

## **Validation Workshop on the First Draft of the Comprehensive Study on TVET Skills Mapping**

**Date:** 05 November 2025, Wednesday **Time:** 3:00 PM – 5:00 PM

**Venue:** NEC-2 Conference Hall, ERD

### **Outcome Document**

The Validation Workshop on the First Draft of the Comprehensive Study on TVET Skills Mapping was organized on 05 November 2025 at the NEC 2 Conference Room of ERD. ERD Secretary Md. Shahriar Kader Siddiky chaired the workshop. Major discussions and recommendations coming from the workshop are noted below.

#### **Welcome Remarks from Mr. A. H. M. Jahangir, Additional Secretary & Project Director, SSGP, ERD:**

Mr. A. H. M. Jahangir, in his welcome address provided a contextual overview of the study, noting that Bangladesh is set to graduate from Least Developed Country (LDC) status on 24 November 2026. He highlighted that this transition would bring both challenges and opportunities. He informed that the government is undertaking several strategic studies to effectively address these challenges, Among those the Comprehensive Study on TVET Skills Mapping is the key one. The goal is to develop human resources by enhancing the quality of technical education in both local and global contexts, thereby overcoming challenges and capitalizing on the demographic dividend.

#### **Keynote Presentation on the 1<sup>st</sup> Draft of the Comprehensive Study on TVET Skills Mapping:**

The Team Leader of IIFC delivered a presentation on the 1<sup>st</sup> Draft Report of the study which covered the project overview, methodology, key findings, recommendations, and the way forward. It highlighted the significance of Technical and Vocational Education and Training (TVET) in supporting Bangladesh's human resource transformation, LDC graduation, and preparation for the Fourth Industrial Revolution (4IR). The keynote presenter explained that the study was conducted using a mixed-method approach, involving a comprehensive review of national TVET policies, strategies, and research papers, complemented by field surveys across 92 institutions in 44 districts under 8 divisions. The data collection included inputs from teachers, students, managers, and key informants from various organizations and industries.

Key findings of the draft report included:

- Fragmented institutional responsibilities and overlapping mandates between NSDA and BTEB hindering effective TVET governance.
- Rising enrollment in TVET programs over the past decade, alongside recent declines in SSC (Vocational) and diploma programs. Enrollment calculations across different organizations vary and do not properly reflect students' age groups.



- A high teacher–student ratio (1:33) and limited industry participation in curriculum development and assessment processes.
- Insufficient integration of 4IR, digital, and green skills within the curricula.
- Weak coordination in teacher education and training programs, with activities concentrated in a few central institutions.
- Absence of a legal framework for industry–academia collaboration, a weak TVET financing framework, and limited private sector participation.

The presentation proposed several strategic recommendations, including:

- Reorganization of NSDA as the central authority for implementing the Bangladesh National Qualifications Framework (BNQF) and harmonization of the NSDA and BTEB Acts.
- Development of a Workforce Development Action Plan (WDAP 2035), aligning BNQF with BSCO to bridge education, training, and employment.
- Establishment of a National Labour Market Intelligence and Forecasting Unit for regular demand–supply gap analysis.
- Formulation of a National TVET Financing Policy and creation of a Skills Development Fund.
- Adoption of a structured PPP framework to strengthen industry–academia collaboration.
- Preparation of a TVET Master Plan with clear targets, thematic pillars (quality, access, governance, financing, and partnerships), and a time-bound action plan.

IIFC emphasized that effective implementation of the study’s recommendations will require strong institutional coordination, sustainable financing mechanisms, and active collaboration between government, industry, and development partners to achieve Bangladesh’s target of 30% TVET enrollment by 2030 and prepare a globally competitive workforce.

### **Discussion by the Panelists:**

#### **Dr. AKM Asaduzzaman Patwary, Secretary General (Acting), DCCI:**

Dr. AKM Asaduzzaman Patwary, in his remarks, made the following observation:

- By 2030, it is anticipated that one-fifth of jobs may be lost; a clear way forward is needed to prepare for this situation.
- Specific recommendations for the Fourth Industrial Revolution (4IR) are missing in the presentation. Case studies of emerging countries such as South Korea, Singapore and Taiwan, which flourished in the 1960s–1970s, should be analyzed to understand how they evolved. Otherwise, Bangladesh will remain stuck between the Second and Third Industrial Revolutions.
- The Labour Force Survey should be taken into account. Rural areas provide the largest share of participants in the TVET sector. The study needs to identify what measures are required to develop rural areas, their demand, and their challenges.



- The presentation refers to the 8th Five Year Plan, which the government has already scrapped.
- Rather than providing a single master plan for 10–15 years, a phased master plan (short-term, medium-term and long-term) should be developed so that implementation can be monitored more easily and effectively. Many long-term (15-year) plans are not implemented in practice.
- In budget preparation, skills development should be prioritized. Those who invest in skill development may be offered incentives such as tax rebates.
- Universities and institutions should introduce 4IR-based courses such as Artificial Intelligence, Robotics and Blockchain.
- The proposed policies should be aligned with industrial policy and SME policies.
- The study team should take a demand-driven approach. They should assess industry demand and may follow the “one district, one product” concept.

**Mr. Md. Ariful Hoque, Director General, BIDA:**

Mr. Md. Ariful Hoque, in his remarks, made the following observations:

- Compared to neighboring countries, Bangladesh is not receiving sufficient investment due to skill mismatches. Not all sectors require the same level of attention; however, sectors such as semiconductors, light engineering, and medical technologists have high demand in the global market. These sectors need to be identified, and corresponding investment plans should be prepared so that investors can easily understand where to invest.
- Bangladesh has 14% educated unemployment, which is a very high figure. Skill mapping is therefore very important.
- He expressed his interest in holding a Focus Group Discussion (FGD) on this issue.

**Mr. Shamsur Rahman Khan, Additional Secretary (Dev.), TMED:**

Mr. Shamsur Rahman Khan, in his remarks, made the following observations:

- The study report does not fully meet expectations. The study should include clear indications on where to invest. If it only recommends conducting further studies, this report will not be fruitful.
- The report is quite generic; more specific recommendations are required.

**Open Floor Discussion:**

At this stage, the floor was opened for comments and feedback from participants. During this session, the following major feedback came from them.

- Mr. Mahfuz Kabir, Executive Director, BIISS, stated that multiple projects on industry–academia collaboration are currently ongoing, which the study team may examine. He asked whether any model has been used for forecasting the needs of TVET in the coming years.
- Mr. Nuruzzaman from BCS Administration Academy stated that the existing curriculum needs to be revised to address ongoing challenges.
- Ms. Ashfia Sharmin from BBS requested that the full report along with the field questionnaires be shared. She mentioned that they are taking an initiative to conduct a detailed TVET survey in all 64 districts and requested support from the study team in this activity.



- An official from BMET mentioned that the scope of the study is extremely broad and may require 14 teams to cover all 14 components of the scope of work. He added that the current design of the study is not realistic enough to yield effective outputs. He emphasized that the team may focus on Scope 7 (demand and supply gap analysis), as it would cover the major objective of the study. He informed the participants that, in the last year, among total migrant workers, 54% were unskilled. Among the migrants, 77% of males and 98% of females went to Arab countries, and they have very limited communication skills.
- Mr. M. S. Siddiqui stated that entrepreneurship opportunities should be taught within the curriculum.
- Ms. Farzana Ferdous Zaman from ERD stated that a Saudi business company recently searched for 700 drivers but found only 86 qualified candidates. She asked how such situations can be overcome.

#### **Response from IIFC Team:**

The Team Leader of the study team mentioned that the forecasting has been done using global standard practices. He stated that the volume of work for this study is very high compared to the given timeframe and available manpower.

#### **Remarks from Mr. Md. Moniruzzaman, Managing Director, IIFC:**

Mr. Md. Moniruzzaman, requested the organizers to include students in this type of workshop, as they are the direct stakeholders of the study. He mentioned that the team had already come a long way and, by incorporating the feedback received from this workshop, they will be able to finish the work on time. He emphasized the importance of this study, noting that it will not only influence policy matters; but the results of this study will also have direct and indirect impacts on the whole population, and investments will be made based on its findings. He also said that the team the report is not sufficiently forward-looking and mostly focuses on past activities. He mentioned that specific recommendations for a future action plan are needed.

#### **Remarks from the Chair: Mr. Md. Shahriar Kader Siddiky, Secretary, ERD**

The ERD Secretary noted that the presentation was largely theoretical and lacked specific implementation strategies. He observed that the study team should engage with industries of all scales both large and small to identify their skill demands from the TVET sector. He also opined that the team should analyze how developed and developing countries are utilizing their TVET systems and identify the best global practices for effective implementation. He also said that a comprehensive skills map should be prepared, illustrating the geographic distribution of required skill sets across different regions. The ERD Secretary also opined that the study should align its recommendations with the government's ongoing Industrial Master Plans to provide investors with clear guidance on priority sectors for investment. He further noted that the study should address the implications of emerging technologies and artificial intelligence, which are projected to reshape global employment by 2030, and recommend strategies for adaptation. Mr. Siddiky observed that an investment plan should be proposed, outlining potential investors, targeted sectors, and international best practices for TVET financing and development. He also said that the study should provide clear strategic recommendations to address the challenges expected in



the post-LDC era. The ERD Secretary, in his speech, also opined that the team should identify international challenges faced by Bangladeshi migrant workers and propose measures to overcome them. The Chief Guest emphasized that data-driven insights are crucial. Noting that the presentation lacked sufficient data on the annual migration of skilled and unskilled workers and associated challenges, he said that the team should provide strategic directions based on such data.

**Closing Remarks from Mr. A. H. M. Jahangir, Additional Secretary & Project Director, SSGP, ERD:**

The Project Director concluded the meeting by expressing gratitude to all participants for their valuable contributions and insights. He requested participants to share their written observations, if any, within the next seven days, by 12 November 2025, to SSGP via email. He instructed IIFC to revise the Draft Report by incorporating the feedback that is aligned with the ToR of the study and to resubmit it soon.

**Major Recommendations:**

The workshop has come up with the following major recommendations:

- The study team should engage with industries of all scales both large and small to identify their skill demands from the TVET sector.
- The team should analyze how developed and developing countries are utilizing their TVET systems and identify global best practices for effective implementation.
- A comprehensive skills map should be prepared, illustrating the geographic distribution of required skill sets across different regions.
- The study should align its recommendations with the government's ongoing Industrial Master Plans to provide investors with clear guidance on priority sectors for investment.
- The study should address the implications of emerging technologies and artificial intelligence, which are projected to reshape global employment by 2030, and recommend strategies for adaptation.
- An investment plan should be proposed, outlining potential investors, targeted sectors, and international best practices for TVET financing and development.
- The study should provide clear strategic recommendations to address the challenges expected in the post-LDC era.
- The team should identify international challenges faced by Bangladeshi migrant workers and propose measures to overcome them.
- . The team should provide strategic directions based on sufficient data on the annual migration of skilled and unskilled workers and associated challenges.
- By 2030, it is anticipated that one-fifth of jobs may be lost; a clear way forward is needed to prepare for this situation.
- Specific recommendations for the Fourth Industrial Revolution (4IR) are missing in the presentation. Case studies of emerging countries such as South Korea, Singapore and Taiwan, which flourished in the 1960s–1970s, should be analyzed to understand how they evolved.



Otherwise, Bangladesh will remain stuck between the Second and Third Industrial Revolutions.

- The Labour Force Survey should be taken into account. Rural areas provide the largest share of participants in the TVET sector. The study needs to identify what measures are required to develop rural areas, their demand, and their challenges.
- The presentation refers to the 8th Five Year Plan, which the government has already scrapped.
- Instead of providing a single master plan for 10–15 years, a phased master plan (short-term, medium-term and long-term) should be developed so that implementation can be monitored more easily and effectively. Many long-term (15-year) plans are not implemented in practice.
- The report should consider recommending prioritization of skills development in budget preparation through providing fiscal incentive such as tax rebate for the investment in skill development.
- The report may consider possibilities and rationale for introducing 4IR-based courses such as Artificial Intelligence, Robotics and Blockchain in universities and institutions.
- The proposed policies should be aligned with industrial policy and SME policies.
- The study team should take a demand-driven approach. They should assess industry demand and may follow the “one district, one product” concept.
- Compared to neighboring countries, Bangladesh is not receiving sufficient investment due to skill mismatches. Not all sectors require the same level of attention; however, sectors such as semiconductors, light engineering, and medical technologists have high demand in the global market. These sectors need to be identified, and corresponding investment plans should be prepared so that investors can easily understand where to invest.
- The study report does not fully meet expectations. The study should include clear indications on where to invest. If it only recommends conducting further studies, this report will not be fruitful.
- The report is quite generic; more specific recommendations are required.
- Multiple projects on industry–academia collaboration are currently ongoing, which the study team may examine.
- The existing curriculum needs to be revised to address ongoing challenges.
- The scope of the study is extremely broad and may require 14 teams to cover all 14 components of the scope of work.
- The current design of the study is not realistic enough to yield effective outputs. The team may focus on Scope 7 (demand and supply gap analysis), as it would cover the major objective of the study.

