASSET project would be able to provide valuable information regarding RPL assessments as a sustainable program.

The costing and incentives that ASSET provides to assesses, assessors and the institutions (trainee unit cost) for conducting the assessments has been worked out by BTEB, NSDA, or other supervising Ministry in consultation with all the Development Partners and other stake holders.

(Signature)
(Signature)
Md. Masum Billah
 Deputy Secretary



(Signature) *(Signature)*

Annexes

Annex 1: Eligibility Application Form

ELIGIBILITY APPLICATION FORM (EAF)

FOR INSTITUTIONS OFFERING RPL CERTIFICATION

WISHING TO PARTICIPATE UNDER

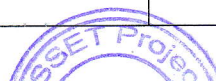
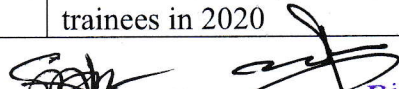
COMPONENT 2.2 OF ASSET PROJECT

The Accelerating and Strengthening Skills for Economic Transformation (ASSET), co-financed by the Government of Bangladesh and the World Bank, has been launched to provide support to the Technical Vocational Education and Training (TVET) sector in Bangladesh, and particularly to the providers of RPL Occupations in various trades.

1. Please fill out the below table.

A. BASIC INSTITUTIONAL PROFILE

Sl. No	Item	Response
1.	Name of the Institution	
2.	Location of the Institution	
3.	Website of the Institution	
4.	Principal Name	
5.	Contact Emails	
6.	Contact Phone numbers	
7.	Contact Mobile numbers	
8.	Year of Establishment	
9.	Total Number of Enrolled Trainees in 2021	
10.	Out of the above, the number of female trainees in 2021	
11.	Total number of Trainees completed the Occupation in 2021	
12.	Percentage of Occupation Completed Trainees in 2021	
13.	Total Number of Enrolled Trainees in 2020	
14.	Out of the above, the number of female trainees in 2020	



15.	Total number of Trainees completed the Occupation in 2020	
16.	Percentage of Occupation Completed Trainees in 2020	
17.	Total Number of Enrolled Trainees in 2019	
18.	Out of the above, the number of female trainees in 2019	
19.	Total number of Trainees completed the Occupation in 2019	
20.	Percentage of Occupation Completed Trainees in 2019	
21.	Total Number of Occupations Offered	
22.	Total Number of Teachers	
23.	Total Number of Non-teaching staff	
24.	Accreditation - whether accredited with BTEB, NSDA or other Authority	Yes/No Accrediting Agency:
25.	Private/government institute	Yes/No







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2. Please fill up the below table.

B. OCCUPATION OFFERING INFORMATION

Occupation title	Year of the Occupation was initiated	Occupation Duration	Intake capacity per cycle	No. of trainees trained in 2021	No. of teachers	Is the Occupation competency-based? (Y/N)	NTVQF /other equivalent framework adopted by the government Level	Accredited by?

3. Please fill up the below table with available information to the extent possible

C. STUDENT BACKGROUND INFORMATION

Background of trainees	No. of trainees in 2019	No. of trainees in 2020	No. of trainees in 2021
Trainees from rural areas			
Female Trainees			
Trainees with disabilities			
Trainees of ethnic minority background			

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ASSET Project
DTE, Dhaka

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Technical Education Division



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4. Please fill up the below table with accurate information

D. AFFORDABILITY OF YOUR OCCUPATIONS

Occupation title	Occupation duration (days)	Occupation fees in 2019 (BDT)	Occupation fees in 2020 (BDT)	Occupation fees in 2021 (BDT)

5. Undertaking

We the undersigned, hereby certify that all the information given in this form is true to the best of our knowledge and belief and A we further undertake ASSET project authorities to verify this information with reference to our record, if need be.

Principal/Head of Institution

Chairman of Managing Committee

Sign and Seal

Sign and Seal



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Annex 2: Proposal Format

Format of Proposal For RPL

Overview & Introduction

This Format is to be circulated to those RPL certification providers who have been selected as per the data provided by them in the Application Form. The list of those who have been selected will be announced on the website of the project.

This format carries evaluation aspects so that the Proposals for RPL certification can be evaluated and ranked based on the quality, relevance, and feasibility of proposals. The ranked list is to be used for awarding grants by the Grant Committee.

After accounting for the amount of the grant, together with the co-financing contribution in case of private institution, will be used for investment in various institutional improvement activities to enhance the quality and relevance of the training programs.

This format shall be submitted to the ASSET PMU by the applying institutions with a PDF copy and two hard copies.



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Proposal

11.1.1 Part I: Applicant Details

Name of the Institution	
Name of Principal/Head	
Address:	
Telephone/Cell phone	
Email id	
Ownership (Government/Private/Government aided)	
Year of Establishment	
Full Address	
Institute Accreditation Status (Yes/No)	
Year Accredited	
Accreditation Agency	
Whether infrastructure including land and buildings owned by the institution (fully or partially or not at all)	
Non-Government Institutes only	
Does the institution receive any aid from the government? (Yes/No)	
If yes, please specify and give details	
Salary	
Other	
State whether run by a Trust or some other entity	
State name of Chairman of Managing	







Committee/Board/Society	
State number of persons on Board/Managing Committee/Society	
Total Revenues from Institution in the last three years	
Government Institutes only	
Does the institution generate any revenue? (Yes/No)	
If yes, does the institution retain this revenue? (Yes/No)	
If yes, what percentage of the operating budget is the revenue generated?	
Does the Institute have a Managing Committee (Yes/No)	

Institute Information related to RPL activities at a Glance

Sl. No.	Criteria	Response
1.	Years of Institute Establishment	
2.	Years of RTO/STP registration	
3.	Number of Batch of RPL conducted by the Institute	
4.	Trade wise no. of trainer/instructor for RPL facilitation	
5.	Number of occupations of RPL	

Instructor Information

	Male	Female	Regular	Contract	Part-time	Total
Number of instructors in all Technical Occupations						
Number of technical staff (lab assistants etc)						
Total number of instructors						
Number of NTVQF/SQF Certified Instructor/Trainer						

Quality of Education/Training

	Rate the quality or adequacy (1 – 5) 1 - not adequate at all; 5 - fully adequate	Any supporting evidence you would like to give?
Workshop equipment		
Laboratories equipment		
Computer laboratories		
Quality of language classes		
Quality of practical classes		
Availability of books and e-books		
Students' internet facility		



Online teaching & learning facilities		
Involvement of instructors from industry		
Student counselling on Academic matters		
Student counselling on job search and career development		
Student employment track records		

Linkage with Industry Activities

Questions	Responses
Number of Industry linked with your institute	
Name and Contact of the industries linked with your institute	
Do you hold official meetings with local industry representatives?	Yes, regularly Yes, but not regularly No
If yes, how many meetings were held last calendar year?	
Approximately, how many industry representatives do usually participate the meetings?	
What are the main purposes of the meeting?	
How frequently do your training programs usually send trainees for industry visits regularly?	Frequently (3 times or more per Occupation); Sometimes (at least 1 or 2 times); Occasionally (0 or 1 time); Usually, no industry visits conducted.
Does your institution organize job fairs with potential employers?	

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Job Placement Cell Activities

Questions	Responses
Do you have a Placement Cell?	Yes/No
If Yes, what kinds of activities does the cell usually perform?	
If Yes, how many staff are assigned to the cell?	Full time: Part-time:
If Yes, are you satisfied with its working?	Yes/No
If No, why not? What do you need?	

Part II. Proposed Programs and Justifications

A. Proposed RPL Occupations for ASSET Project

List maximum five Occupations for receiving PTF support from ASSET

Sl. No.	Name of Occupation	NTVQ F/NSQ F	Duration of Occupation Cycle	Year that Occupation started	Expected Trainee Intake per Cycle					No. of teachers available	No. of female teachers available
					M	F	PWD	EM	T		
1											
2											
3											
4											
5											
Total Expected Trainees per Cycle											

*1: Only the Occupations accredited by BTEB, NSDA, or supervising Ministry can be proposed

*2: Occupations will be supported for three years with possibility of extension based on performance

*3: Replacement of Occupations during the implementation will be subject to approval of the ASSET PMU

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B. Justification of Proposed RPL Occupations

B.1: Economic Justification: Provide economic justifications of the selection of the Occupations in relation to supporting the priority areas of the ASSET project.

The ASSET project prioritizes training programs for (a) skills for emerging technologies of Industry 4.0 and future of work; (b) advanced digital skills; (c) skills highly demanded by local industries; and (d) skills for green jobs and green technologies. The priority industry sectors for the ASSET project includes **1. Garment, Textile & Leather; 2. ICT; 3. Tourism & Hospitality; 4. Construction; 5. Ceramics; and 6. Light Engineering & Manufacturing. The project also prioritizes 7. Health sector; and 8. Overseas Employment** to boost manpower export competitiveness and remittance recovery.


	Name of RPL Occupations to be Supported	Economic Justification
1		
2		
3		
4		
5		

B.2: Social Justification: Provide social justifications of the selection of the Occupations in relation to promoting equity, inclusion, and empowerment of women and other disadvantaged groups.

	Name of Occupations to be Supported	Social Justification
1		
2		
3		
4		
5		


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11.1.2 Part III. Budget & Improvement Activities

A1. Expected Budget Grant

Sl. No.	Name of RPL Occupation	NTVQ F/ SQF level of RPL	(a) Total Expected Trainees per Cycle	(b) No. of Cycles in Three Years	(c) Total Number of assessee in Three Years ((a)*(b))	Per trainee assessment fee	(d) Total Assessment Budget (BDT) ((b)*PTF rate)
1							
2							
3							
4							
5							
Total							

A2. Per Occupation Budget Requirement

Sl. No.	(a) Name of RPL Occupation	(b) Raw material cost (BDT)	(c) Assessor Cost (BDT)	(d) Tution fee (BDT)	(e) RPL workshop improvement	(F) Awareness activities
1						
2						
3						
4						
5						
Total						

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Md. Masum Billah



B. Improvement Activities for Promoting Employability and Equity

B.1. Improvement Activity Plan: Describe in detail how the institution plans to ensure high employability of your supported programs and expand equitable access to women, ethnic minorities, trainees with disability, and other disadvantaged groups at Occupation and institution-levels. You can refer to the possible action menus for employability and equity listed below. Investments needed for these actions should be included in the Investment Plan in the next section.

The ASSET project aims to enhance the employment rates of graduates by 15% compared to the baseline.

The ASSET project targets that at least 30% of enrolled trainees are women, 2% are trainees with disabilities, and 1% is ethnic minorities across the supported Occupations.

	Name of Occupations to be Supported	Actions to be taken to ensure high employability	Actions to be taken to ensure equitable access
1		1.1 1.2 1.3	1.4 1.5 1.6
2		2.1 2.2 2.3	2.4 2.5 2.6
3		3.1 3.2 3.3	3.4 3.5 3.6
4		4.1 4.2 4.3	4.4 4.5 4.6
5	Institution-level	5.1 5.2 5.3	5.4 5.5 5.6

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Deputy Project Director
ASSET Project
DTE, Dhaka.



Md. Masum Billah
Deputy Secretary

Possible action menus for employability and equity

Strategic Areas	Means	Priority for your institution
Enhance employability of graduates	Recruit/employ contract instructors	
	Upgrade our equipment in our workshops and laboratories	
	Redesign some of our Occupations curriculum	
	Provide better counselling to the students both for academics and career	
	Provide better facilities to students including/enhancing internet and library facilities	
	Need to find out how other private service providers in our country and elsewhere are doing and implement Best Practice in Academic Management	
	Improve our placement services for students	
	Provide job fairs and employer workshops to promote job placement	
Enhance equitable access to skilling opportunities	Provide proper sanitary facilities for female trainees	
	Provide female counsellors	
	Offer childcare services for trainees	
	Train instructors on prevention of Gender based violence	
	Set up a dedicated committee for female trainees	
	Provide supportive facilities/equipment for trainees with disabilities	
	Purchase specialized training tools for visually impaired trainees	
	Train instructors on pedagogical skills to teach trainees with disabilities	
	Provide additional financial support to disadvantaged students	

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Ministry of Education
Govt. of the People's Republic of Bangladesh

B.2. Implementation Plan (Gantt Chart)

Activity No.	Activity Title	Year 1		Year 2		Year 3		Note
		1 st half	2 nd half	1 st half	2 nd half	1 st half	2 nd half	

C. Investment Plan

Describe the investment needed to implement the above-mentioned proposed improvement activities. The total cost of investments should be equal to or more than the expected budget for improvement activities plus the co-financing amount.

The investment plan aims to finance capital investments, capacity enhancing actions, additional academic/non-academic activities for students, and additional management costs. It will not finance the costs for regular academic activities and regular operational expenditures of the Occupations.

C.1. Equipment, instruments, furniture, materials, and services for improvement of learning environment and accessibility: Institutions will be financed for purchase of goods and services needed for the proposed improvement activities. Each institute is expected to prepare a list of equipment and others required based on the proposed improvement activities.

	Name and Description of Goods and Services	Related Activity No.	Estimated Unit Cost	Qty.	Total Cost of Purchase (BDT)	Any additional information
1						
2						
3						
4						
Total						


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C.2. Instructors' Professional Development: The project will finance continuous professional development for trainers, through industrial training or by authorized instructor training providers or by industrial attachments, etc.

Please fill in the Table below for your requirements in these regards. No overseas training is permissible.

	Title and brief description of training	Related Activity No.	Main methods of training: (a) industry visits, (b) seminars by experts, (c) joining external Occupations, (d) industrial attachment, (e) other (please specify)	Approximate No. of benefiting instructors	Estimated Costs (BDT)
1					
2					
3					
4					
Total					

C.3. Participants Material and Non-Materials Support: The project will finance the costs towards additional learning opportunities (e.g., industry visit, extra training on soft skills/digital skills, extra language training, guest lecturer, internship, etc.), extra student support services (e.g., career counselling, female counselling, career training, etc.) and top-up stipend for vulnerable students.

	Title and brief description of support	Related Activity No.	Approx. No. of benefiting students	Cost Calculation	Estimated Cost (BDT)
1					
2					
3					
4					
Total					

(Handwritten signatures and a circular stamp are present at the bottom of the page.)

C.4. Management Cost [Only for Government Institutions]: The project will finance government institutions to cover additional costs associated with managing the proposal activities, including the staffing and operation of IPMU and operational cost of IMC.

	Activity	Cost Calculation	Estimated Cost (BDT)
1	IPMU office equipment and furniture		
2	IPMU staff costs		
3	IPMU operational expenditures		
4	IMC operational expenditures		
5	Managerial staff training		
6	Others (specify)		
		Total	

Summary: Total Estimated Costs for Investment

	Investment Areas	Estimated Cost (BDT)
C.1	Improvement of Learning Environment and Accessibility	
C.2	Instructor Professional Development	
C.3	Student Material and Non-material Support	
C.4	Strengthening of Industry Partnership	
C.5	Improvement in Job Placement Cell	
C.6	Management Cost [Only for Government Institutions]	
	Total Cost	

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Ministry of Education




11.1.3 Part IV: Performance Indicators

Set targets for measuring the employability and equity outcomes and progress of the proposal implementation.

	Indicator	How to Measure	Baseline	Target
1	% of graduates of supported Occupations found employed or self-employed in most recent cycle	Graduate tracking after six months of graduation	To be set by the first cycle	XX% increase
2	% of female graduate found employed or self-employed in most recent cycle	Graduate tracking after six months of graduation	To be set by the first cycle	XX% increase
3	% of female, ethnic minority, disabled trainees enrolled in supported Occupations in most recent cycle	Enrolment data	From previous cycle	F: XX% EM: XX% D: XX%
4	% of actual intake against seat capacity of supported Occupations in most recent cycle	Progress reporting	0	XX%
5	% of passed trainees against actual intake of supported Occupations in most recent cycle	Progress reporting	0	XX%
6	% of improvement activities completed so far	Progress reporting	0	XX%
7	Cumulative no. of teachers trained under the proposal activities so far	Progress reporting	0	XX
8	Cumulative no. of trainees enrolled in the supported Occupations so far	Progress reporting	0	XX
9	Cumulative no. of female, ethnic minority, disabled trainees enrolled in the supported Occupations so far	Progress reporting	0	F: XX EM: XX D: XX


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Md. Masum Billah
 Deputy Secretary
 Technical and Madrasah Education Division
 Ministry of Education
 Govt. of the People's Republic of Bangladesh

11.1.4 Part V. Environmental and Social Management Plan

Referring to the Environmental and Social Screening Check list, describe actions to be taken by the institution to mitigate identified environmental and social safeguard risks.

No.	Risks & impacts identified	Risk/impact level (H,M,L)	Proposed mitigation measures	Capacity development or investment needed

Undertaking:

We, the undersigned, hereby declare that

- the information presented above is true to the best of our knowledge and belief
- Should we be awarded a Grant, we shall abide by all the rules that may be laid down in these regards including compliance with applicable World Bank Procurement Regulations under the ASSET project.
- We shall conduct regular tracer studies as per formats and procedures as will be given to us.

We are willing to sign an Agreement with the ASSET project in all the above regards.

Principal/Head of Institution

Chairman of Managing Committee

Sign and Seal

Sign and Seal


Md. Masum Billah
Deputy Secretary
ASSET Project
DTE, Dhaka.


Md. Masum Billah
Deputy Secretary
Technical and Madrasah Education Division
Ministry of Education



Annex 3: Performance-based Grant Agreement (PBGA) Template
Performance-based Grant Agreement (PBGA)

Under the Accelerating and Strengthening Skills for Economic Transformation (ASSET)
Project

For Implementation Plan

By Formal RPL Offering Institutions

PREAMBLE

THIS PERFORMANCE GRANT AGREEMENT IS ENTERED INTO THIS
..... day of 2022/2023
BETWEEN The Directorate of Technical Education, (hereinafter **DTE**), acting by and through
its duly authorized representative (hereinafter referred to as “ **FIRST PARTY** ”) of the one part
AND, the -----
----- **Institute** (hereinafter referred to as the **SECOND PARTY**), which has prepared the
proposal for receiving Per Trainee Fees , acting by and through the duly authorized
representatives, the Project Director of the Project Management Unit as the authorized
representative of the party of the First Part, and -----as the authorized
representative of the party of the Second Part:

Whereas the International Development Association (hereinafter **IDA**) and the
Government of the People’s Republic of Bangladesh (hereinafter **GoB**) have
entered into an Agreement dated XXX, 2022 whereby the IDA and the GoB shall
co-finance a project for Accelerating and Strengthening Skills for Economic
Transformation (ASSET) Project [hereafter Project] in Bangladesh,

And Whereas the said project envisages financing of institutional development of selected
technical institutions in Bangladesh.

And Whereas a part of the financing is to be provided in terms of an Per Trainee Fees [Grant
hereafter] to the selected institutions for their institutional development
pursuant to the proposals submitted by them in these regards,

And Whereas the party of the Second Part has been selected as one of the institutions to
which such Grant is to be provided under the Project hereinbefore referred,

And Whereas the provision of said Grant to the party of the Second Part has been duly approved by Competent Authority constituted by government in these regards,

And Whereas the provision of funds to the party of the Second Part for the implementation of the Skills Development Plan [hereafter proposal] submitted by them constitutes a commitment of the party of the Second Part to carry out and implement their proposal as approved by Competent Authority in the instant case,

And Whereas the party of the First Part requires that such commitment be codified in terms of a Performance-based Grant Agreement [hereafter Agreement],

And Whereas the party of the Second Part, of its own volition is willing and desirous of entering into such an Agreement with the party of the First Part,

Now therefore, it is agreed between the Parties as follows:

General Responsibilities of the Party of the First Part

1. The Party of the First Part shall be responsible for

1.1 Remittance of Grant to the party of the Second Part in such manner and in such time and upon such conditions as follows:

- a. For each institution, advance for one batch will be disbursed. After passing the the trainees of the 1st batch , adjustment of advance will be made and subsequent payment for the next batch will be disbursed.
 - b. Procurement of Services, Goods and Works as per proposal agreed between the two parties and approved by Competent Authority as may be intimated by the party of the First Part
 - c. Expenditure as per conditions of eligibility of expenditure to be duly informed to the party of the second part by the party of the First part
 - d. Keeping of books of Account and reporting on expenditure as per formats and procedures intimated by the party of the First Part
 - e. Opening of said books of Account to Auditors and other departmental functionaries as and when desired by the party of the First Part
- (b) Consideration for Approval of any necessary and reasonable modification to the original proposal on request from the party of the Second Part, provided that any such approved modification shall also form an integral part of this Agreement
- (c) Monitoring, reviewing and evaluating the efficiency and effectiveness of the progress of implementation of said proposal by the party of the Second Part


Md. Sabuj Alam
Deputy Project Director
ASSET Project
DTE, Dhaka.




Md. Masud

General Responsibilities of the Party of the Second Part

(a) The party of the Second Part shall

1. Establish an **Institute Management Committee** (hereinafter **IMC**) to oversee the strategic and physical development of the institute and provide overall guidance to implement proposal
2. Establish an **Institutional Project Management Unit** (hereinafter **IPMU**) for providing all sorts of support in implementing the project activities at institution level as per proposal
3. Implement the proposal with due diligence and efficiency in accordance with the provisions of the DPP and the year wise implementation and expenditure plan as described in proposal approved by Competent Authority
4. Be responsible for providing to the First Party for the following : Detailed Plan for the implementation of the proposal, Monthly/Six-Monthly progress report as per approved proposal and
5. Be responsible for maintaining physical and financial records of the institution without any irregularities.

Specific Rights and Responsibilities of the Parties

3. The first party reserves the right to inspect at any time the location and activities implemented by the Second Party under the proposal, and any relevant documents and records for the purpose of monitoring the implementation or conducting financial or technical audits, by and through its authorized officers
4. The First Party reserves the right to adequately protect its interests and those of the GoB, including the right to (i) suspend or terminate the right the Second Party to use the proceeds of the Grants, or to obtain a refund of all or any part of the amount of the Grants then withdrawn, upon the Second Party's failure to comply with any of their obligations under this Agreement. In the instance of non-compliance with the operational procedures, misuse and/or misappropriation of the Grants by the party of the Second Part, the Party of the First Part may take legal action against the persons responsible for such misdeeds according to the existing criminal laws of the country. The Party of the First Part may also temporarily suspend the participation of the party of the Second Part in the project as a corrective measure with the objective to restore financial discipline in that institution.
5. The Party of the Second Part shall be responsible for the overall timely implementation of the Grant in accordance with the implementation plan/work plan, financing plan, procurement plan, and training plan included in the approved proposal.
6. The Second Party shall also be responsible for submitting to the First Party the following reports:

- (a) Six-monthly progress report on the implementation of proposal in the formats provided by the Project;
 - (b) Monthly/Quarterly financial reports in formats provided by the Project;
 - (c) A Project Completion Report (hereinafter PCR) summarizing all the activities implemented and the results achieved over the entire period of the implementation of the Grants (due within two months of the completion of all the proposals specified in this Agreement) and others
7. The party of the Second Part shall hold itself accountable for any non-compliance with the operational procedure laid down in the proposal and misuse, transfer and/or misappropriation of the Grants received from the First Party, as well as for inefficiency that may cause delay in implementation and non-attainment of crucial performance indicators mentioned in proposal.

Effectiveness and Duration of the Contract


8. This Contract becomes effective immediately upon signing by both the parties and shall remain valid throughout the time specified in the proposal and its year-wise implementation plan. The proposal will be implemented for the period beginning fromand will be completed on....., as specified in the proposal. The implementation time begins from the date of the signing of this Agreement.
9. If the implementation of the proposal is delayed for any reason, the Party of the Second Part must inform the First Party in writing the reasons for the delay, and if necessary request an extension of the time allowed for implementation. The Second Party hereby undertakes not exceed the time period specified in the approved proposal, unless so authorized in writing by the First Party, provided that the First Party does so in accordance with the relevant provisions of the **DPP** in respect of duration of the proposal.
10. The Second Party shall strictly follow **World Bank's Procurement Regulations for IPF Borrowers**, dated July 2016, revised November 2017, August 2018 and November 2020 (**Procurement Regulations**) and the **Public Procurement Act 2006**, and **The Public Procurement Rules 2008** as applicable under the Procurement Regulations together with the relevant provisions of DPP & POM in respect of procurement; And will be held accountable for any deviation from the regulations and procedures in matters of procurement stipulated in the aforementioned documents and pay fines and indemnity for such lapses determined by the First Party.
11. The estimated total Grant under this Agreement, is BDT -----, as specified in the proposal and approved by Competent Authority.


Md. Sabuj Alam
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DTE, Dhaka.




Md. Masum Billah
Deputy Secretary
Technical and Madrasah Education Division

12. The First Party shall not be responsible for any financial liabilities, which may arise due to deviation from financial rules and regulations, irregularities in fund utilization and expenditures and for inefficient implementation of the proposal by the Second Party.
13. Of the total cost of the proposal, financing under the Project will be to the extent of ---%. The remaining amount shall be borne by the party of the Second Part from its own resources as counterpart funding.
14. Second Party undertakes to fully adhere to the principles and procedures of financial management as stipulated in the relevant section of the **Project Operations Manual (POM)** and the procedures instructed by the Project.
15. Second Party undertakes to open and maintain a separate Operational Account [hereafter OA] in a commercial Bank, to be used solely for purposes of receiving and disbursing the **Grant** funds released by the First Party against proposal. This Bank Account must be used exclusively for the Grants received from the First Party, and must not be diverted and used for activities not included in the approved proposals or for any other purpose. Payments from this account must be solely for the payment of eligible expenditures in accordance with the categories of eligible expenditure approved by the First Party in accordance with the provisions of proposal and the Agreement.
16. In Clause 15 above
 1. The term "eligible expenditures" means expenditures for the activities and for procurement of goods, works and services described in the POM.
 2. The term 'instalments/tranches' means the amount of fund that will be released quarterly by the First Party to the Second Party, subject to the achievement of milestones or targets as set, by the Second Party.
17. Release of Grant under this Agreement shall be made by the First Party as follows, after the opening of an OA for the project by the Second Party,


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Deputy Secretary
Technical and Madrasah Education Division
Ministry of Education
Govt. of the People's Republic of Bangladesh

For each institution, advance for one batch will be disbursed. After passing the trainees of the 1st batch, adjustment of advance will be made and subsequent payment for the next batch will be disbursed.

All requests for tranches after the first one shall be accompanied by signed documentation providing details of achievement of the conditions

18. For all expenditures from the OA, the Second Party shall retain all records (bidding documents, invitations of bids, agreements, orders, invoices, vouchers, cash-memo, bills, pay orders, payments, receipts and other documents) evidencing such expenditures at least two years after end of the project.



19. The First Party reserves the right to require the Second Party to follow such additional procedures and maintain such records that in its opinion and in the opinion of the Competent Authority are likely to add to the level of prudence and propriety in accounting and financial management of project funds.
20. The First Party reserves the right not to release further funds if a substantial portion of previously released funds has not been utilized.
21. If the First Party observes that there is a *prima facie* case of mis-utilization or unauthorized transfer to any other Account held in the name of whomsoever, of funds, it shall serve a notice to the Second Party requiring explanation and/or refund of money remaining in the OA, as well as acceptance of liability for the amounts of money so mis-utilized.
22. Materials and services purchased under this Agreement shall be used exclusively for the purpose of implementation of the proposal.
23. All materials and equipment purchased under the proposal shall become the property of the party of the Second Part, and shall be registered in its inventory as provided in the relevant rules of the institution.
24. Any intellectual property produced in the Occupation of implementation of the approved proposal, whether these are products, techniques, or services, will belong to the institution that sponsored and hosted the respective proposal proposals.

Suspension and Termination

25. This Agreement may be suspended or terminated
 - (a) If there is *prima facie* evidence before the First Party of a breach of Good Faith by the Party of the Second Part,
 - (b) If there is *prima facie* evidence before the party of the First Part that the Second Party has wilfully neglected to implement the proposal in the manner desired and agreed to between the parties,
 - (c) If, in spite of written advice from the First Party, the party of the Second Part fails to take actions against individuals or contractors who have been found to be *prima facie* guilty of subverting the objectives of the proposal and the project in relation to its implementation by the Second Party.

Force Majeure

26. The conditions of Force Majeure shall be applied provided the party of the Second Part makes a written request to that effect to the First Party within two weeks of the incident of Force Majeure, and the actions taken by the Second Party.


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Deputy Project Director
ASSET Project





Disputes

27. Any disputes arising out of this contract should be settled between the authorized representatives of the two parties, with the Director General of the DTE acting as Arbitrator, if need be.
28. In such cases where the matters cannot be settled by the process referred above, the issues may be taken to the TMED, Ministry of Education, before the appropriate Officer.

Jurisdiction

29. The jurisdiction of this contract is the District Judge Court of -----.

IN WITNESS WHEREOF

The two parties have set their respective hands and seals below:

For the party of the Second Part


For the party of the First Part

Sign and Seal

Sign and Seal

Place and Date

Place and date


Md. Sabuj Alam
Deputy Project Director
ASSET Project
DTE, Dhaka.




Md. Masum Billah
Deputy Secretary
Technical and Madrasah Education Division



DTE, Dhaka.

Schedule I

Approved Skills Development Plan

Annex 4: Constitution of the Institutional Project Management Unit (IPMU)

Constitution:

The Institutional Project Management Unit (IPMU) shall be formed in the selected beneficiary institutions. The composition of the IPMU shall be as follows:

SL	Title	Designation
1.	Manager	Principal/Head of the Institution
2.	Deputy Manager	Vice Principal/Deputy Head of the Institution
3.	Academic Member	One Member in charge of Academic activities related to the sub-project (not below the rank of Head of Department)
4.	Finance Member	One Member in charge of Finance
5.	Procurement Member (Procurement Focal Point)	One Member in charge of Procurement
6.	Training Member	One Member in charge of Training (not below the rank of Head of Department).
7.	M&E Member	One Member in charge of M&E
8.	Support Staff Member	Assisting Member

Duties and Responsibilities of Institutional Project Management Unit (IPMU):

The IPMU will perform the following responsibilities:

1. The Institutional Project Management Unit will prepare the proposal to obtain RPL grant;
2. IPMU will manage Project funds provided for each activity;
3. IPMU will oversee accounting and management of Project funds;
4. IPMU will monitor procurement activities;
5. IPMU will administer academic activities which come under project reforms and the proposal;
6. IPMU will prepare training plans for Faculty members;
7. IPMU monitor performance of project activities at institution level and share it with

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Deputy Project Director
SSET Project



- PMU;
8. IPMU will prepare progress reports and send it to the PMU;
 9. IPMU will organize meeting as per need;
 10. For ensuring transparency, IPMU uploads all decisions particularly procurement related decisions on its website.

Annex 5: Constitution of the Institutional Management Committee (IMC)


Constitution:

The composition of the Institutional Management Committee shall be as follows:

SL	Title	Designation
•	Chairperson	Principal/Head of the Institution
•	Co-Chairperson	Industry representative from local chamber/District Chamber of Commerce and Industry
•	Local Government Members	One representative from UNO office/DC office based on location of the institution
•	Institution Members	Relevant academic member of the institution
•	Parents Members	One member
•	Member Secretary	Vice Principal/Deputy Head of the Institution

Rules of Business of the IMC shall be adopted at the institution. This will include the frequency of meetings, quorum, minutes, casual vacancies, and powers of the Chairman, etc.

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DTE, Dhaka




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Technical and Madrasah Education Division
Ministry of Education




Annex 6: Environment and Social Screening
Accelerating and Strengthening Skills for Economic Transformation (ASSET) Project
Proposal
RPL Offering Institutions
Environmental and Social Screening Check List

Instructions:

The purpose of this checklist is to identify potential environmental or social issues related to the implementation of proposal.

The concerned faculty member of the respective institution will fill-up the format, which is expected to be reviewed and signed by the authority of the institution. If the checklist shows potential negative environmental or social impacts, the institution will prepare mitigation measures in Part V of proposal.

Institution Name: _____

District/Zila: Upazila:

Checklist:

Sl. No.	Screening Questions	Yes	No	N/A	Possible Negative or Positive Environmental or Social Impact ¹
Environmental Risks Screening					
1.	Will the proposal work disturb other academic activities?				
2.	Will it create major noise?				
3.	Will it temporarily stop the water supply and sanitation system?				
4.	Will any refrigeration/air conditioning units be removed/ disposed?				
5.	Will any liquid waste, or an item containing liquids (including oils), need to be transported off-site for reuse, recycle or				

¹ If the answer of the questionnaire is 'Yes', please describe the possible negative or positive environmental or social impact.

[Handwritten Signature]
Md. Abdul Ilam
 Deputy Project Director
 ASSET Project
 Dhaka.



[Handwritten Signature]

	disposal?				
6.	Will batteries be removed/disposed (lead-acid or nickel-cadmium batteries from emergency lights and other battery-powered or battery-backup items?				
7.	Will mercury-containing devices (switches, gauges, thermostats) be removed/ disposed?				
8.	Will the proposal work generate additional waste including waste?				
9.	Will an emergency generator set or other aboveground storage tank (AST) be installed or removed?				
10.	Will the new equipment or tools for labs and workshops have any indirect impact on environment and ecosystem?				

Social Risk Screening

11.	Does your institute's catchment area has a significant number of Small Ethnic Communities (SEC)?				
12.	Do your proposed activities ensure equal inclusion right to the SEC?				
13.	Does your institute's catchment area has a significant number of young people with disabilities?				
14.	Do your proposed activities ensure equal inclusion right to the young people with disabilities?				
15.	Does your institution have a mechanism to collect and redress grievances?				
16.	Has your institution organized a stakeholder consultation for the preparation of proposal?				
17.	Does your institute have a policy/ procedure				


	to address Gender-based Violence/ Sexual Exploitation and Abuse/ Sexual Harassment (GBV/SEA/SH) cases including awareness raising etc?				
--	--	--	--	--	--

I do hereby declare that the above mentioned information is true and complete. If any issue arises regarding corruption and misusing the fund, I will be responsible to refund the money that the institute received from the project.

Name of Head of Proposal Submitting Entity

Signature, Seal and Date _____

Contact Telephone Number and E-mail:


Md. Sabuj Alam
 Deputy Project Director
 ASSET Project
 DTE, Dhaka.




Md. Masum Billah
 Deputy Secretary
 Technical and Madrasah Education Division

Annex 7: Six-Monthly Monitoring Report
Government of the Peoples' Republic of Bangladesh
Ministry of Education
Technical and Madrasah Education Division
Accelerating and Strengthening Skills for Economic Transformation (ASSET)
Project

Six-Monthly Monitoring Report for Formal RPL Offering Institutions

Reporting Period

Submitted to PMU on

- Name of Institution:
- Type of Management: 1. Government 2. Non-government

1. Grant Allocation

Bank Account No--

Name of the Bank:

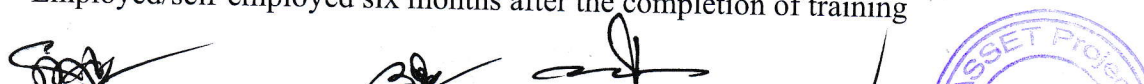
Total No. of trainees enrolled so far	Total amount of grant received so far (BDT)	Total amount of grant used as tuition so far (BDT)	Total amount of grant disbursed as stipend so far (BDT)

2. Summary Trainees Information: Fill in the total numbers of all supported Occupations for each cycle

Cycle	Enrolled					Passed					Employed & self-employed				
	M	F	T	EM	PWD	M	F	T	EM	PWD	M	F	T	EM	PWD
Total															

* M: Male; F: Female; T: Total; EM: Ethnic minority; PWD: Person with disabilities

** Employed/self-employed six months after the completion of training



Total																	

iv) Occupation Title

Cycle	Enrolled					Passed					Employed/wage & self-employed						
	M	F	T	E M	P W D	M	F	T	E M	P W D	M	F	T	E M	P W D		
Total																	

v) Occupation Title

Cycle	Enrolled					Passed					Employed/wage & self-employed						
	M	F	T	E M	P W D	M	F	T	E M	P W D	M	F	T	E M	P W D		
Total																	

[Handwritten signature]



[Handwritten signature]

19/1/2022

4. Status of Improvement Activities per proposal

Activity No.	Activity Title	Status (Yet to start; Ongoing; Completed)	% Physical Progress	Expected Completion Date	Description of Progress & Impacts	Challenges, if any

5. Capacity Building through proposal in the past six months (including seminars, guest lectures, industry visits, job fairs, teacher training, etc.)

Sl. No	Name of Subject/Topic	Type of Trainee (Teacher, students)	When it was conducted	No. of Participants	Outcomes of Capacity Building

6. Information about institution's facilities

Sl. No.	Particulars	Responses
1	Capacity of Internet connectivity [in Mbps]	
2	Institution's Website URL	
3	Functional Job Placement Cell [Yes/No]	
4	No. of IMC meeting held in the past 12 months	
5	No. of industry partners with MoU	
6	No. of functional computers available for students	
7	Functional IPMU [Yes/No]	

Sabuj
Md. Sabuj Alam



7. Environmental and Social Status

Activity	Possible Environmental & Social Impact	Mitigation Plan	Monitoring Frequency	Remarks

8. Update on Performance Indicator

Sl. No.	Indicator	Baseline Value	Target per proposal	Current Value	Remarks

9. Identified problems

.....

10. Special Comments & Recommendation:

.....


Md. Masum Billah
 Deputy Secretary
 Technical and Madrasah Education Division
 Ministry of Education
 Govt. of the People's Republic of Bangladesh

(Name, signature and seal of the Head of Proposal Submitting Entity)


Md. Sabuj Alam
 Deputy Project Director





References

Bangladesh Technical Education Board, 2012, National Skills Quality Assurance System: Manual 1: Overview of the National Skills Quality Assurance System (NSQAS), Bangladesh Technical Education Board, and Dhaka, Bangladesh

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