

Evaluation of the Training and Livelihood Development Program of UCDs of the Department of Social Services



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Ministry of Social Welfare
Government of the People's Republic of
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Research Team

Engr. Mohd. Habibur Rahman
Team Leader

Lutfunnaher Shimul
Co-Researcher

Noor Al-Amin Ashrafi
Investigator and Research Coordinator

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CONTRIBUTORS TO THE RESEARCH REPORT

RESEARCH TEAM

ENGR MOHD. HABIBUR RAHMAN

Team Leader

LUTFUNNAHER SHIMUL

Co-Researcher

NOOR AL-AMIN ASHRAFI

Investigator & Research Coordinator

TECHNICAL SUPPORT AND GUIDANCE

DR. ABU SALEH MOSTAFA KAMAL

Director General

Department of Social Services (DSS)

ADIL MOTTAKIN

Deputy Director

Research, Evaluation, Publication and Public Relation Section, DSS

MOHAMMAD NASIR UDDIN

Deputy Director (UCD), DSS

MS YEASMIN SULTANA

Social Services Officer (RO-2) Research, Evaluation, Publication and Public Relation, DSS

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Acronyms

4IR	4 th Industrial Revolution
8FYP	8 th Five Year Plan
BTEB	Bangladesh Technical Education Board
BWCCI	Bangladesh Women Chamber of Commerce and Industries
CAD	Computer-Aided Design
CCCI	Chattogram Chamber of Commerce and Industries
CoA	Computer Office Application
CWCCI	Chattogram Women Chamber of Commerce and Industries
DD	Deputy Director
DG	Director General
DMT	Dress Making and Tailoring
DoY	Department of Youth
DSS	Department of Social Services
DWA	Department of Women Affairs
GoB	Government of Bangladesh
JMS	Jatiyo Mohila Sangstha
KCCI	Khulna Chamber of Commerce and Industries
KWCCI	Khulna Women Chamber of Commerce and Industries
MoSW	Ministry of Social Welfare
NCCI	Natore Chamber of Commerce and Industries
NSDA	National Skills Development Authority
NTVQF	National Technical and Vocational Qualification Framework
OSH	Occupational safety and health
PWDs	Persons with Disabilities
RCCI	Rajshahi Chamber of Commerce and Industries
SSO	Social Service Officer
TTM	Teaching-Training Materials
TVET	Technical and Vocational Education and Training
UCD	Urban Community Development

Executive Summary

Bangladesh is one of the fastest growing countries having total population is around 165.15 million according to the population and housing census 2022 conducted by the Bangladesh Bureau of Statistics (BBS, 2023). Bangladesh has made a tremendous socio-economic progress in recent years and as a result it already reached the bottom threshold of middle-income country. According to the BBS, every year around 2.2 million people are entering in the labour markets of which good numbers are not getting right works as a result majority are either remaining unemployed or underemployed. It is also evident that majority of the working age populations in the country do not have appropriate skills and aptitude for fitting with the demand of the labour markets. This situation is creating huge social problems!

The Department of Social Services (DSS) under the Ministry of Social Welfare (MoSW) is relentlessly working for development of the skills, employment and income generation and livelihood of the poor, marginalized and vulnerable people of the country since 1961. Among the many programs, skills development through Urban Community Development (UCD) center is one of the flagship programs of the DSS. The UCDs skills development courses have been implemented through using the own curricula of the DSS until 2016. Later, DSS got accreditation of all training units of UCD from Bangladesh Technical Education Board (BTEB). The 80 UCD Centers are implementing skills development programs through 23 vocational skills training courses. So far, a total of 3,36,887 (June 2023) beneficiaries have received vocational skills training and certification through UCDs. This is a big success of the UCDs for contributing livelihood development of the thousands of poor and marginalized people through skills development. However, the success of the skills training program of UCDs need a systematic evaluation for understanding socio-economic impact so that further policy and strategy could be strengthened. Thus, this assessment study was conducted to ascertain whether the skills training program under the UCDs of DSS have met its objectives for contributing poverty alleviation of the poor and marginalized peoples through ensuring better livelihood.

The overall objective of the study is to evaluate the outcomes and impacts of the skills training program of the DSS is being implemented under UCD program to alleviate poverty from the society as envisioned by the present government.

The research has been designed through a mixed method of qualitative and quantitative

approach for collecting both primary and secondary data from the key stakeholders and also from relevant and available secondary sources. The qualitative method helped to understand both depth and gravity of the results and its challenges of the skills training program. On the other hand, quantitative method explored the facts and information from the beneficiaries on objectives and outcomes of the program. The geographical areas of the research works were considered four divisions namely Dhaka, Chattogram, Khulna and Rajshahi from which two Training Center of UCDs has been randomly selected. Primary data was collected from 15 randomly selected beneficiaries from these selected courses. Thus, a total of 120 beneficiaries (50% women) from eight UCDs were assessed. The qualitative data were collected through Focus Group Discussion (FGD) and Key Informant Interview (KII) with relevant selected stakeholders of the UCDs program. The survey data and qualitative information were cleaned, analyzed and presented in tabular and graphical format for easy understanding of the key findings.

The major findings have been drawn from the research work of the UCDs skills training program showed positive outcomes in terms of skills and competency development of the trainee beneficiaries. However, employment of the training graduates was not immediately happened after certification as majority of the trainees were found regular students (around 79%) in many other educational institutes. Though they claimed that the acquired skills will be applied for their future career development but it has implication on the prime objectives of the UCD program. The skills training courses in UCDs need further alignment with the demands of the community beneficiaries so that it could fulfill dream of their livelihood development. The survey findings also explore physical environment of the training centers which need renovation and development so that a conducive teaching-learning environment ensured.

The efficiency and effectiveness of the training course implementation found good as trainers and UCD officials were found committed towards achieving the training results. But employment conditions of the trainers are temporary in nature and thus it reflects negatively on their job security. So, attention from the DSS authority is needed in regard to regularize their job with the government system.

The training courses are found aligned with BTEB's curriculum and assessment system. Moreover, it is already in process for having accreditation with NSDA. As per provision of the national skills development policy 2022, all the UCDs skills training courses needed to be aligned with Bangladesh National Qualification Framework (BNQF).

Once it is aligned with BNQF, the skills and competencies of the training beneficiaries will get national and international recognition which will enhance the employability of the training graduates.

The budgetary resources allocated for the UCDs are inadequate for implementing effective training. Moreover, training fees need to be reviewed as majority of the beneficiaries opined that it was difficult for them to pay fees. Besides, many of the skills training program run by the other departments of the government offer free training as well as providing allowances to the trainees. So, this situation creates a discomfort among the UCDs training beneficiaries and even sometime faced challenges for enrollment targets of the trainees in each of the courses.

Considering overall findings of the research, the following recommendations are drawn for intervention by the DSS authority.

Program development

- Upgrade skills training course curriculum according to the needs of the beneficiaries and current market demand aligning with the BNQF.
- Allocate more budgetary resources for program operation, management, infrastructure development
- Regularize training staff in the government payroll so that dedication and commitment could be ensured
- Introduce advanced and demanding courses aligning with the Fourth Industrial Revolution (4IR)
- Incorporate training and employment need assessment systems, career guidance, employment support service with UCDs training program
- Develop and execute sustainability plan for UCDs training program

Employment promotion

- Create linkage with employers and industries so that training graduates are placed in jobs.
- Create career guidance and employment support services cell at UCDs
- Provide access to finance, DSS loans, entrepreneurship development training and support of startup development etc.
- Create graduate database and online career guidance opportunities

Livelihood Development

- Provide livelihood development support of the beneficiaries through skills and income generating activities as per needs of the society and community
- Ensure coordination with local level administration, local government representatives for creating accessibility of the beneficiaries to the UCDs program
- Establish linkages with community development organizations, trade body associations, financial intermediaries for a better access of the services which are needed for livelihood development

Policy implications

- Review policy and strategies through engagement of the all level stakeholders for advancement of the UCDs training program
- Review and update UCDs policy and program on regular basis so that it aligns with the current needs of development
- The UCDs program should be aligned with National skills development policies and BNQF so that the skills and competencies fit with demands of the labour markets
- Consider allocations of budgetary support for developing capacity of the UCDs to deliver demand-driven skills training courses.
- Develop a short, medium and long-term targets and strategies to support skills and employment promotion of the beneficiaries in light of the government strategies and plan including perspective plan – vision 2041, 8th FYP and next 9th FYP.

Section 1: Introduction

1.1 Background

Bangladesh is one of the fastest growing country having total population is around 165.15 million according to the population and housing census 2022 conducted by the Bangladesh Bureau of Statistics (BBS)¹. Among the total population, male population is 81.76 million and female population is 83.38 million. Besides, for the first time, a total of 8,124 Hijra (Transgender) recorded in the census. The report also counted total rural population is 113.10 million and urban population is 52.04 million. Bangladesh has made a tremendous socio-economic progress in recent years and as a result it already reached the bottom threshold of middle-income country before the target year of 2021. The GDP growth rate in Bangladesh has seen steady progress from 5.5% in 2010 to 8.0% in 2018 and thus, it indicates the country has huge potential to reach full status of middle-income country within the target time as set by the government (BBS, 2019). It is also worth to mention that this significant progress was possible due to visionary leadership of the present government. The 8th Five Year Plan 2020-2025 has set the targets for reaching towards the upper middle-income country by 2030. Apart from medium term planning, the government has already set a target to become developed nation by 2041. The development roadmap of the government needs a steady and balanced development among all sectors of the economy as well as socio-economic sector.

According to the BBS, every year around 2.2 million people are entering in the labour markets of which good numbers are not getting right works as a result majority are either remain unemployed or underemployed. It is also evident that majority of the working age populations in the country do not have appropriate skills and aptitude for fitting with the demand of the labour markets. This situation is creating huge social problems!

The Ministry of Social Welfare (MoSW) is one of the key ministries of the government for welfare of the poor and destitute peoples' as well as development of human resources for the country. The Department of Social Services (DSS) under the MoSW is relentlessly working for development of the skills, employment and income generation and livelihood of poor, marginalized and vulnerable people of the country

1

https://bbs.portal.gov.bd/sites/default/files/files/bbs.portal.gov.bd/page/b343a8b4_956b_45ca_872f_4cf9b2f1a6e0/2023-11-20-05-20-e6676a7993679bfd72a663e39ef0cca7.pdf

since 1961. The father of the Nation Bangobondhu Sheikh Mujibur Rahman had directed to establish Social Welfare Division in 1974 with a vision of expanding the activities of the social services for the poor and marginalized peoples of the society. Since then, the DSS has been working for the socio-economic development of the poor, marginalized and vulnerable peoples of the country through implementing multi- faceted programs including social safety net program and capacity development program. Key purpose of the social development program of the DSS is to ensure poverty reduction, welfare of the vulnerable peoples, marginalized community, disables peoples of the society.

The DSS is also working as a pivotal role for augmenting to realize the vision of the present government to become developed nation by 2041 through implementing poverty reduction program, social safety net program, child protection program, disability identification and registration program, disable people welfare and development program, vocational skills training program, community development program, professional development program, skills development program etc. Among the many programs of the DSS, skills development through Urban Community Development (UCD) center is one of the flagship programs of the department. The UCDs skills development courses have been implemented through using the own curricula of the DSS until 2016. Later, DSS got accreditation of all training units of UCD from BTEB. The UCD Centers are implementing skills development programs through 23 vocational courses in 80 units of the country. So far, a total of 3,36,887 (June 2023) beneficiaries have received vocational skills training and certification through UCDs. This is a big success of the UCDs for contributing livelihood development of the thousands of poor and marginalized people through skills and livelihood development.

It has understood from various researches and consultations that majority of the skills trained peoples were not able to perform as per demands of the industries and enterprises while entering in the employment. This assessment study was conducted to ascertain whether the skills training program under the UCDs of DSS have met its objectives for contributing poverty alleviation of the poor and marginalized peoples through ensuring better livelihood.

1.2 Rationale of the study

The available data from the published report of the DSS shown that more than 3 lacks peoples have been trained under skills training program of the UCDs all over the country with an objective to support human resources development of the country. Moreover, skills training program also focused on the uplifting of poverty of the urban peoples of

the country and thus contributing socio-economic development. The overall outcomes and impact of the skills training program would help to develop future policy and strategy of the DSS for expanding and allocating more resources. Thus, it is needed to conduct a systematic research for understanding overall impacts of the skills training program of the DSS. More specifically, the rationales of the study were-

First- It explored the effectiveness of the skills training program of the UCD in terms of the curriculum content and implementation modality for the selected beneficiaries.

Second-It evaluated the quality of the skills training program whether it was aligned with the labor market demands of the country as well as overseas markets.

Third-It was needed to assess employment conditions and livelihood development of the beneficiaries whom were received skills training under the UCD program.

Fourth - The study was evaluated the scope of future improvement of the skills training program of UCDs of the DSS

Fifth-The study was also explored whether the skills training programs are aligned with long term, medium term and short-term policies of the government.

Considering all these the study has been carried out to evaluate of the skills training program of the 8 UCDs of four Divisions namely Dhaka, Chattogram, Rajshahi and Khulna. It is expected that the finding of the study would be vital guidelines to the government officials, policy makers, as well as researchers.

1.3 Objectives of the Study

The overall objective of the study is to evaluate the outcomes and impacts of the skills training program of the DSS is being implemented under UCD program to alleviate poverty from the society as envisioned by the present government.

The specific objectives of the proposed research are to:

- evaluate effectiveness of the training program of UCDs of the DSS
- assess quality and relevance of the training program of the DSS for developing plan and policies for future improvement
- evaluate employment and income generating status of the beneficiaries of the training program of DSS
- assess policy implications of the skills training program and its strategies for future improvement

The study aims to evaluate of the UCDs skills training and livelihood development program for understanding its relevance, effectiveness and efficiency for development of a set of recommendations for future implication.

Section 2: Methodology

The study has conducted as exploratory research through applying empirical approaches as executed in case of social science research. The empirical approach used to validate multiple hypotheses and increase in-depth understanding about given results of a particular intervention for addressing the problems. A mixed method of qualitative and quantitative approach was applied for collecting both primary and secondary data from the key stakeholders and also from relevant and available secondary sources. The qualitative method helped to understand both depth and gravity of the results and its challenges of the skills training program. On the other hand, quantitative method explored the facts and information from the beneficiaries on objectives and outcomes of the program.

2.1 Geographical Areas of the Research

The research areas were considered as two randomly selected Training Centers are being operated under the UCD program of each of four major Divisions of Dhaka, Chattogram, Khulna and Rajshahi. The rationale behind selection of eight areas were considered for ensuring geographical diversity and multi-sectorial skills training program. Accordingly, the eight selected UCDs are:

- i. UCD-5, Azimpur, Dhaka
- ii. UCD – 8, Mirpur, Dhaka
- iii. UCD – 1, Andorkilla, Chattogram
- iv. UCD – 3, Deb Pahar, Chattogram
- v. UCD – 1, Farazipara, Khulna
- vi. UCD – 2, 9 Sher-E-Bangla Road, Khulna
- vii. Rajshahi UCD, Sopura, Rajshahi
- viii. Natore UCD, Natore, Rajshahi

2.2 Research Sampling

The samples of the research were determined through applying random sampling process while choosing skills training courses in each of the training center. However, alignment of the skills training courses towards gender aspects was also considered while investigating for collecting primary data. In the process, two/three courses from each of the training center were considered for assessing and collecting data from the beneficiaries. Primary data was collected from 15 randomly selected beneficiaries from these selected courses. Thus, a total of 120 beneficiaries (50% women) from eight UCDs were assessed. The Table 2.1 below described the distributions of samples for both qualitative and quantitative data.

Table 2.1: Distributions of Samples for Qualitative and Quantitative Data

Data Type	Category of respondents	Number of respondents
Quantitative		
One to one interview	Training beneficiaries selected randomly from UDCs of Dhaka, Chattogram, Khulna and Rajshahi	8 randomly selected UCDs 120 training beneficiaries (50% female)
Qualitative		
Focus Group Discussion (FGD)	Training graduates and employers	A total of 4 FGDs: 2 FGDs with training graduates and 2 FGDs with employers
Key Informant Interview (KII)	DD (UCD)-DSS, DD, UCDOs/SSOs, Trainers, Coordination Committee members, representatives from NSDA, BTEB, different Chamber of Commerce and Industries available in 4 divisions	Total 42 participants in four locations
Case studies	Successful training graduates	Total 4 successful graduates in each location

2.3 Data Collection and Analysis

The primary and secondary data were collected from experts and beneficiaries as the respondents through field survey. Necessary tools were developed for collecting primary data as described in below.

- Questionnaire Survey: Semi-Structured questionnaire for conducting graduate survey
- Focus Group Discussion (FGD): Guideline and questionnaire
- Key Informant Interview (KII): Guideline and questionnaire
- Case study: Guideline for recording cases

Indicators of measuring effectiveness of the UCDs training program:

The indicators of measuring the effectiveness of the training program have been considered and reflected in the primary data collection tools including individual survey with the graduates, KIIs with different stakeholders, FGDs with graduates and employers, case studies etc. The major indicators are as follows:

- i. Relevance of training curriculum
- ii. Duration of the training course
- iii. Course fee
- iv. Assessment and Certification

- v. Training facilities including materials and environment
- vi. Occupational safety and health
- vii. Career guidance and employment support
- viii. Pre-training and post training occupational status
- ix. Income of graduates
- x. Competence of Trainers
- xi. Teaching-Learning approach
- xii. Duration of employment after training
- xiii. Challenges
- xiv. Relevance of training programs
- xv. Alignment with government and development policies and practices

Primary Data Collection: The primary data were collected through commissioning field survey at selected UCDs in 4 large divisional cities namely, Dhaka, Chattogram, Rajshahi and Khulna. A total of 120 training graduates identified and selected from 8 UCDs through random sampling process for interviewing by applying semi-structured questionnaire. The enumerators were oriented thoroughly before conducting the field survey. The survey data were collected through using Kobo toolbox data entry platform. Further data were checked and cleaned and analyzed using SPSS.

Focus Group Discussion – The FGDs were conducted with two key stakeholder group namely (i) Training graduates (ii) Employers of the training graduates. A total of 4 FGDs were conducted with such stakeholders. More specifically, two FGDs conducted with training graduates where a total of 23 graduates attended. Besides, two FGDs conducted with selected employers of the courses and occupations in which majority of the graduates were employed. A total of 20 employers attended in the FGDs and they provided their in-depth inputs and opinions in each of the issues discussed in the FGDs. The responses were recorded in data sheet and grouped into the category of issues. The responses and opinions received from the FGDs were triangulated into the data of primary survey for validating and contextualizing of the key findings.

Key Informant Interview- In order to explore policy and strategic dimensions of the UCD program, interview was conducted with key experts from relevant department and organization. Major experts were approached and conducted interviews. The issues related to skills development policy, gender, labour markets, investment and business developed were explored with key experts and representatives. The information received from the KIIs were tabulated and analyzed according to the clusters of policy, gender, labour markets as well as business and livelihood development.

Case study- A total of 4 successful cases were investigated by the research team in four survey locations. The main purpose of the case study is to documents the factors which make them successful in the endeavor of journey with UCD program. Moreover, it has also reflected the main motivation to become successful by those UCD graduates.

Secondary Data collection:

Literatures such as annual reports, beneficiary database, training courses were reviewed and analyzed to collect secondary information. Literatures were collected from DSS office and website. Major sources of secondary data collected, analyzed and contextualized as mentioned below.

- (i) Government vision 2021
- (ii) Perspective Plan for vision 2041
- (iii) 8th Five Year Policy
- (iv) National Skills Development Policy 2022
- (v) Labour law 2006
- (vi) National Women Development Policy 2011
- (vii) Annual report of the DSS, year 2022
- (viii) Website of the DSS (<https://dss.gov.bd>)

All data and information collected though primary and secondary sources were analyzed, and presented in the graphical and tabular formats. Besides, qualitative data were analyzed and grouped according to the issues of the broader survey framework.

Section 3: Overview of UCD Program

The Urban Community Development (UCD) program has been recognized as one of the important social development programs of the department of social services (DSS). With the vision of establishing a better life and caring society in the urban areas of Bangladesh the UCD program is being implemented. UCDs programs are playing pivotal role in improving the urban societies through various social awareness, aid and developmental activities.

The Urban Community Development Project (UCDP) was launched experimentally in 1955 in Kayettuli, Dhaka considering various social problems including slum problems in the then provincial capital Dhaka. Being successful to solve social problems, UCDP was included in the five-year plan of the Central Government in the same year and expanded to Gopibagh, Lalbagh and Mohammadpur areas of Dhaka city. In 1960, there were 16 units of UCDP in 12 cities of Bangladesh. Since the establishment of the Directorate of Social Welfare in 1961, the growing success and expansion of this project has continued. In response to the needs of the poor living in urban areas, this program was gradually upgraded to 43 units till June 1996. In view of the growing demand, in July 1996, 7 more Urban Social Development Units were established in the development sector under the name 'Development and Expansion of Urban Social Service Program-Phase-I'. The total number of units was increased to 50 in 34 districts. Following this, 30 units were set up in the remaining 30 districts of the country under the project titled 'Development and Expansion of Urban Social Service Program-Phase II' in the financial year 2002-2005. At present, Urban community development activities are being implemented through a total of 80 urban social service offices including all city corporations and district cities. The UCDs vision, mission, goals and strategic objectives as set are:

Vision-

Improving the living standards of low income people in urban areas and establishing a caring society.

Mission

Socio-economic empowerment and improvement of living standards of backward and troubled people in urban areas through coordination of public-private initiatives.

Goals

(1) Coordinating the activities of volunteers and voluntary organizations and assisting in registration;

- (2) encouraging private and voluntary social service initiatives;*
- (3) strengthening family and social bonds, ethics and social values;*
- (4) organizing through the formation of working groups;*
- (5) to develop a saving attitude among the party members and to form their own funds through the creation of savings;*
- (6) Mother and child care; Primary health care; Formal and non-formal education; Safe water use; Hygienic toilet use; Literacy; Environmental awareness; Cleanliness; Waste management; Sports and recreation; Child marriage, Prevention of dowry, abuse of women and children, eve teasing and acid terrorism; Prevention of misuse of information technology; Prevention of child labor; Discouraging smoking and drug use; Ensuring the participation of the target population in social activities such as assistance to the victims of natural disasters, building happy families, etc. ;*
- (7) To provide technical, vocational and entrepreneurial training for the development of skills of the target population of interest free microfinance;***
- (8) Conducting skill development training centers for human resource development;***
- (9) Achieving economic development by providing skill development training for productive and income generating programs for the rehabilitation of these two categories of beggars and hijras in urban areas;*
- (10) To achieve economic development by involving the poor in productive and income generating programs by providing interest free micro-credit;*
- (11) To undertake developmental activities on the basis of MoU with the assistance of local and foreign donors subject to the approval of the Department and the Administrative Ministry in the interest of the concerned area; and*
- (12) Implementation of social security programs.*

Strategic Objectives

- (1) Coordination;*
- (2) Increase social awareness;*
- (3) Provide skills development training; And***
- (4) Provision of interest free micro loans.*

UCDs Skills Development Training

The skills development training is a unique program of UCDs. The main purpose of the training program is to create employment and entrepreneurship opportunities for the youth and help the countries sustainable economic growth initiatives. There are 23

diversified skills development courses available with the UCDs training program. The list of trade courses is given below:

1	Computer Office Application	13	Radio and Television Servicing
2	Electrical House Wiring	14	Bamboo, Cane and Carpet industry
3	Hardware and Networking	15	General Electronics
4	Refrigeration and Air-Conditioning	16	Driving cum Auto Mechanics
5	Dressmaking and Tailoring	17	Travel Tourism and Ticketing
6	Certificate-in-Beautification	18	Embroidery Machine Operator and Maintenance
7	Mobile Phone Servicing	19	Aminship
8	Proficiency in English Communication	20	Horticulture Nursery
9	Graphics Design and Multimedia	21	Certificate in Pattern Making
10	Block-Batik and Printing	22	Food and Beverage Production
11	Database Programming	23	AutoCAD
12	Web Design and Development		

About 3,36,887 persons received training under UCDs skills development program. The number of female graduates are 1,34,755 which is 40% of the total graduates. UCDs got registered since 2016 and provided training following BTEB curriculum to 142,154 graduates which is 42% of the total graduates of UCDs. Before BTEB registration, UCDs follows own curriculum and provided training to 194,733 graduates. UCDs have also initiated registration under NSDA. Already 47 UCDs received NSDA registration out of 80 UCDs. UCDs provided training to diversified group of beneficiaries including orphans, youths, Persons with Disabilities, Transgender, marginalized, vulnerable and backward people. There were 3,369 PWDs and other graduates in UCDs training program. Under A2i project 1,000 students of Kaomi and Alia Madrasa received training from UCDs.

UCDs have lot of potential to support the government initiatives to produce skilled human resources and contribute to the national goal to be a developed country by 2041. It could support the implementation of 4th Industrial Revolutions positively through advanced skills research, training and culture. DSS recently introduced online software (www.dss.nise.gov.bd) to bring the UCDs training activities of the entire country on an integrated platform and provide the desired services of skills development training, skills and employment promotion, linkage with the industries, employers and trade associations. UCDs are planning to transform its basic training courses to advance level courses to meet the current and future needs of the country. However, its needs investment and public-private support for the development of the training infrastructure, modern equipment, capacity building, promotion and demand creation.

Section 4: Research Findings

4.1 Demographic Features of the Surveyed Graduates

The demographic data of the graduates were collected for reviewing their socio-economic backgrounds and involvement with the training programs of UCDs under DSS. The key demographic features of the training beneficiaries are noted below:

A. Age Distribution

The age distribution of the surveyed graduates was from below 18 years to above 35 years. The survey data revealed that about 92.50 percent graduates' age was up to 35 years, whereas only 7.50 percent graduates' age was above 35 years. This indicates that majority of the training beneficiaries was young population. The age distribution of surveyed graduates is shown in table 4.1 below.

Table 4.1: Age distribution of surveyed graduates

Age range	% (N)
Less than 18 years	6.66 (8)
Between 18 to 35 years (youth)	85.83 (103)
Above 35 years	7.50 (9)
Total	100.00 (120)

B. Female Participation

The overall female graduates' participation was 52.5 percent in the survey. Thus, it showed that gender parity was maintained while selecting training beneficiaries for different courses implementing in the UCDs. The gender distribution of surveyed graduates is shown in table 4.2 below.

Table 4.2: Gender distribution of surveyed graduates

Division	Male	Total	Female % (N)
Chattogram	16	30	46.67 (14)
Dhaka	17	30	43.33 (13)
Khulna	15	30	50.00 (15)
Rajshahi	9	30	70.00 (21)
Total	57	120	52.50 (63)

C. Persons with Disabilities (PWDs)

The survey data found that only a small proportion of 2.50 percent of the survey graduates were Persons with Disabilities (PWDs). Their type of disability was hearing and speech impairment. It indicates that the social inclusions in the UCDs have wider

scopes to include very marginalized populations. It needs lot of development support to ensure a higher proportion of PWDs in the UCD program. The disability status of surveyed graduates is shown in table 4.3 below.

Table 4.3: Disability status of surveyed graduates

Disability status	% (N)
Yes	2.50 (3)
No	97.50 (117)
Total	100.00 (120)

D. Education level

The education level of the graduates during the survey found that only 5.8 percent were up to class 10 and 94.2 percent were above class 10 (SSC to Masters level). It also revealed that a large proportion of 61 percent of the respondents were continuing education in academic institutions. The further probing of this situations learnt that a good number of beneficiaries were enrolled in UCD program having flexibility of the skills training courses. Below table 4.4 shows the distribution of beneficiaries according to their education level.

Table 4.4: Distribution of beneficiaries according to their education level

Educational qualification	% (N)
Class 10 and below	5.80 (7)
SSC	11.70 (14)
HSC	30.80 (37)
Bachelor Degree	20.00 (24)
Bachelor of Honors	20.00 (24)
Masters	11.70 (14)
Total	100.00 (120)

E. Family Size

The family size of the beneficiaries was varying from 1 to 10. However, it has also revealed that the average family size is 4.64 which is very close to the national average family size of the country.

F. Family Income

The survey findings also revealed that about 61 percent families have only 1 income earning member, whereas 34 percent families have reported that they have 2 income earning persons, only 4 percent have 3 income earning persons. Only 1 family do not have any income earning persons. About 76.6 percent of the families have monthly income up to BDT 30,000. The monthly income pattern of the families is shown in the table 4.5 below.

Table 4.5: Income pattern of the families of the respondents

Monthly Income Level (in BDT)	% (N)
No income	0.8 (1)
1000-10000	20.0 (24)
10001-20000	38.3 (46)
20001-30000	17.5 (21)
30001-40000	9.2 (11)
40001-50000	7.5 (9)
Above 50000	6.7 (8)
Total	100.00 (120)

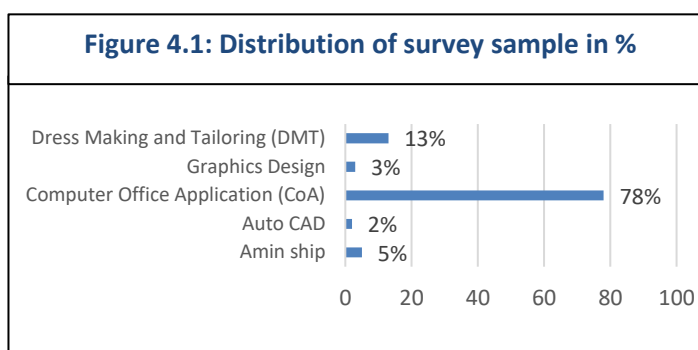
The family income of the graduates showed that more than half of the beneficiaries' family income fall in the range up to BDT 20,000. If we count average family size is 4.6 then per person income stand BDT 4,347 which still below the poverty line. The World Bank estimates of poverty threshold is US \$ 1.9 per day per person. So, a majority of the training beneficiaries' families lives in below poverty line.

4.2 UCDs Training and Livelihood Development Program Related Findings

The training related data were collected through applying both quantitative and qualitative approach including graduates' survey, KIIs with internal stakeholders of UCDs and DSS as well as external stakeholders including skills training regulatory bodies, local and national Chamber of Commerce and Industries (CCI), and FGDs with trained graduates as well as local employers. The collected data were carefully analyzed for evaluating the quality, quantity, relevance, efficiency, effectiveness and sustainability of the training programs of UCDs of DSS.

A. Training courses:

The survey data showed that about 78 percent of the graduates completed Computer Office Application (CoA) course of 6 months' duration (Figure 4.1). The other graduates completed Amin ship (Land Survey) 5%, Auto CAD 2%, Graphics Design 3% and Dress Making and Tailoring (DMT) 13%.



Auto CAD 2%, Graphics Design 3% and Dress Making and Tailoring (DMT) 13%. It has also understood that the CoA course is available in all the eight surveyed UCDs. The CoA course is quite popular among students as it is a basic course for the beginners to pursue advanced level ICT courses. This course is also essential for self-development and employment opportunities.

The distribution of training courses of the surveyed graduates is shown in the table 4.6 below.

Table 4.6: Distribution of training courses of the surveyed graduates

Name of the training course	% (N)
Amin-ship	5.00 (6)
Auto CAD	1.67 (2)
Computer office application	77.5 (93)
Graphics design	2.5 (3)
Tailoring and dress making	13.3 (16)
Total	100.00 (120)

B. Certification:

It has understood that all the surveyed graduates received BTEB certification after completion of the training and assessment / examination. It has revealed that the BTEB guided assessment and certification was started from 2016. It is mentionable that DSS also got approval of NSDA authority for providing training courses according to Bangladesh National Qualification Framework (BNQF). However, the training under NSDA has not yet been started due to some preparatory works on training course materials by the authority, as the key informant from DSS informed. It is important for the training graduates to have transferability of the skills and competencies at national and international markets. Thus, NSDA accreditation of UCDs skills training program will enhance acceptability of the graduates in the labour markets. It is also important to

have accredited certificates for the training graduates from the UCDs skills training program.

C. Graduates occupation before training and currently after training:

The survey was attempted to understand about occupations status of the training graduates of the UCDs skills training and livelihood development program. The primary data indicates that around 79% of the graduates were student before joining training program. Another 10% of the graduates were unemployed, and 11% were in jobs or business. This implies that 89% of the graduates were not in income before joining training program.

The present occupations status of the graduates after training achieved significant change. It has been reduced from 79 percent to 61 percent in case of students. The unemployment percentage also reduced from 10 percent to 5 percent. Accordingly, the percentage of jobs and own business of the skills training graduates have increased from 10 percent to 22 percent. This indicates the training has a positive impact on employability (wage job / business) of the UCD graduates along with other associated factors. Detailed status and comparison of job and business status of the graduates are shown in Table 4.7.

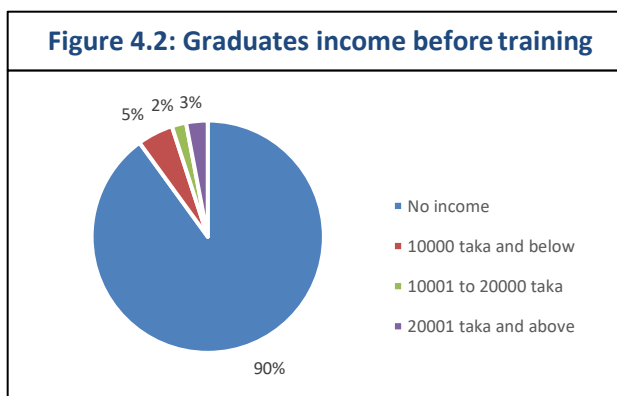
Table 4.7: Graduates occupation before training and current occupations (after training)

Occupations	Occupations before training % (N)	Present Occupations % (N)
Unemployed	10.00 (12)	5.00 (6)
Tuition	1.67 (2)	12.50 (15)
Student	79.17 (95)	60.83 (73)
Job	6.67 (8)	6.67 (8)
Business	2.50 (3)	15.00 (18)
Total	100.00 (120)	100.00 (120)

D. Graduates income before training and currently:

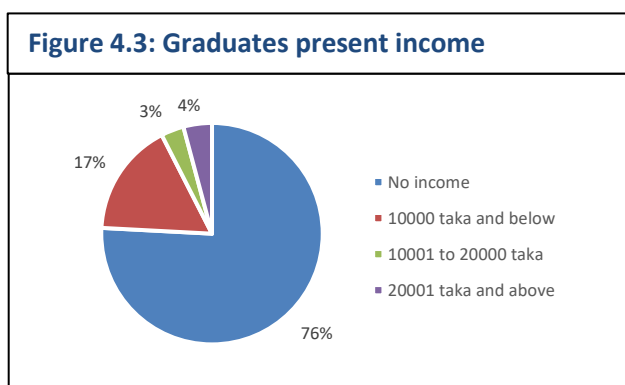
The change of income of the training beneficiaries were investigated through the survey for better understanding of the impact of UCDs skills training program. It has revealed from the survey findings that 10% of the graduates had income before training. 5% of the graduate per month

income were below 10,000 taka and rest of the 5% range were between 10,000 to above 20,000 taka (Figure 4.2).



The graduates' income before training and current income after training also showed positive changes. It has found that about 14% of the graduates who were not in income before training are now having income after receiving the training. Moreover, a significant change happened on income of the

graduates after completing training and now it stands 17% whose income falls in the range of below tk 10,000 per month. The income of the graduates in other range had a minimal impact (Figure 4.3).



E. Duration of the training courses:

The effectiveness of training courses and its delivery plan were investigated through the survey. It has revealed that about 84% graduates responded the duration of the training courses (6 months) are perfect according to the need of the training program to develop skills and competencies. However, 13% graduates responded that the training duration should be extended to ensure the quality of learning. Only 3 percent graduates expressed that the duration should be reduced to 3 months as they think that the course could be completed faster than current mode of training. The variation of the opinion of graduates are quite obvious and the teaching-learning depends on individual capacity of a trainee and any other environmental factors. The duration of the training course is also depended on the category of course designed and made available by the training management, regulatory and certification authority. Detailed of opinion of the graduates regarding training duration is shown in Table 4.8 below.

Table 4.8: Opinion of training graduates regarding training duration

Responses	% (N)
Training duration is alright	84.2 (101)
Training duration should more long term	13.3 (16)
Training duration should short term	2.5 (3)
Total	100.0 (120)

However, the BNQF has made a framework on duration of training should be decided based on the contact hours for both theory and practical classes. It is imperative that the UCD management and DSS authority should align its all courses in line with the framework of BNQF as this is the national standard.

F. Course fee:

The course fee varies depending on the category of course and local contexts which have been fixed by the specific UCDs and their management (coordination committee). The survey found that the course fees are within BDT 1,000 to BDT 4,000.

It has revealed that about 55% graduates opined the course fees is comparatively high which should be reduced considering the economic condition / poor income of the families. Another around 20% graduates expressed that the course should be provided free of cost as they understand that training centers are owned by the government. However, 25% graduates think that the training fees are perfectly okay. It may be mentioned here that many of the skills training program implemented by the government project as well as NGOs run program offer free of costs. Moreover, those projects also pay allowances to the trainees such as Tiffin and Transport costs. Thus, sometimes UCD management faces lots of challenges for attracting training beneficiaries with paying fees.

The distribution of opinion of the surveyed graduates about the training course fee are shown in the Table 4.9 below.

Table 4.9: Graduates opinion about the training course fee

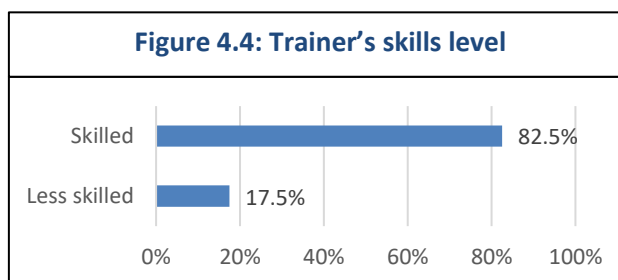
Responses	% (N)
Comparatively high	55.00 (66)
Comparatively less	0.83 (1)
Training fee is alright	25.00 (30)
Training fee should full free	19.17 (23)
Total	100.00 (120)

According to the KIIs and FGDs findings, the training course fee is a very complex issue to be considered by the DSS authority for ensuring quality training, skills development, improvement of socio-economic condition of the graduates, market competitiveness and sustainability of the training programs of UCDs. The complex issues as found are noted below.

- i. Many students are not interested to get the paid courses of UCDs as they are getting full free courses from other public-private training organizations in the city such as Department of Youth (DoY), Department of Women Affairs (DWA) and so on.
- ii. UCDs need to earn by collecting fees of the courses to bear the trainers salary / benefits as there is a lack of sufficient financial support by the government or any other sources to run the training program.
- iii. Most of the KII respondents expressed that there should have financial support either by the government or by any potential donor/donor supported projects such as SEIP, ASSET etc. to facilitate full free training courses along with other facilities (compensation, job placement, startup support etc.) similar to other Training Service Providers (TSPs). Moreover, they also mentioned that free of cost training should only be provided to the trainees who could not afford training fees due to poor family background or other justifiable criteria such as marginalized, vulnerable, underprivileged, PWDs etc. Few KII respondents also mentioned that charging course fee would not be an issue if the training could be provided through maintaining highest level of quality, excellence and effectiveness. In doing so, the UCD management needs to work on improvement of the course curriculum, trainers' skills and quality, training environment, equipment and infrastructure etc.

G. Skills needs of the Trainers:

The survey also attempted to understand regarding capacity building of the Trainers of UCDs. It has revealed that majority of the surveyed graduates (82.5 percent) considered that the trainers are adequately skilled to provide the courses which they completed. They think that the trainers do not need more



skills to conduct the course. However, another 17.5% graduates opined that the trainers should be provided with further / additional level of skills training for enhancement of their skills (Figure 4.4).

The KIIs respondents also focused on improving skills of the trainers through advanced training according to the requirements of national qualification framework. They also mentioned that the skills improvement of the trainers is quite important for future development of the UCDs training program to contribute to the needs of advanced and skilled workforces' development across the country.

H. Training Curriculum:

The majority of the surveyed graduates (94 percent) thinks that the training curriculum is perfect according to their need of the course. However, a small proportion of graduates thinks that the curriculum should be enriched with additional contents according to the need of the current job markets.

The employers through FGDs and KII respondents of local Chamber of Commerce and Industries (CCI) noted that the training curriculum should be upgraded according to the job market needs. Advance level courses should also be provided to fulfill the skills demand of the markets. The market/enterprise actors should be involved in the process of upgrading the training curriculum, as the employers and chamber respondents mentioned. It is pertinent to mentioned here that implementation of training curriculum following BNQF will align the UCDs program with the requirements of labour markets at home and abroad.

I. Teaching-Training Materials (TTM):

The survey findings revealed that about 93% of graduates expressed that the training materials were good in quality and used properly during implementation of training courses. However, a small proportion of 7% graduates mentioned that the training materials should be improved for ensuring quality teaching-training process and its outputs. This opinion is basically referred to the improvement of the computers and other lab facilities.

J. Theory and practical classes:

The distribution of the training delivery on proportion of theory and practical classes were assessed through the survey. Only a small proportion of 3% graduates mentioned that they should be provided with more practical classes. But it has understood that majority of the graduates thinks that the proportion of theory and practical classes were

perfect for the quality learning. However, the distribution of theory and practical classes must be aligned with the BNQ framework.

K. Occupational safety and health (OSH):

All the graduates expressed that the occupation safety and health issues are well taken care of during their training sessions. Moreover, special care was there for social distancing, use of masks, gloves, hand washing / cleaning facilities etc. during the outbreak of pandemic covid-19. It is also needed to maintain such standard in post pandemic period.

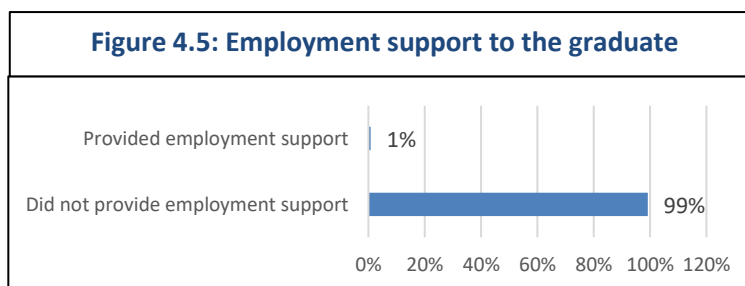
L. Career guidance:

The students were asked whether the training included contents on career guidance such as preparing CVs and learning how to apply for jobs, face interviews, adapt with work environment, working conditions, communication with peers and co-workers etc. However, this has understood that few informal discussions on career guidance, preparing CVs etc. took place in Computer Office Application course in some training centers. All the graduates expressed that the formal career guidance is important for any kind of skills development training to prepare the graduates for job markets. Formal career guidance session should be formally introduced and incorporated with the skills training courses, as mentioned by the graduates.

It has also understood from the KIIs that employers also emphasized for development of the soft skills through career guidance sessions. Moreover, they also suggested that course specific selected experts from industry should be engaged for delivering career guidance session.

M. Job placement support

There are no formal job placement support services with UCDs training centers. However, all the graduates expressed that job placement support should be an integral part of the UCDs skills training courses as many graduates needs employment



after the course. The job placement support cell could make a bridge between UCDs and industries to make the skills training program aligned with the labour markets. Moreover, employment support cell also ensures systematic career guidance of the trainees.

N. UCDs loan facilities for the graduates:

It has revealed from the survey data that most of the graduates do not know about loan program of the UCDs. Alternatively, the graduates have not been informed about the loan program by the UCDs management. But it is important that many of the training graduates were found interested to start new enterprises and engaged in micro-business. However, the graduates think that the interest free loans program should be facilitated for those who need it for purchasing machine and equipment such as computers, sewing machine etc. so that they could learn more through practicing during and after training. Moreover, some of the trainees who want to be self – employed required such loan facilities.

The KII respondent of DSS mentioned that the loan facilities should be available for the training graduates for their quality learning and further livelihood development through self-employment and income generation. The DSS authority also mentioned that the issues of not facilitating loan to the training graduates will be taken care of and followed up with the UCD authorities so that graduates could avail the loan facility following the criteria set for the loan program.

O. Quality and environment of training center:

The survey has attempted to explore the status of quality and environment of the training centers. It has revealed from the survey that the quality and environment of the training centers are quite satisfactory. However, around 29% training graduates mentioned that the environment should be more developed in terms of the availability of modern training equipment, proper ventilation, adequate lighting, quality trainers etc. Detailed of the opinion of the graduates regarding training environment is shown in Figure 4.6 and Table 4.10 below.

Figure 4.6 Opinion of the graduates regarding training environment

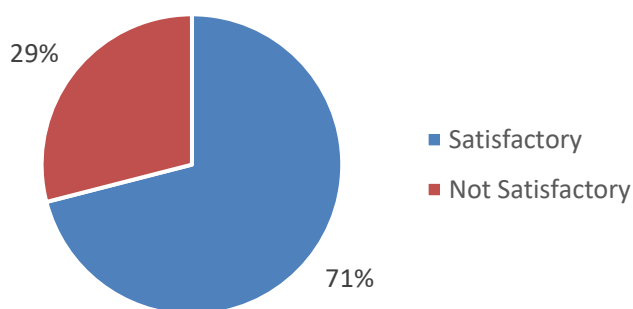


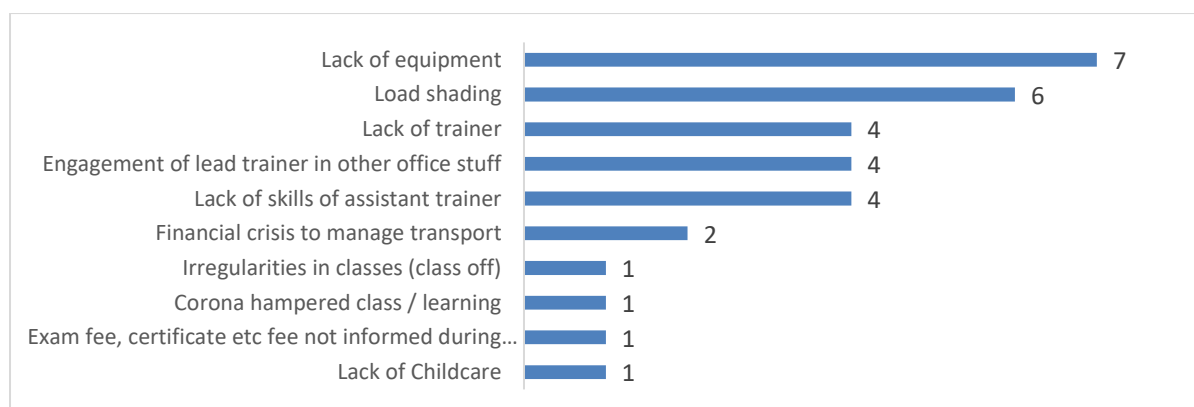
Table 4.10: Opinion of the graduates regarding training environment

Responses	% (N)
Lack of equipment/Trainer	80.0 (28)
Lack of light/air/toilet/childcare	2.86 (1)
More development is needed	17.14 (6)

Some of the surveyed UCDs are operating in old building which are not safe and secure for the trainees and trainers. The establishment of UCD 1 of Andorkilla, Chattogram and UCD 1 of Khulna Farazipara are very vulnerable for operating office and training courses. The training centers should be immediately renovated for facilitating of quality training institutes and attracting potential students.

P. Challenges faced by the graduates during training:

The study has explored to understand existing challenges faced by the trainees while conducting training courses at UCDs. It has revealed by the survey data that about 81% graduates mentioned they did not face any challenges during their training time. However, 19% graduates faced some sorts of challenges. There were three training graduates having category of PWDs among all surveyed graduates who had faced challenges of communicating with the trainers. The category of challenges faced by other graduates are noted in order of high incidence in the Figure 4.7 below.

Figure 4.7: Challenges faced by the graduates during training

The training equipment are inadequate in some of the UCDs. Few students of Khulna 1 UCDs reported that the computers were not up to the standard configurations and also inadequate and 2-3 students needed to learn together in one computer which hampered the quality teaching-learning. However, in some of the UCDs the computers are with good configurations and adequate for a training batch. The authority need to concentrate on upgrading training equipment so that quality of the training is not hampered, potential students are attracted with modern training equipment.

Load shading in some cities hampered the conduction of regular classes. The training centers may be provided with IPS/UPS or standby Generator support so that the teaching-training are not hampered due to the load shading.

It has reported by the surveyed graduates that the lead trainer found skilled but could not provide the full course due to their involvement in other activities. The substitute / assistant trainers' skills were not up to the mark which hampered quality of teaching-learning of the graduates. The assistant trainers should be made available with adequate skills.

Some students could not afford the training / regular classes due to their poor socio-economic background. They should be provided with course fee waiver, transport allowance etc. so that they do not miss the training which need for their skills development and survival through the livelihood development.

Some students faced challenges as they were informed lately about the examination, certification and other fees required after the training. The students with poor family background faced challenge to organize the fund required for examination and certification. Proper communication of training system and facilities should be provided in advance to the students so that they do not face any challenges after enrollment of the course.

Q. Satisfaction of graduates on UCDs training program:

The study also explored the satisfaction status of the training graduates while they were the trainees of UCDs. It has understood from the survey data that about 95% of the surveyed graduates found satisfied with the training courses they received from UCDs though they faced various challenges during their training. The major reasons for their satisfaction as the mentioned are noted below:

- The lead trainers were highly skilled, dedicated and friendly to the learners
- The learners learned well from the courses which they could use in their needs of livelihood development
- The learning and certification will help them in getting employment, increase income and improve livelihood
- The students could enroll for advanced courses for their skills up-gradation
- The training environment was good

About 5 percent graduates who were not satisfied with the UCDs training program are due to the following reasons as they mentioned.

- Unavailability of personal computer /sewing machine / training equipment for personal practice and improve learning
- Lack of skilled trainers, training quality and training equipment
- Lack of safety and security at UCDs
- Trainees need to pay course fees without getting transport and other allowances
- Irregularities in classes by the students as well as training management
- Lack of infrastructure support for load shading, internet access, computers etc.

R. Measures for further improvement of the training programs

The survey findings have revealed the fact that about 31% graduates do not have any suggestions while 69% graduates put forward their advice for further improvement of the training program of UCDs operated under DSS. Recommendations from KII respondents and FGDs have also been received regarding improvement of the training program. The diverse categories of suggestions for improvement of the UCDs training program are received from the graduates' and other respondents. The key recommendations from the respondents are noted below.

- Increase communication/promotional/campaign activities for developing mass-level awareness about the UCDs training program
- Upgrade training equipment, modern lab, training facilities and infrastructure (internet, generator support, training manual etc.)
- Upgrade training curriculum aligned with BNQF and according to the demands of the job markets
- Introduce advance level courses through assessing current and future demands
- Upgrade skills of the trainers on demanding courses
- Introduce 2-3 full time quality trainers for each course
- Increase training monitoring, evaluation and supervision for ensuring training quality
- Review and reactivate coordination committees' role in UCDs program development
- Increase manpower through need assessment for communication, trainee mobilization, enrollment, training operation and management etc. Trainers should not be involved in learner mobilization or other work except providing advanced quality training

- Regularize trainers in the government payroll so that dedication and commitment is ensured
- Increase number of classes and practical sessions for ensuring quality learning
- Conduct Training and Employment Need Assessment (TENA) of students and provide formal career guidance and employment support services
- Loan facilities in every UCDs to the training graduates who want to be self-employed after training and purchasing training equipment for quality learning of the students
- Create linkages with employers and industry association for their involvement in program quality development and employment promotion of the graduates
- Introduce database for training and employment promotion
- Reduce course fee for poor students. Provide need based full free training with compensation (transport/tiffin/childcare) for students with poor background
- Increase investment through government/donor funding to transform UCDs training program as a separately managed full-fledged quality training and employment service provider

Section 5: Evaluation of the Research Findings

5.1 Relevance of the skills training program

The UCDs skills training programs are found relevant considering the following findings from the research.

- The training courses and curriculum are accredited by the BTEB and thus it has national level acceptance
- The process for Registration of UCDs with NSDA would make the program more aligned the BNQF
- Its producing skilled human resources for development of the country
- Its creating basic level skills of the training graduates for advancing their further skills needs
- Its supporting self-development of the training graduates and generating employment and income opportunities
- Its creating opportunity for further development of UCDs as full-fledged advanced level skills training and employment service provider.

5.2 Effectiveness of the program

The program found to be effective as almost all the students (95%) are satisfied with the training course and they do believe that the training and certification will help them in current and future skills, employment opportunities, income generation and livelihood enhancement. Though immediate employment of the training graduates is quite low but it helped to acquire skills for future employment and the livelihood.

The UCDs program is found pathways for the target beneficiaries for ensuring their socio-economic development of the poor and vulnerable youth.

5.3 Efficiency of program management

The UCDs training program could be marked as efficient considering current policy, facilities and resources. However, the training program, operations and management of UCDs should be made more efficient through improvement of the investment by the government and private sectors, infrastructure development, restructuring of the program operation and management, market competitiveness, program quality enhancement, linkage with employers and industries, digitization of systems, market assessment and need based training courses.

Besides, environment should be created for the UCDs coordination committees to play their active roles for reviewing program level activities on regular basis so that management efficiency could be enhanced.

5.4 Impact of the program

The training program provided by the UCDs are creating positive impacts on personal and family level of the trained graduates as well as at national level for generating skilled human resources. All the trainees have mentioned that the reasons for availing the UCDs training program are for improving their skills, current and future employability and livelihood development. Almost all the graduates (98%) believes that the training is helping a lot and will help in further improvement of their skills, employment opportunities, income and livelihood development. However, they think that the UCDs training program should be further improved to facilitate demandable and advanced courses, career development and employment support, entrepreneurship development, startup support and creation of access to finance.

Though the outcomes of the skills training program are comparatively low but it developed competence among the graduates for developing their better livelihood. It has created a positive impact on the socio-economic development of the target beneficiaries and also their families. Thus, the UCDs program are contributing poverty alleviation of the country.

5.5 Sustainability of the program

The sustainability of the training programs needs huge investment for quality improvement of the training program, environment and infrastructure. Sustainability is a systematic and gradual development process. Thus, effective collaboration between public and private entities should be promoted. Moreover, a robust feasibility and sustainability plan for UCDs training program should be developed and executed. The infrastructure of the UCDs should be updated and modernized so that it can face the challenges of the globalization. Partnership with private sector industries and enterprises should be promoted as a model of PPP so that financial sustainability could be enhanced. Besides, social marketing of the UCDs program should be promoted in print and electronic media for ensuring social sustainability. In this way, the UCD could contribute to the development process in terms of the national strategic policy, vision and mission to be developed country by 2041.

5.6 Private sector linkages

The industries and private sector are not much involved with the UCDs training program. Even the employers and industry associations are not aware of such training initiatives by the DSS. Private sector linkage is important for improving the skills training quality, skills and employment promotion according to market needs. The KII with the employers and local CCI and FGDs with employers focused highly on the private sector engagement in UCDs training program development. They are highly interested to be involved in the development process. However, its needs initiatives from the DSS authority for creating scopes and opportunities for private sector linkage for skills and employment enhancement of the UCDs training program.

5.7 Inclusiveness of the programs

The inclusiveness of the program for the marginalized, PWDs and women empowerment should be further reviewed by the DSS authority. The female participation in UCDs training program is above 40%. However, this could be further improved through creating more female friendly courses, infrastructure development such as separate toilets for female, child care support, safety and security measures etc. The Persons with Disabilities (PWDs) are also coming to the UCDs training program and present enrolment status is found 1-2 percent. However, PWD friendly training environment including accessibility, training materials etc. should be there for their inclusion in the program. Diversified and marginalized group of communities should also be involved in the UCDs training program through mass-level social marketing considering the mandate of DSS for inclusive social development.

Section 6: Recommendations

The research findings have been thoroughly analyzed on the context of the policy and strategy of the department of social services for promoting skills training and livelihood development for the vulnerable peoples of the country. Besides, social inclusions and poverty alleviation are key priority of the DSS. The recommendations from this research for improvement of the UCDs program are drawn for consideration of the DSS management.

6.1 Program development

- UCD management and DSS authority should align its all courses in line with the framework of BNQF as this is the national standard. UCDs skills training curriculum should upgrade according to current market demand and aligning with the BNQF
- Ensure assessment of trainees and provide certification according to the BNQF. Launch campaigns to promote awareness of the value and recognition of NSDA certification among employers and stakeholders as well
- Foster closer collaboration between DSS, BTEB, and other relevant bodies to ensure seamless integration and implementation of NSDA-accredited training
- More advertisement needed before starting the courses through social, print and electronic media
- Allocate more budgetary resources for program operation, management, infrastructure development
- Regularize training staff in the government payroll so that dedication and commitment could be ensured
- UCDs skills training programs should introduce advanced and demanding courses aligning with the Fourth Industrial Revolution (4IR)
- Incorporate training and employment need assessment systems, career guidance, employment support service with UCDs training program
- Provide market competitive courses with necessary financial aid and need based free courses for the underprivileged trainees
- Review and update UCDs policy and program on regular basis so that it aligns with the current needs of development
- Loan facilities information to trainees should be provided during admission and facilitated to graduates who need it

6.2 Employment promotion

- Create linkage with employers and industries to place graduates in jobs
- Strengthen partnerships with industry stakeholders to ensure training programs meet market needs.
- . Implement comprehensive career support services, including job placement assistance, career counseling, and resume building workshops at UCDs.
- Provide access to finance, DSS loans, entrepreneurship development training and support startup development etc.
- Create graduate database and online career opportunities
- Organize job fairs on regular basis at national and local level

6.3 Livelihood Development

- Provide livelihood development support of the beneficiaries through skills and income generating activities as per needs of the society and community
- Ensure coordination with local level administration, local government representatives for creating accessibility of the beneficiaries to the UCDs program
- Establish linkages with community development organizations, trade body associations, financial intermediaries for a better access of the services which are needed for livelihood development

6.4 Policy implications

- Review policy and strategies through engagement of the all-level stakeholders for advancement of the UCDs training program
- The UCDs program should be aligned with National skills Development Policies and BNQF so that the skills and competencies fit with demands of the labour markets
- Consider allocations of budgetary support for developing capacity of the UCDs to deliver demand-driven skills training courses.
- Develop a short, medium and long-term targets and strategies to support skills and employment promotion of the beneficiaries in light of the government strategies and plan including perspective plan – vision 2041, 8th FYP and next 9th FYP.

7. Annexures

7.1 Case Studies

CASE STUDY # 1

G.M. AFJAL HOSSAIN (AFJAL): A SUCCESSFUL COMPUTER OPERATOR



Afjal born in a farmer's family in Satkhira. His father was a small holder farmer and only income earning person to bear a five members household. It was difficult for his father to run the family with meagre earnings. Afjal was struggling hard to continue his study. During the year 2014, he started working in a private computer shop side by side his graduate level study at Govt. B.L. College, Khulna. He continued working there until he completed masters degree in 2018. Afjal was looking for a

better employment and income to support his family. He realised that a formal certification on computer office application course could help betterment of his career. He searched for a reputed training centre within his reach and found the Urban Community Development – 1, Khulna led by the Department of Social Services as reliable one. He got admitted there and successfully completed Computer Office Application course of six-month duration.

Just after completion of the Computer Office Application course, Afjal got a better employment scope. From March 2018, he started his new career as “Computer Operator” of a reputed MPO affiliated secondary school named J.B.M High School, Rupsha, Khulna at sixteenth grade pay scale. He is now doing a



decent job with a better income. Afjal expressed his gratitude to the staff of Khulna UCD – 1 especially the instructor Mr. Sabuj Sen, who helped him a lot in learning computer and being successful. He mentioned that, he could not pick a better career without the computer office application course and certification. He also mentioned that, Khulna UCD – 1 is playing an important role in changing lives of many youths of Khulna region through delivering quality skills training. The training could be more

effective if DSS facilitates job placement, entrepreneurship and credit support to the trainees and graduates, he mentioned.

Afjal got married and he have two children. Now he could support his family including his parents and two sisters. He still thinks to further his career goal through establishing a quality ICT training and service centre so that he could earn more and share his expertise among potential trainees. However, he needs financial support for the establishment where Khulna UCD -1, DSS could support him through a handsome credit support.

CASE STUDY # 2

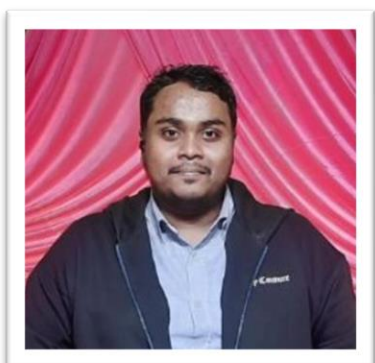
LINA TABASSUM (LINA): UCD'S TRAINING HELPED HER EMPLOYMENT



Lina Tabassum pursued BTEB certified Computer Office Application and Graphics Design course during July-December 2015 from Urban Community Development (UCD) – 5, Azimpur, Dhaka under the Department of Social Services (DSS). After six months of completion of training, she got a parttime job at the Begum Bodrunnesa Govt. Girls College, Dhaka as Seminar Assistant with a monthly salary of eight thousand taka. She continued

parttime job, Honors and Masters level study at the same college. The training from UCD-5, Azimpur under DSS helped her find the job while she had to struggle hard due to financial and family crisis. Now she is working as a Coordinator of a private education advising centre with an increased income.

Lina born in a middle-income family. She lost her mother during childhood. She has one elder brother and one young sister. Her father was a business holder who suddenly got stroke while Lina was studying in higher secondary level. The family gone through a lot of miseries as there was none to earn then. Lina realized that she should find a job to continue her study and go forth. Lina mentioned that, she was trying to get a job, but could not get without having computer skills. Some well-wishers recommended her UCD-1, Azimpur, Dhaka as a reputed skills development centre. Lina appreciated her trainer as skilled and dedicated for imparting quality skills training. Lina recommends others to change their lives through earnable skills from the training centre.

CASE STUDY # 3**SAFAYAT PICKED FREELANCING AFTER TRAINING FROM SOPURA UCD**

Md. Safayat Hasan has become a successful freelancer after completion of Computer Office Application course from Sopura UCD, Rajshahi under DSS. His average monthly income from Upwork freelancing market place is ten thousand taka. The earning helped him continue education without burdening on his family. His father is a teacher of a private Madrasah. His mother is a housewife and younger sister is a student. He could do freelancing work side by side his study. He completed Diploma in Engineering from Rajshahi Polytechnic Institute. He mentioned that, the trainer of Sopura UCD, Rajshahi was very helpful to teach and guide him towards freelancing career. He also mentioned that, freelancing is a great career option for students as they could work side by side their study. A formal career guidance, employment and credit support should be facilitated by UCD program to the trainees for their livelihood development, he mentioned.

CASE STUDY # 4**MANISHA SEN: TRAINING TRANSFORMED AS A SUCCESSFUL TRAINER**

Manisha Sen belonged to an underprivileged family. Her father was the only earning person in the five-member family who was a machine operator of a cotton mill. It was very hard to bear the family with a very limited income. As a result, Manisha struggled to continue her study. She got married during her studentship but hardship due to poverty were not over. Her husband was a small earning person. Manisha gave birth to a boy. Moreover, her mother-in-law was suffering from complicated disease. Manisha realized that she should do something to relieve burden on her husband. She entered into the Tailoring and Dressmaking course of six-month duration in 2018 at UCD-3, Debpahar, Chattogram under the Department of Social Services and successfully completed. She started sewing clothe at home and earning from that. Her income initiative improved the family condition and relieved hardship slowly. After one year, she applied to a job opening for instructor in the same institute. She qualified the recruitment process and became instructor with a starting monthly salary of five thousand taka. Now her income has doubled.

Manisha brought happiness to her family with her employment, income and improved livelihood. She mentioned that, the UCD's training transformed her challenges to opportunities for a better livelihood. Expressing her happiness she mentioned that, it is really exciting for her to work with the UCD, DSS from where she received training. She also mentioned that she receives due importance and respect in her family and the society as she is doing a decent job. The students and youth should be skilled through training from centres like UCD 3, Chattogram so that they could improve their livelihood, she added. She also encourages others to be skilled from UCD's training and livelihood development programs of DSS.



7.2 One to one interview questionnaire for training graduates

Evaluation of the Training and Livelihood Development Program of UCDs of the Department of Social Service (DSS)

গবেষণাকর্মের উপাত্ত সংগ্রহের জন্য প্রশ্নাবলী
প্রশিক্ষণপ্রাপ্ত সুবিধাভোগীর সাক্ষাতকার
মে ২০২৩

ক্রমিক নং:		তথ্য সংগ্রহের তারিখ:	
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শাখা ১: ইউসিডি'র তথ্য

১. বিভাগের নাম:		২. জেলার নাম:	
৩. ইউসিডি'র নাম:		৪. ইউসিডি'র ঠিকানা:	

শাখা ২: প্রশিক্ষণপ্রাপ্ত সুবিধাভোগীর তথ্য

৫. নাম:		৬. মোবাইল নং:	
৭. লিঙ্গ:	(ক) পুরুষ (খ) নারী (গ) তৃতীয় / ভিন্ন লিঙ্গ	৮. বয়স:	বছর
৯. শিক্ষাগত যোগ্যতা:			
১০. বিশেষ চাহিদা সম্পন্ন কি না?:	(ক) না (খ) হ্যাঁ, ধরণ:		
১১. পরিবারের সদস্য:	জন	১২. কাজে নিযুক্ত সদস্য:	জন
১৩. পরিবারের আয় (মাসিক):	টাকা	১৪. নিজ আয় (মাসিক):	টাকা

শাখা ৩: প্রশিক্ষণের বিষয়, মান ও কার্যকারিতা সংক্রান্ত তথ্য

১৫. কোর্সের নাম:		১৬. মেয়াদ:	মাস
১৭. প্রশিক্ষণের সময়কাল:/...../..... হতে/...../.....		
১৮. কোর্স ফি: টাকা		

১৯. প্রশিক্ষণের বিশেষত্ব:	
(ক) সনদ	বিটিইবি / এনএসডিএ / অন্যান্য :, লেভেল
(খ) ভাতা	(ক) হ্যাঁ (খ) না
(গ) কর্মসংস্থান সহায়তা:	(ক) হ্যাঁ (খ) না
(ঘ) ক্ষুদ্রঋণ সহায়তা:	(ক) হ্যাঁ (খ) না
(ঙ) ক্ষুদ্রঋণ সহায়তা নিয়ে থাকলে: টাকা (সুদমুক্ত / সুদসমেত)
১৯.১ নারী সুবিধাভোগীর ক্ষেত্রে:	
(ক) শিশু যত্নের (কেয়ার সেন্টার / অন্যান্য) ব্যবস্থা আছে কি:	(ক) হ্যাঁ (খ) না (গ) জানা নাই
(খ) পৃথক টয়লেট	(ক) হ্যাঁ (খ) না
(গ) অন্যান্য	
১৯.২ বিশেষ চাহিদা সম্পন্ন সুবিধাভোগীর ক্ষেত্রে	
(ক)	
(খ)	
(গ)	

২০. পেশা ও আয়:			
প্রশিক্ষণের পূর্বে		বর্তমানে	
পেশা	আয়	পেশা	আয়
(ক) ছাত্র / ছাত্রী		(ক) ছাত্র / ছাত্রী	
(খ) বেকার (যুবা / গৃহিণী)		(খ) বেকার (যুবা / গৃহিণী)	
(গ) চাকুরি (বেসরকারি)		(গ) চাকুরি (বেসরকারি)	
(ঘ) চাকুরি (সরকারি)		(ঘ) চাকুরি (সরকারি)	
(ঙ) ব্যবসা (নিজ)		(ঙ) ব্যবসা (নিজ)	
(চ) ব্যবসা (যৌথ)		(চ) ব্যবসা (যৌথ)	
(ছ) দিনমজুর		(ছ) দিনমজুর	
(জ) অন্যান্য (লিখুন)		(জ) অন্যান্য (লিখুন)	

২১. প্রশিক্ষণের বিষয়ে আপনার মূল্যায়ন:				
বিষয়	জবাবের বিকল্প			
	১	২	৩	৪
(ক) প্রশিক্ষণের মেয়াদ	আরও দীর্ঘ মেয়াদী প্রশিক্ষণ প্রয়োজন (..... মাস)	ঠিক আছে	আরও স্বল্প মেয়াদী প্রশিক্ষণ প্রয়োজন (..... মাস)	অন্যান্য (লিখুন):
(খ) প্রশিক্ষণ ফি	তুলনামূলকভাবে কম	ঠিক আছে	তুলনামূলকভাবে বেশী	সম্পূর্ণ ফি প্রশিক্ষণ হওয়া প্রয়োজন
(গ) প্রশিক্ষক	দক্ষ	মোটামুটি দক্ষ	স্বল্প দক্ষ	অদক্ষ
(ঘ) প্রশিক্ষকের প্রশিক্ষণ গ্রহণ করা প্রয়োজনীয়তা	প্রশিক্ষকের প্রশিক্ষণ গ্রহণ করা প্রয়োজন	প্রশিক্ষকের প্রশিক্ষণ গ্রহণ করার দরকার নাই	অন্যান্য (লিখুন):	
(ঙ) সিলেবাস / কারিকুলাম	কর্মক্ষেত্রের প্রয়োজনীয়তার তুলনায় কম। আরও উন্নতির প্রয়োজন	ঠিক আছে	কর্মক্ষেত্রের প্রয়োজনীয়তার তুলনায় বেশী	অন্যান্য (লিখুন):
(চ) প্রশিক্ষণ ম্যাটেরিয়াল	সঠিকভাবে ব্যবহার করা হয়নি	সঠিকভাবে ব্যবহার করা হয়েছে	প্রশিক্ষণ ম্যাটেরিয়াল ঘাটতি ছিল আরও উন্নতির প্রয়োজন	অন্যান্য (লিখুন):
(ছ) তত্ত্বীয় ও ব্যবহারিক ক্লাস (৪:১)	সামঞ্জস্য বজায় রাখা হয়েছে	সামঞ্জস্য বজায় রাখা হয়নি	আরও ব্যবহারিক ক্লাসের প্রয়োজন	অন্যান্য (লিখুন):
(জ) পেশাগত সুরক্ষা ও স্বাস্থ্যবিধি	পেশাগত সুরক্ষা ও স্বাস্থ্যবিধি মানা হয়েছে।	পেশাগত সুরক্ষা ও স্বাস্থ্যবিধি মানা হয়নি। আরও উন্নতির প্রয়োজন।	অন্যান্য (লিখুন):	
(ঝ) ক্যারিয়ার গাইডেন্স	ক্যারিয়ার গাইডেন্স প্রদান করা হয়েছে।	ক্যারিয়ার গাইডেন্স প্রদান করা হয়নি।	ক্যারিয়ার গাইডেন্স আরও বিস্তারিত ভাবে প্রদান করা প্রয়োজন।	অন্যান্য (লিখুন):
(ঞ) কর্মসংস্থান সহায়তা	কর্মসংস্থান সহায়তা প্রদান করা হয়েছে।	কর্মসংস্থান সহায়তা প্রদান করা হয়নি।	কর্মসংস্থান সহায়তা প্রদান করা প্রয়োজন	অন্যান্য (লিখুন):
(ট) প্রশিক্ষণ পরবর্তী কর্মসংস্থানের সময়কাল	প্রশিক্ষণ সম্পন্ন করার সাথে সাথেই কর্মসংস্থান হয়েছিল।	প্রশিক্ষণ সম্পন্ন করার ৩ মাসের মধ্যে কর্মসংস্থান হয়েছিল।	প্রশিক্ষণ সম্পন্ন করার ৬ মাসের মধ্যে কর্মসংস্থান হয়েছিল।	প্রশিক্ষণ সম্পন্ন করার ১ বছরের মধ্যে কর্মসংস্থান হয়েছিল।
	প্রশিক্ষণ সম্পন্ন করে কর্মসংস্থান হতে ১ বছরের বেশি সময় লেগেছিল।	প্রশিক্ষণ সম্পন্ন করে এখনও কর্মসংস্থান হয়নি।	কর্মসংস্থানের জন্য আমি ব্যক্তিগতভাবে অগ্রহী নই।	অন্যান্য (লিখুন):
(ঠ) ক্ষুদ্রঋণ সহায়তা	সুদমুক্ত ঋণ নেয়া যায়।	ঋণের পরিমাণ আরও বাড়ানো উচিত।	সমাজসেবার ঋণ ব্যবস্থা অনেক জটিলতাপূর্ণ।	অন্যান্য (লিখুন):
(ড) প্রশিক্ষণ কেন্দ্রের মান ও পরিবেশ	সন্তোষজনক	প্রশিক্ষণ সরঞ্জাম / প্রশিক্ষকের স্বল্পতা	আলো / বাতাস / টয়লেট / শিশু যত্ন ব্যবস্থার স্বল্পতা	আরও উন্নত করা প্রয়োজন
	অন্যান্য (লিখুন):			

২২. আপনার প্রশিক্ষণ গ্রহণের উদ্দেশ্য কি ছিল? (এক / একাধিক উত্তর প্রযোজ্য হতে পারে)
ক. কর্মসংস্থান (চাকরি / ব্যবসা)
খ. ভবিষ্যত কর্মসংস্থান (চাকরি / ব্যবসা)
গ. দক্ষতা বৃদ্ধি / উন্নয়ন
ঘ. উদ্দেশ্য ছাড়াই প্রশিক্ষণ নিয়েছিলাম
ঙ. অন্যান্য:
২৩. প্রশিক্ষণে অংশগ্রহণের সময় কোন ধরনের সমস্যার সম্মুখীন হয়েছিলেন কি? (ক) হ্যাঁ (খ) না
২৪. হ্যাঁ হলে, কি কি সমস্যার সম্মুখীন হয়েছিলেন?
ক.
খ.
গ.
২৫. এ সমস্যাগুলো কিভাবে সমাধান করা যায় বলে আপনি মনে করেন।
ক.
খ.
গ.

২৬. প্রশিক্ষণটি আরও কার্যকরী করতে আপনার পরামর্শ:
ক.
খ.
গ.

২৭. প্রশিক্ষণটি গ্রহণ করে আপনি কি সন্তুষ্ট?
ক. হ্যাঁ কারণ:
খ. না কারণ:

২৮. প্রশিক্ষণটি বর্তমান বা ভবিষ্যত কর্মসংস্থান/ ব্যবসার ক্ষেত্রে কেমন ভূমিকা রেখেছে/রাখবে?
(ক). প্রশিক্ষণটি আমার বর্তমান কর্মসংস্থান/ব্যবসার ক্ষেত্রে যথেষ্ট সহায়তা করেছে
(খ). প্রশিক্ষণটি সম্পন্ন করে আমি এখনও কর্মসংস্থানের চেষ্টা করছি
(গ). আমি ভবিষ্যত কর্মসংস্থান/ব্যবসার জন্য প্রশিক্ষণটি নিয়েছি
(ঘ). প্রশিক্ষণটি কর্মসংস্থান/ব্যবসার উপযোগী নয়
(ঙ). প্রশিক্ষণটি আমার কর্মসংস্থান/ব্যবসার ক্ষেত্রে তেমন কোন ভূমিকা রাখবে বলে মনে করি না
(চ). অন্যান্য (লিখুন):
২৯. প্রশিক্ষণটি আপনার উপার্জন ও জীবনমান উন্নয়নের ক্ষেত্রে কেমন ভূমিকা রেখেছে? (কর্মসংস্থান/ব্যবসায় নিয়োজিতদের জন্য)
(ক). যথেষ্ট সহায়তা করেছে।
(খ). মোটামুটি সহায়তা করেছে।
(গ). সামান্য সহায়তা করেছে।
(ঘ). তেমন কোন ভূমিকা নাই বলে মনে করি না।
(ঙ). প্রশিক্ষণটি আমার উপার্জন ও জীবনমান উন্নয়নের ক্ষেত্রে ভবিষ্যতে ভূমিকা রাখবে বলে মনে করি।
(চ). অন্যান্য (লিখুন):

৩০. বেকারত্বের ক্ষেত্রে প্রযোজ্য কারণ:			
ক্রমিক নং	বেকারত্বের কারণ	নির্দেশনা	কাজ্জিত সহায়তা (প্রযোজ্য ক্ষেত্রে)
ক.	ব্যক্তিগত	■ অসুস্থতা	
		■ পড়াশোনা / উচ্চ শিক্ষা	
		■ পারিবারিক দায়-দায়িত্ব	
		■ পারিবারিক বাধা	
		■ সামাজিক বাধা	
		■ প্রশিক্ষণটি কাজ্জিত কর্মসংস্থানের সাথে সম্পর্কিত নয়	
		■ উদ্দেশ্য ছাড়া প্রশিক্ষণ গ্রহণ	
		■ চাকরী / কাজ করতে আগ্রহী না	
খ.	অভিঘাত	■ জলবায়ু অভিঘাত (অভিবাসন / মাইগ্রেশন)	
		■ অতিমারী / মহামারী / কোভিড-১৯	
		■ অন্যান্য	
গ.	কর্মক্ষেত্র	■ বেতন / ভাতা কম	
		■ দীর্ঘ কর্মঘন্টা	
		■ কর্মপরিবেশ ভাল নয়	
		■ বাসা থেকে কর্মস্থল অনেক দূর	
		■ যাতায়াতের খরচ বেশি	

৩০. বেকারত্বের ক্ষেত্রে প্রযোজ্য কারণ:			
ক্রমিক নং	বেকারত্বের কারণ	নির্দেশনা	কাজিত সহায়তা (প্রযোজ্য ক্ষেত্রে)
ঘ.	প্রশিক্ষণ ও সহায়তা	<ul style="list-style-type: none"> ■ প্রশিক্ষণের মান বাড়ানো উচিত 	
		<ul style="list-style-type: none"> ■ অন্যান্য প্রশিক্ষণ প্রয়োজন <ul style="list-style-type: none"> ➤ উচ্চতর দক্ষতা / স্কীল ➤ উদ্যোক্তা / ব্যবসায় উন্নয়ন ➤ মোবাইল / হিসাব সংক্রান্ত অ্যাপ ➤ ক্যারিয়ার গাইডেন্স, টেকসই কর্মসংস্থান ও কর্মপরিবেশের সাথে অভিযোজন ➤ অধিক ঋণসুবিধা ➤ অন্যান্য: 	
ঙ.	অন্যান্য (লিখুন):		

৩১. আপনি কি অন্য কোন প্রশিক্ষণ গ্রহণ করতে ইচ্ছুক? (ক) হ্যাঁ (খ) না	
৩২. হ্যাঁ হলে, আপনি অন্য কোন কোর্সে প্রশিক্ষণ গ্রহণ করতে চান?	
ক.	
খ.	
গ.	

তথ্য সংগ্রহে সহায়তার জন্য আপনাকে ধন্যবাদ

সুবিধাভোগীর স্বাক্ষর :

তারিখ:

তথ্য সংগ্রহকারী:

সুপারভাইজার:

7.3 Key Informant Interview guideline

Evaluation of the Training and Livelihood Development Program of UCDs of the Department of Social Service (DSS)

গবেষণাকর্মের উপাত্ত সংগ্রহের জন্য প্রশ্নাবলী

Key Informant Interview with:

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মে ২০২৩

শাখা ১: সাধারণ তথ্য

১। তথ্যদাতার নাম:	
২। পদবী:	
৩। ঠিকানা:	
৪। মোবাইল নং:	

শাখা ২: প্রশিক্ষণ কার্যক্রম সংক্রান্ত প্রশ্নাবলী

৫। আপনার ইউসিডি'র প্রশিক্ষণ কার্যক্রম সম্পর্কে কিছু বলুন। এই ইউসিডি'র অনুমোদিত ও চলমান কোর্সগুলো কি কি?

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৬। আপনার ইউসিডি'র প্রশিক্ষণ কার্যক্রম ব্যবস্থাপনা সম্পর্কে কিছু বলুন।
(যেমন: প্রচারণা ও প্রশিক্ষণার্থী সংগ্রহ, ভর্তি, প্রশিক্ষণ প্রদান, প্রশিক্ষণ মূল্যায়ন, অর্থ ব্যবস্থাপনা, ক্রয় প্রক্রিয়া, ভান্ডার ব্যবস্থাপনা, শ্রমবাজার ব্যবস্থাপনা ইত্যাদি)

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৭। ইউসিডি'র প্রশিক্ষণ কার্যক্রম কতটা জনপ্রিয়?

৮। প্রশিক্ষণ কার্যক্রমে কাজিত জনগোষ্ঠীর অংশগ্রহণের জন্য কী ধরনের প্রচারণামূলক উদ্যোগ গ্রহণ করা হয়?

৯। প্রশিক্ষণ কোর্সসমূহ কতটা আধুনিক ও যুগোপযোগী? আধুনিক ও যুগোপযোগী প্রশিক্ষণ প্রণয়নে সমাজসেবা / ইউসিডি'র ভূমিকা কী?

১০। শ্রমবাজারের চাহিদা নিরূপণে ইউসিডি কী ধরনের উদ্যোগ গ্রহণ করে? শ্রমবাজারের চাহিদা অনুযায়ী দক্ষ জনশক্তি তৈরিতে ইউসিডি'র প্রশিক্ষণ কার্যক্রম কেমন ভূমিকা রাখছে বলে আপনি মনে করেন?

১১। প্রশিক্ষিত জনগোষ্ঠীর কর্মসংস্থান ও জীবনমান উন্নয়নে ইউসিডি'র প্রশিক্ষণ কার্যক্রমের ভূমিকা কী?

১২। প্রশিক্ষণ কার্যক্রমে নারী ও বিশেষ চাহিদা সম্পন্ন জনগোষ্ঠীর অংশগ্রহণ কেমন? তাদের অংশগ্রহণ বাড়াতে সমাজসেবা / ইউসিডি'র ভূমিকা কী?

১৩। প্রশিক্ষণ কার্যক্রমের অধিক মান উন্নয়ন ও উৎকর্ষতা সাধনে আপনার মতামত কী?

১৪। ইউসিডি'র প্রশিক্ষণ কার্যক্রম বাস্তবায়নে সরকারি-বেসরকারি অংশীদারিত্বের সুযোগগুলো কী কী?

১৫। বাংলাদেশে ৪র্থ শিল্প বিপ্লব বাস্তবায়নে ইউসিডি'র প্রশিক্ষণ কার্যক্রম কী ধরনের ভূমিকা রাখতে পারে?
(প্রশ্নের শুরুতে ৪র্থ শিল্প বিপ্লব সম্পর্কে ব্যাখ্যা করুন: অটোমেশন, রোবোটিক, এআই)

১৬। বাংলাদেশ সরকারের ৮ম পঞ্চবার্ষিক পরিকল্পনা ও রূপকল্প ২০৪১ বাস্তবায়নে ইউসিডি'র প্রশিক্ষণ কার্যক্রম কী ধরনের ভূমিকা রাখতে পারে? (ট্রেনিং এর ক্ষেত্রে প্রযোজ্য নয়)।

১৭। প্রশিক্ষণ কার্যক্রম পরিচালনার ক্ষেত্রে কী ধরনের চ্যালেঞ্জ এর সম্মুখীন হয়েছিলেন?

১৮। এ চ্যালেঞ্জগুলো কিভাবে মোকাবেলা করা যায়?

১৯। আলোচ্য প্রশ্ন ব্যতীত ইউসিডি'র প্রশিক্ষণ কার্যক্রম সংক্রান্ত অন্য কোন বিষয়ে আপনার মন্তব্য থাকলে বলুন।

তথ্য সংগ্রহকারী:

তথ্য সংগ্রহের তারিখ:

7.4 Focus Group Discussion Guideline

Evaluation of the Training and Livelihood Development Program of UCDs of the Department of Social Service (DSS)

গবেষণাকর্মের উপাত্ত সংগ্রহের জন্য প্রশ্নাবলী
প্রশিক্ষণার্থীদের সাথে ফোকাস গ্রুপ আলোচনা
মে ২০২৩

শাখা ১: প্রশিক্ষণার্থীর সাধারণ তথ্য

অংশগ্রহণকারী প্রশিক্ষণার্থীর সাধারণ তথ্য নির্ধারিত ফরমে (সংযুক্ত) আলাদাভাবে সংগ্রহ করুন।

শাখা ২: ফোকাস গ্রুপ আলোচনা সংক্রান্ত প্রশ্নাবলী

১। ইউসিডি'র প্রশিক্ষণ কার্যক্রমে আপনার অংশগ্রহণের উদ্দেশ্য কী?

২। চলমান প্রশিক্ষণ কার্যক্রমগুলো কী কী? প্রশিক্ষণ কার্যক্রমের মান কেমন? প্রশিক্ষণ কার্যক্রমের অধিক মান উন্নয়ন ও উৎকর্ষতা সাধনে আপনার মতামত কী?

৩। প্রশিক্ষণ গ্রহণ ও আয়মূলক পেশায় নিযুক্ত হওয়ার ক্ষেত্রে কী ধরনের প্রতিবন্ধকতা রয়েছে? এসব প্রতিবন্ধকতা থেকে উত্তোরণের উপায় কী?				
প্রতিবন্ধকতা	সংখ্যা			উত্তোরণের উপায়
	নারী	পুরুষ	মোট	
ক. ব্যক্তিগত ইচ্ছা / উদ্যোগের অভাব				
খ. পারিবারিক বাধা				
গ. সামাজিক বাধা				
ঘ. কর্মক্ষেত্রে বাধা				
ঙ. অন্যান্য লিখুন				

৪। প্রশিক্ষণ ও আয়মূলক পেশায় নারী ও বিশেষ চাহিদা সম্পন্ন জনগোষ্ঠীর অংশগ্রহণ নিশ্চিত করতে ইউসিডি কী কী পদক্ষেপ গ্রহণ করতে পারে?

৫। বর্তমান ও ভবিষ্যত বাজার বিবেচনায় কোন ট্রেড কোর্সগুলো অধিক চাহিদা সম্পন্ন?	
কোর্সের নাম	চাহিদার ক্রম
ক.	
খ.	
গ.	
ঘ.	
ঙ.	
চ.	
ছ.	
জ.	
ঝ.	
ঞ.	
৬। শ্রমবাজারের চাহিদা অনুযায়ী দক্ষ জনশক্তি তৈরিতে ইউসিডি'র প্রশিক্ষণ কার্যক্রম কেমন ভূমিকা রাখছে?	

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৭। প্রশিক্ষিত জনগোষ্ঠীর কর্মসংস্থান ও জীবনমান উন্নয়নে ইউসিডি'র প্রশিক্ষণ কার্যক্রমের ভূমিকা কী?

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৮। প্রশিক্ষণ চলাকালীন সময় আপনারা কোন সমস্যার সম্মুখীন হয়েছিলেন কি? হ্যাঁ হলে, কি কি সমস্যা হয়েছিল ?

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৯। এ সমস্যাগুলো কিভাবে সমাধান করা যায়?

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১০। দেশের আর্থ-সামাজিক উন্নয়নে আপনার পরিকল্পনা কী?

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১২। আলোচ্য প্রশ্ন ব্যতীত ইউসিডি'র প্রশিক্ষণ কার্যক্রম সংক্রান্ত অন্য কোন বিষয়ে আপনার মন্তব্য থাকলে বলুন।

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তথ্য সংগ্রহকারী:

তথ্য সংগ্রহের তারিখ:

Evaluation of the Training and Livelihood Development Program of UCDs of the Department of Social Service (DSS)

গবেষণাকর্মের উপাত্ত সংগ্রহের জন্য প্রশ্নাবলী
চাকুরিদাতার সাথে ফোকাস গ্রুপ আলোচনা
মে ২০২৩

শাখা ১: চাকুরিদাতার সাধারণ তথ্য

অংশগ্রহণকারী চাকুরিদাতার সাধারণ তথ্য নির্ধারিত ফরমে (সংযুক্ত) আলাদাভাবে সংগ্রহ করুন।

শাখা ২: ফোকাস গ্রুপ আলোচনা সংক্রান্ত প্রশ্নাবলী

১। ইউসিডি'র প্রশিক্ষণ কার্যক্রম সম্পর্কে আপনি কি জানেন?

ক. জানি না জন	খ. মোটামুটি জানি জন	গ. ভাল জানি জন
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সদয় উপস্থিতির জ্ঞাতার্থে ইউসিডি'র প্রশিক্ষণ কার্যক্রম সম্পর্কে সংক্ষিপ্ত বর্ণনা দিন।

- ক. ট্রেড কোর্সসমূহের নাম, মেয়াদ, সনদ ইত্যাদি
খ. ছাত্র-ছাত্রী সংখ্যা
গ. প্রশিক্ষক ও প্রশিক্ষণ মান ইত্যাদি

৩। বর্তমান ও ভবিষ্যত বাজার বিবেচনায় কোন ট্রেড কোর্সগুলো অধিক চাহিদা সম্পন্ন?

কোর্সের নাম	বর্তমান কর্মী সংখ্যা	আগামী ১ বছরের চাহিদা সহ কাজিত কর্মী সংখ্যা	আগামী ৫ বছরের চাহিদা সহ কাজিত কর্মী সংখ্যা	চাহিদার ক্রম
ক.				
খ.				
গ.				
ঘ.				
ঙ.				
চ.				
ছ.				
জ.				
ঝ.				

৩। বর্তমান ও ভবিষ্যত বাজার বিবেচনায় কোন ট্রেড কোর্সগুলো অধিক চাহিদা সম্পন্ন?				
কোর্সের নাম	বর্তমান কর্মী সংখ্যা	আগামী ১ বছরের চাহিদা সহ কাজিত কর্মী সংখ্যা	আগামী ৫ বছরের চাহিদা সহ কাজিত কর্মী সংখ্যা	চাহিদার ক্রম
এ৩.				

৪। ইউসিডি'র প্রশিক্ষণপ্রাপ্ত সুবিধাভোগী কতজন আপনার প্রতিষ্ঠানে কর্মরত আছেন?

..... প্রতিষ্ঠানে জন।

৫। আপনার প্রতিষ্ঠানে ইউসিডি'র প্রশিক্ষণার্থী নিয়োগের সুযোগ ও প্রতিবন্ধকতাগুলো কী?	
সুযোগ	প্রতিবন্ধকতা
ক.	ক.
খ.	খ.
গ.	গ.
ঘ.	ঘ.
ঙ.	ঙ.

৬। ইউসিডি'র প্রশিক্ষণের মান ও কার্যক্রমের উৎকর্ষতা সাধনে আপনার প্রতিষ্ঠান কী ধরনের সহায়তা প্রদান করতে পারে?

ক.

খ.

গ.

ঘ.

ঙ.

৭। আপনার প্রতিষ্ঠানের উন্নয়নে ইউসিডি'র প্রশিক্ষণ কার্যক্রম কী ধরনের সহায়তা প্রদান করতে পারে?

ক.

খ.

গ.

ঘ.

ঙ.

৮। প্রশিক্ষণ ও কর্মক্ষেত্রে নারী ও বিশেষ চাহিদা সম্পন্ন জনগোষ্ঠীর অংশগ্রহণে আপনার প্রতিষ্ঠানের ভূমিকা কী?

৯। বাংলাদেশে ৪র্থ শিল্প বিপ্লব বাস্তবায়নে বাস্তবায়নে আপনার প্রতিষ্ঠান কী ধরনের ভূমিকা রাখতে পারে?

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খ.

গ.

ঘ.

ঙ.

১০। বাংলাদেশ সরকারের ৮ম পঞ্চবার্ষিক পরিকল্পনা ও রূপকল্প ২০৪১ বাস্তবায়নে আপনার প্রতিষ্ঠান কী ধরনের ভূমিকা রাখতে পারে?

ক.

খ.

গ.

ঘ.

ঙ.

১১। আলোচ্য প্রশ্ন ব্যতীত ইউসিডি'র প্রশিক্ষণ কার্যক্রম সংক্রান্ত অন্য কোন বিষয়ে আপনার মন্তব্য থাকলে বলুন।

তথ্য সংগ্রহকারী:

তথ্য সংগ্রহের তারিখ: