

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়
উন্নয়ন-৩ শাখা
www.mopme.gov.bd

স্মারক নম্বর: ৩৮.০০.০০০০.০০০.০১১.১৪.০০০১.২৬.১৭৪

তারিখ: ২৫ আষাঢ় ১৪৩৩
০৯ জুলাই ২০২৬

বিষয়: উপানুষ্ঠানিক শিক্ষা ব্যুরোর প্রস্তাবিত প্রকল্পে জনসম্পৃক্ততা নিশ্চিতকরণের লক্ষ্যে প্রকল্পের তথ্য ওয়েবসাইটে প্রকাশ প্রসঙ্গে।

সূত্র: (১) উপানুষ্ঠানিক শিক্ষা ব্যুরোর স্মারক নং-৩৮.০০.০০০০.০০০.০০৫.১৪.০২৬৩.২৩.২৫৯,
তারিখ: ২৮/০৬/২০২৬।

(২) পরিকল্পনা বিভাগ, পরিকল্পনা মন্ত্রণালয়ের এনইসি-একনেক ও সমন্বয় অনুবিভাগ এর স্মারক
নং-২০.০০.০০০০.৪০৪.০১৪.৬১.২৩(অংশ-৩)/১৭৯, তারিখ: ৩০/১০/২০২৪।

উপর্যুক্ত বিষয় ও সূত্রস্ব পত্রের পরিপ্রেক্ষিতে জানানো যাচ্ছে যে, উপানুষ্ঠানিক শিক্ষা ব্যুরোর আওতায় প্রস্তাবিত ০২টি বিনিয়োগ প্রকল্প বাস্তবায়নের উদ্যোগ গ্রহণ করা হয়েছে, যথা- (ক) "SKILFO: Skill-Focused Literacy Project" শীর্ষক প্রকল্প; এবং (খ) "উপানুষ্ঠানিক শিক্ষা ব্যুরোর উপজেলা কার্যালয়সমূহের সক্ষমতা উন্নয়ন" প্রকল্প। পরিকল্পনা বিভাগ কর্তৃক ১২ জুন ২০২২ তারিখে জারিকৃত পরিপত্র অনুযায়ী সর্বসাধারণের মতামত গ্রহণের নিমিত্ত প্রকল্পসমূহের প্রাথমিক তথ্যসহ অন্যান্য গুরুত্বপূর্ণ তথ্য অনূন দুই সপ্তাহ সময় এর জন্য প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের ওয়েবসাইটে প্রকাশ করা প্রয়োজন। ০২। এমতাবস্থায়, উপানুষ্ঠানিক শিক্ষা ব্যুরোর বর্ণিত প্রকল্পদ্বয়ের তথ্য প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের ওয়েবসাইটে প্রকাশের প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য নির্দেশক্রমে অনুরোধ করা হলো।

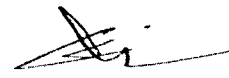
সংযুক্তি: বর্ণনা মোতাবেক।

SKILFO Project-(revised).pdf,

উপজেলা কার্যালয়সমূহের সক্ষমতা উন্নয়ন প্রকল্প (সংশোধিত).pdf

সংযুক্তিসমূহ:

- (১) বর্ণনা মোতাবেক।
- (২) SKILFO Project-(revised)
- (৩) উপজেলা কার্যালয়সমূহের সক্ষমতা উন্নয়ন প্রকল্প (সংশোধিত)



০৯-০৭-২০২৬

মোহাম্মদ দিদারুল আলম

উপসচিব (অতিরিক্ত দায়িত্ব)

ফোন : +৮৮-০২২২৩৩৮০৮৫১

ইমেইল : sasdev3@mopme.gov.bd

✓ সিস্টেম এনালিস্ট

আইসিটি সেল, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।

স্মারক নম্বর: ৩৮.০০.০০০০.০০০.০১১.১৪.০০০১.২৬.১৭৪/১ (৫)

তারিখ: ২৫ আষাঢ় ১৪৩৩
০৯ জুলাই ২০২৬

সদয় জ্ঞাতার্থে/জ্ঞাতার্থে (জ্যেষ্ঠতার ক্রমানুসারে নয়):

- ১। মহাপরিচালক (অতিরিক্ত দায়িত্ব), মহাপরিচালকের দপ্তর, উপানুষ্ঠানিক শিক্ষা ব্যুরো।
- ২। পরিচালক, (পরিকল্পনা, মনিটরিং ও মূল্যায়ন), উপানুষ্ঠানিক শিক্ষা ব্যুরো।
- ৩। সচিবের একান্ত সচিব (অতিরিক্ত দায়িত্ব), সচিবের দপ্তর, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।
- ৪। ব্যক্তিগত কর্মকর্তা, উন্নয়ন অনুবিভাগ, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।
- ৫। ব্যক্তিগত কর্মকর্তা, উন্নয়ন অধিশাখা, প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়।



০৯-০৭-২০২৬

মোহাম্মদ দিদারুল আলম
উপসচিব (অতিরিক্ত দায়িত্ব)



Government of the People's Republic of Bangladesh
Ministry of Primary and Mass Education
Bureau of Non-Formal Education

DEVELOPMENT PROJECT PROFORMA/PROPOSAL (DPP)

Project Title
SKILFO: Skill-Focused Literacy Project
ক্ষিলফো: দক্ষতা ভিত্তিক সাক্ষরতা প্রকল্প

Estimated Expenses
46052.72 (Taka in Lac)

January 2026

DEVELOPMENT PROJECT PROPOSAL (DPP)

PART-A

Project Summary

1. Project Title : SKILFO: Skill-Focused Literacy Project
- 2.1 Sponsoring Ministry/Division : Ministry of Primary and Mass Education
- 2.2 Implementing Agency (ies) : Bureau of Non-Formal Education
- 2.3 Concerned Division of Planning Commission : Socio-Economic Infrastructure Division
3. Objectives and Targets (of Beneficiaries) of the Project :
 1. To provide foundational Skills (basic literacy, numeracy & digital literacy), occupational skills and transferable skills through pre-vocational training to address youth unemployment and support lifelong learning for 100,000 out-of-school adolescents and low literate NEET youth across 64 Upazilas from 16 districts.
 2. To reduce low literate NEET rates, prevent youth involvement in crime, and contribute to social stability through productive engagement in the economy by certifying 24,000 enterprises for skills training, creating job linkages at the Upazila and district levels, and strengthening monitoring through 1,024 trained Field Monitoring Assistants (FMAs).
 3. To ensure quality compliance, accreditation, and effective governance in the pre-vocational education by building the capacity of 160 accredited institutes, 1,440 certified trainers, 24,000 certified Master Craft Persons, and 160 certified pre-vocational assessors, along with strengthening assessment bodies.
 4. To reduce inequalities and enhance workforce diversity by focusing on marginalized groups, including those affected by poverty, gender disparities, disabilities, and social/geographic disadvantages, by ensuring enterprise-based training opportunities in 24,000 certified enterprises, promoting gender-inclusive skill development, and strengthening access to pre-vocational programs across 64 Upazilas in 16 districts.

4. Project Implementation Period

- (i) Date of Commencement : 01-01-2026
- (ii) Date of Completion : 31-12-2028

5.1 Estimated Cost of the Project (*Taka in Lac*)

Total : 46052.72
GOB : 44852.72

JDCF/DRGA-CF or any other Debt
Cancellation)

Project Aid : 1200.00
Own Fund : -
Others : -

5.2 Exchange Rate(s) with Date (Source: *Bangladesh Bank*)

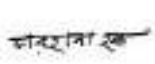
SI No.	Exchange Currency	Exchange Rate	Exchange Date
1	USD	120.00	23-04-2025

6. Mode of Financing

6.1 Mode of Financing with Source :

(Taka in Lac)


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Mode/ Source	GOB (FE)	PA (RPA)	Own Fund (FE)	Others (Specify)	PA Source
(1)	(2)	(3)	(4)	(5)	(6)
Investment	44852.72	-	-	-	
Loan/Credit	-	-	-	-	
Equity	-	-	-	-	
Grant	-	1200.00	-	-	UNICEF
Others(Specify)	-	-	-	-	
Total	44852.72	1200.00	-	-	

6.2 Year wise Estimated Cost:

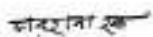
(Taka in Lac)

Financial Year	GOB (FE)	Project Aid (PA)		Own Fund (FE)	Others (Specify)	Total
		Reimbursable PA (RPA)	Direct PA (DPA)			
(1)	(2)	(3)	(4)	(5)	(6)	(7)=(2)+(3)+(4)+(5)+(6)
2025-2026	7,293.55	-	199.00	-	-	7,492.55
2026-2027	15,406.60	-	435.00	-	-	15,841.60
2027-2028	15,375.58	-	460.00	-	-	15,835.58
2028-2029	6,776.99	-	106.00	-	-	6,882.99
Total	44852.72	-	1200.00	-		46052.72

6.3 Financing Plan of the proposed project considering MTBF ceiling and allocation required for ongoing projects in ADP: Anexure VII



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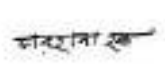


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7.1 Location of the Project:

Sl	Division	Zilla	Upazila / City Corporation / Pouroshava
1	2	3	4
1	Chattogram Division	Chattogram	Sandwip
			Chattogram City Corporation
			Karnafuli
			Mirsharai
			Mirsarai Poursabha
			Sitakunda Poursabha
			Sitakunda
			Sandwip Poursabha
		Cumilla	Brahmanpara
			Debidwar
			Chandina Poursabha
			Chandina
			Cumilla City Corporation
			Debidwar Poursabha
		Cox's Bazar	Coxs bazar Sadar
			Teknaf Poursabha
			Chakaria Poursabha
			Chakaria
			Ramu
			Teknaf
			Coxs Bazar Poursabha
2	Khulna Division	Khulna	Fultola
			Khulna City Corporation
			Rupsha
			Digholia
		Jashore	Abhaynagar
			Manirampur Poursabha
			Jashore Sadar
			Manirampur
			Jashore Poursabha
			Bagherpara
			Bagharpara Poursabha

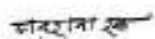

সহকারী পরিচালক


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Sl	Division	Zilla	Upazila / City Corporation / Pouroshava
1	2	3	4
3	Mymensingh Division	Mymensingh	Mymensingh Sadar
			Bhaluka Poursabha
			Bhaluka
			Muktagacha
			Trishal
			Muktagachha Poursabha
			Trishal Poursabha
3	Sylhet Division	Sylhet	Fenchuganj
			Sylhet City Corporation
			Golapganj Poursabha
			Golapganj
			Dakkhin Surma
4	Dhaka Division	Gazipur	Kaliganj
			Sreepur Poursabha
			Sreepur
			Kaliganj Poursabha
			Gazipur City Corporation
			Kapasia
		Narayanganj	Bandar
			Rupganj
			Sonargaon
			Narayanganj City Corporation
			Sonargaon Poursabha
		Narsingdi	Raipura
			Narsingdi Sadar
			Narsingdi Poursabha
			Shibpur
			Shibpur Poursabha
			Raipura Poursabha
5	Rajshahi Division	Rajshahi	Durgapur
			Tanore
			Tanore Poursabha



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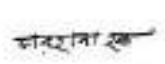


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Sl	Division	Zilla	Upazila / City Corporation / Pouroshava
1	2	3	4
5	Rajshahi Division	Rajshahi	Charghat
			Charghat Poursabha
			Rajshahi City Corporation
		Bogura	Sherpur
			Bogura Sadar
			Dupchachia Poursabha
			Gabtali
			Bogura Poursabha
			Gabtali Poursabha
			Dupchanchia
6	Rangpur Division	Nilphamari	Syedpur
			Nilphamari Sadar
			Nilphamari Poursabha
			Jaldhaka
			Saidpur Poursabha
			Jaldhaka Poursabha
			Dimla
		Dinajpur	Fulbari
			Fulbari Poursabha
			Dinajpur Sadar
			Khansama
			Birol Poursabha
			Birol
			Dinajpur Poursabha
		Rangpur	Gangachara
			Taragonj
			Mithapukur
			Rangpur Sadar
7	Barishal Division	Barishal	Muladi Poursabha
			Mehendiganj
			Mehendiganj Poursabha
			Babuganj
Sl	Division	Zilla	Upazila / City Corporation / Pouroshava
1	2	3	4
7	Barishal Division	Barishal	Barishal City Corporation
			Muladi

7.2 Justification of selecting the project area:


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The selected project areas strategically align with the goal of creating a sustainable ecosystem for non-formal vocational training and lifelong Education for OoSA and low-literate NEET youth. The project addresses key challenges, regional disparities, and local opportunities while following the recommendations of the scoping mission and feasibility study. Based on these findings and selection criteria, four potential upazilas, including relevant Pourosova, in the selected district receive finalization.

The selection considers the prevalence of marginalized, low-literate youth, institutional capacity, and job market opportunities with skills demand. Industrial hubs like Gazipur, Narayanganj, and Chattogram receive priority for demand-driven training aligned with national frameworks, while underserved areas such as Rangpur, Nilphamari, Dinajpur, and Barishal ensure inclusivity. Regions with sector-specific opportunities, such as Cox's Bazar for tourism and Rajshahi for agro-processing, emphasize market-responsive skills, while Khulna, Sylhet, and Jashore, with existing TVET infrastructure and private sector linkages, support apprenticeships and employment pathways. This selection aligns with national strategic guidelines and contributes to SDG 4 (Quality Education) and SDG 8 (Decent Work), ensuring youth transition to formal TVET or employment and ultimately driving sustainable development.

Dhaka Division (Gazipur, Narayanganj, Narsingdi)

- **Industrial Concentration:** These areas have a high concentration of factories, particularly in the garment and manufacturing sectors. This makes them ideal for providing demand-driven skill focused literacy training that aligns with industry needs.
- **Youth Demographics:** Dhaka Division has a large population of OoSA and low-literate NEET youth, particularly women, who are in need of inclusive non-formal training ecosystems. These areas are crucial for addressing gender disparities in skill focused literacy programme.

Chattogram Division (Chattogram, Cox's Bazar, Cumilla)

- **Economic Significance:** Chattogram is the largest port city in Bangladesh and a major hub for trade and manufacturing. The demand for skilled workers in RMG, Light engineering, and construction is high, making this region suitable for targeted skill focused literacy course.
- **Tourism Sector:** Cox's Bazar, a major tourism destination, offers opportunities for skills development in hospitality, tourism, and construction, catering to the specific needs of OoSA and low-literate NEET youth.
- **Vulnerable Populations:** Areas like Ukhiya and Teknaf in Cox's Bazar include displaced populations, ensuring inclusivity in skills development initiatives.

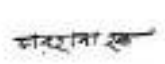
Khulna Division (Khulna, Jashore)

- **Agriculture and Fisheries:** Khulna and Jashore are known for their agricultural and fisheries industries. Skills training in these sectors will facilitate the growth of local industries and provide pathways to formal TVET and apprenticeships.
- **Enterprise-Based Training:** Local businesses offer strong potential for enterprise-based training partnerships, promoting employment opportunities for trained youth.

Rajshahi Division (Rajshahi, Bogura)

- **Agri-business Potential:** Rajshahi and Bogura are centers for agro-processing and small-scale enterprises, offering opportunities to train youth in agri-business, mechanization, and related skills.
- **High NEET Rates:** These regions face significant challenges in youth employment, making them a priority for targeted vocational training to help OoSA and low-literate NEET youth


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transition to stable employment.

Barishal Division (Barishal)

- Underserved Region: Barishal has a high proportion of rural and underserved populations, which are in dire need of foundational and vocational training to improve their livelihood opportunities.
- Fisheries and Aquaculture: The region has strong potential for skills development in fisheries and aquaculture, which are key economic drivers.

Sylhet Division (Sylhet)

- Migration Trends: Sylhet has a significant migration trend, and providing youth with transferable skills can help facilitate better overseas employment opportunities.
- Agriculture and Manufacturing has potential for skills development in agriculture and small-scale manufacturing, addressing both local industry needs and migration-related opportunities.

Rangpur Division (Rangpur, Nilphamari, Dinajpur)

- Poverty Alleviation: These areas have some of the highest poverty rates in Bangladesh, making them critical for skill focused literacy training and pathways to stable employment.
- Growing Entrepreneurship: With a growing entrepreneurial culture, there is an opportunity to integrate youth into local industries and promote self-employment through skill focused literacy courses.

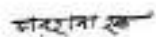
Mymensingh Division (Mymensingh)

- Agricultural Focus: Mymensingh is a hub for agriculture and aquaculture, requiring skills training for youth in these sectors to meet the needs of the local industries.
- Established Educational Institutions: The presence of established institutions can facilitate smoother transitions to formal TVET pathways for OoSA and low-literate NEET youth.

8. Location wise Cost Breakdown: Annexure I



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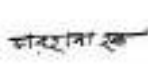
10 Logical Frame:

i) Planned date of Project Commencement : 01-01-2026

ii) Planned date of project completion : 31-12-2028

Narrative Summary	Objectively Verifiable Indicators (OVI)	Means of Verifications (MOV)	Important Assumptions (IA)
Goal Ensuring skill-focused, inclusive, and quality non-formal education that enables out-of-school adolescents (OoSA) and low-literate NEET youth to acquire functional literacy, market-relevant skills, and life competencies necessary to become productive citizens in the 21st century.	- Increased participation of skilled youth in employment, apprenticeships, or self-employment. - Improved transition of OoSA and low-literate NEET youth to education, training, or work. - Contribution to national literacy and human capital development indicators.	- BBS labour force and education statistics - National Human Development Index (HDI) - Five-Year Plan and sector reports - Project Completion Report (PCR)	
Objective /Purpose 1. Increase equitable access to inclusive prevocational and lifelong learning opportunities for OoSA and low-literate NEET youth. 2. Improve employability and career progression of learners through structured incubation, certification, and employment pathways. 3. Strengthen BNFE's institutional capacity to deliver, regulate, and assure quality of NFE programs in alignment with national and international frameworks.	1. - 100,000 OoSA and low-literate NEET youth enrolled in SKILFO courses (□50% female). - 20 prevocational curriculum packages revised and aligned with market demand. - 29,044 prevocational professionals trained and certified. 2. - At least 75% of course completers transition to employment, apprenticeship, self-employment, or further education within three months. - 72,000 adolescents and youth assessed for micro-credentials. - 8,000 learners certified through Recognition of Prior Learning (RPL). 3. - 200 (160+40) NFE and technical institutes accredited. - 100,000 learners certified through the NFE Board. - Functional quality assurance, inspection, and MIS systems operational.	1. - BNFE implementation records - IMED inspection reports - Planning Commission records - PCR 2. - Graduate tracer studies - Certification and assessment records - Employment and apprenticeship placement reports 3. - NFE Board accreditation records - Inspection and QA reports - BNFE MIS and RTM dashboards	1. - Availability of qualified trainers and assessors - Willingness of OoSA and NEET youth to participate - Curricula remain aligned with labour market needs 2. - Employers recognize micro-credentials and RPL - Adequate employment and apprenticeship opportunities - Active private sector participation 3. - Commitment of BNFE officials to institutional reform - Availability of technical expertise and resources - Sustained government support


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Output 1.1 Market-Demanded and Inclusive Prevocational Courses Expanded 1.2 Multiple NFE and Lifelong Learning Pathways Expanded 2.1 Career Guidance, Mapping, and Learner Support Services Established 2.2 Employment and Enterprise Linkages Strengthened 3.1 NFE Board Capacity Strengthened 3.2 Project Management, Monitoring & Evaluation Strengthened	- 100,000 learners enrolled in prevocational courses. - 20 curriculum packages updated. - 29,044 professionals trained and certified. - 03 lifelong learning curriculum packages developed. - 72,000 learners assessed for micro-credentials. - 8,000 learners certified through RPL. - 90,000 learners receive career guidance and counselling. - 16 job-linkage fairs/workshops conducted. - 125,000 OoSA & NEET youth mapped for skill gaps. - 67,500 graduates placed in employment, apprenticeships, or entrepreneurship. - Partnerships established with 07 industrial sectors. - 30,000 enterprises gain access to skilled workers. - 200 training institutes accredited. - 100,000 learners certified through NFE Board systems. - 100,000 learners and 29,044 professionals tracked through RTM and MIS. - Regular monitoring, reporting, and evaluation conducted.	- Training and enrollment records - PSC & PIC meeting minutes - IMED reports - BNFE administrative records - MIS and RTM reports	- Continued demand for skills training - Availability of certified trainers and facilities - Timely procurement and fund flow - Adequate ADP allocation - Political and social stability - Community and parental support
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Input Financial, human, institutional, and physical resources will be provided to implement skill-focused literacy and prevocational non-formal education for out-of-school adolescents and low-literate NEET youth. Inputs include project financing, deployment of BNFE and partner personnel, engagement of trainers and assessors, use of accredited training institutes and enterprises, provision of training facilities, equipment, and digital platforms, and establishment of project management, procurement, monitoring, MIS/RTM, and quality assurance systems.	- Financial resources: BDT 46,052.72 lakh - Human resources (BNFE, trainers, MCPs, assessors) - Physical facilities, labs, equipment, and LMS - Monitoring, MIS, RTM, certification, and QA systems	- Financial statements - IMED and Planning Commission reports - Procurement and audit records	- Uninterrupted fund flow - Availability of skilled personnel - Procurement completed as per plan - Normal political and environmental conditions
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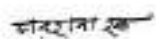
11. Project Management:

11.1 Proposed Project Management Setup (*As per Annexure-II*)

11.2 Implementation Arrangement :



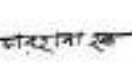
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11.2.1. The Bureau of Non-Formal Education (BNFE), under the Ministry of Primary and Mass Education (MoPME), will act as the lead implementing agency for the project. A Project Implementation and Monitoring Unit (PIMU) will be established to manage and oversee project execution, headed by a Project Director (PD). The PD will be supported by two Assistant Project Directors (APDs) and one Accountant. In addition, the PMU will engage one Work Assistant and one Office Aide through service procurement, in accordance with applicable government rules and procedures. The Director General of BNFE may also assign staff from the existing BNFE setup, as necessary, to ensure smooth and timely implementation of the SKILFO project. The Project Director will be responsible for overall project coordination, implementation of activities, and compliance with fiduciary, administrative, and reporting requirements. The BNFE/PMU will deploy or outsource additional support staff, as required, to carry out administrative and operational functions. A multi-tier governance and oversight mechanism will be established through a Project Steering Committee (PSC) and a Project Implementing Committee (PIC). These committees will provide policy guidance, strategic direction, and implementation oversight, as well as monitor progress to ensure effective execution and sustainability of project outcomes. The Ministry of Primary and Mass Education (MoPME) formulates overall policy guidelines, ensures coordination, and reviews the progress of project implementation. The Bureau of Non-Formal Education (BNFE) holds primary responsibility for coordinating and executing various project components and sub-components. The Project Director will oversee project implementation with support from all BNFE divisions, the Project Implementation and Management Unit (PIMU), field offices, partner institutions, relevant government agencies. The PIMU, headed by a Project Director (PD) will provide strategic oversight and high-level leadership. The PIMU includes two (2) Assistant Project Directors (APDs) with extensive experience in prevocational program planning, implementation and assessment. The ADP-1 will be responsible for administration, finance and logistics, while ADP-2 will be responsible for planning, implementation and monitoring. Meanwhile, PIMU outsources 2 (two) support staff for administrative tasks. Additionally, UNICEF, as a development partner, provides technical assistance and backstopping through contracts of technical agencies/ expert consultants within its framework. All BNFE officials and staff at the headquarters, as well as across 16 districts and upazilas, actively support the PIMU in implementing the project. Each BNFE wing executes project-related activities integrated into the Annual Operational Plan (AOP) to align with broader programme objectives. The project design enables field-level officials to take ownership of their execution. The PIMU is responsible for Collaboration and MoUs with selected public training institutes through the respective AD, DBNFE. The MoU/Contract has been outlined with five key milestones for performance and expenditure: (i) enrollment of targeted trainees in identified skills areas and priority sectors as per the business plan (work plan and budget); (ii) successful completion of training; (iii) employment/apprenticeship of course completers within one month; (iv) retention in employment/apprenticeship for one month; and (v) career progression of course completers within six months. These agreements also define the business plan, work plan, and budget. Fund disbursement follows a course-wise unit cost structure, finalized by the PIMU. The training unit cost covers teaching materials, trainer salaries, monitoring and evaluation costs, post-training activities, trainee stipends or allowances, tracking. 11.2.2. The project operates through a multi-ministerial collaboration involving key government agencies. The Directorate of Technical Education (DTE), Technical and Madrasah Education Division (TMED), and the Directorate of Secondary and Higher Education under the Ministry of Education (MoE), along with the Bureau of Manpower, Employment, and Training (BMET) under the Ministry of Expatriates' Welfare and Overseas Employment (MoEWOE), the Department of Women Affairs under the Ministry of Women and Children Affairs, and the Department of Labour (DoL), Dept. of Textiles under the Ministry of Textiles and Jute, serve as partner implementing agencies. These agencies carry out project activities through their training centers) at the district level under the overall management of BNFE. The PIMU engages government, semi-government or MPO based Prevoc. Training Providers (PTPs) through Memorandums of Understanding (MoUs) with the respective Assistant Directors of BNFE at the district level. This arrangement facilitates the establishment, operation, and management of PTPs in line with the project's objectives. The PTPs deploy their teaching, accounts, and support staff for administrative tasks, while outsourced Community Skills Monitors (CSMs) from local communities contribute to the effective implementation of project activities. Additionally, the project strategically engages Master Craft Persons to scale up innovative programs, leveraging successful pilot experiences from SKILFO. These MCPs contribute expertise in delivering non-formal prevocational training. Agreements and Memorandums of Understanding (MoUs) are formalized between BNFE and MCPs for specific project activities. The NFE Board is responsible for developing curricula, textbooks, primers, and teaching-learning materials. 11.2.3. The project establishes an inter-ministerial Project Steering Committee (PSC) and Project Implementation Committee (PIC). The PSC, chaired by the Secretary of MoPME, includes representatives from all partners/implementing agencies (TMED, DTE, DSHE, etc.) and NSDA. It convenes at least every six months, or as needed, to assess progress and make policy-level decisions for smooth implementation. The PIC, chaired by the Director General of BNFE, MoPME, consists of representatives from all partner agencies and meets every three months, or as needed, to address project progress and make key operational decisions. The PIMU provides secretarial support to both committees. 11.2.4. The Project Implementation and Management Unit (PIMU) develops Operations Manuals (OMs), providing comprehensive guidance for key activities, including course implementation, financial management, monitoring, reporting, capacity development of BNFE, MIS, and database management. These manuals, treated as living documents, undergo periodic updates incorporating insights from progress reviews and monitoring feedback while ensuring adherence to established protocols. The PSC approves the OMs within six months of project effectiveness. 11.2.5. The project enhances BNFE through institutional capacity development. The NFE Board expedites the registration of training institutions, accredits industry-endorsed course packages, and improves the quality and reputation of NFE learning. The project establishes assessment centers, strengthens industry partnerships, and ensures quality assurance within the BNQF and NFE Act. Capacity development follows a structured three-year plan to strengthen policy frameworks, staff competencies, and operational capacity for the sustainable expansion of NFE systems. The plan includes staff training in human resource management, financial management, policy research, knowledge management, coordination, results-based management, partnership management, leadership, project implementation, monitoring and evaluation, risk analysis, impact assessment, real-time monitoring, distance learning, blended learning, and ICT skills training. Training is conducted through hands-on sessions, in-house workshops, sharing seminars, management retreats, study visits, and overseas fellowships. Technical and advisory support is integrated into the plan, ensuring institutional capacity development. 11.2.6. Coordination mechanisms will support efficient management of the project. BNFE will hold bi-monthly district-level coordination meetings, led by the respective Assistant Director, with PTP heads, coordinators, and monitoring staff to address administrative issues, progress, and challenges. The Project Implementation and Management Unit (PIMU), under the leadership of the Project Director, organizes half-yearly technical coordination workshops. These three-day workshops engage BNFE officials, focal persons, and PTPs to evaluate progress, identify challenges, and develop action plans for risk mitigation. 11.2.7. A robust Management Information System (MIS) is central to project implementation. BNFE develops a centralized MIS, linked with district and upazila-level offices, and PTPs. Regular monitoring and technical support ensure program quality. The MIS system tracks both qualitative and quantitative project aspects, assessing teaching and learning, trainer-learner interactions, assessments, certification, retention, and progression. The MIS cell maintains databases of learners, literacy trainers, occupational trainers, FMAs, PTPs, enterprises, and learning centers, and establishes an online monitoring system at PIMU/BNFE. 11.2.8. Monitoring and Evaluation (M&E) ensure project effectiveness by tracking inputs, processes, outputs, and impact. BNFE oversees project monitoring and data analysis at all levels, from upazila offices to headquarters. All BNFE wings monitor their respective project activities and expenditures. The Project Director oversees cross-component coordination with partner agencies and stakeholders. The Implementation Monitoring and Evaluation Division (IMED) of the Ministry of Planning conducts regular project monitoring and annual evaluations.


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12 Financial and Procurement Plan:

12.1 Procurement Plan [*As per Annexure -III (a), III (b) & III (c)*]

12.2 Year wise Financial and Physical Target Plan (*As per Annexure-IV*)

13 After completion, whether the output of the project needs to be transferred to the revenue budget:

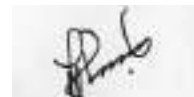
13.1 If yes, briefly narrate the institutional arrangement and technical & financial requirement for operation and maintenance
(*To continue the benefits of the projects required yearly costs and personnel should be mentioned*)

13.2 If not, briefly narrate the institutional arrangement and financial requirement for operation and maintenance.
(*To continue the benefits of the projects required yearly costs and personnel should be mentioned*)

After completion of the project, the key outputs such as developed curricula, training and assessment frameworks, accreditation and certification systems, MIS/RTM platforms, and strengthened institutional capacities will be mainstreamed into the regular functions of the Bureau of Non-Formal Education (BNFE) and the NFE Board. These outputs will be operated and maintained through existing institutional structures, utilizing available human resources and administrative systems of BNFE. Routine operation and maintenance costs, including periodic updating of curricula, continued use of MIS/RTM systems, quality assurance, certification, and coordination with training institutes and industry partners, will be met through BNFE's regular revenue budget and ongoing sectoral programs, without requiring the creation of new budget lines. No major additional recurrent financial burden is anticipated beyond existing allocations.



এস.এম. শামীম আহসান
সহকারী পরিচালক



ড. ফারুক আহাম্মদ
পরিচালক

Signature of the Officer(s) Responsible for the
Preparation of the DPP with Seal and Date



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PART B

Project Details

14. Background Information:

14.1 Background with Problem Statement

Bangladesh is poised to get benefit from a demographic dividend, characterized by a higher proportion of the working-age population and a declining dependency ratio. This presents an urgent need to systematically enhance human capital by improving the quality of and access to education.

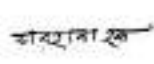
According to the Bangladesh Labour Force Survey 2024, approximately 85.3% of employed individuals aged 15 and older are engaged in informal employment, while only 14.7% are in formal employment.

Bangladesh is navigating a complex socio-economic landscape marked by significant political transitions, economic challenges, and evolving development strategies. The recent shift from a growth-centric development model to an inclusive, rights-based approach to socio-economic development aims to create an inclusive, equitable, and globally competitive education system. The implementation of reform agendas, policy continuation, and market liberalization by the government has made the continuation of steady growth possible in the changing context.

Despite notable progress in expanding access to education, Bangladesh continues to face significant challenges in ensuring education continuity and reducing dropout rates, particularly at the transition from primary to secondary education. While the primary education net enrollment rate reached 97.74% in 2021 (BANBEIS), completion rates remain concerning. According to UNICEF (2024), approximately 6.3 million children aged 6-15 are currently out of school in Bangladesh, reflecting significant dropout challenges. Though detailed annual dropout figures and disaggregated rates across general, English medium, and madrasa streams are not specified in recent data, key contributing factors include poverty, child labor, early marriage, and socio-cultural barriers. The highest dropout rate occurs at grade 8, where 37.26% of students discontinue their education (Education Watch Report, 2023). This results in a large proportion of adolescents being left without pathways for further education or skill-based training, creating a critical gap in workforce readiness and economic



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participation. Additionally, functional literacy remains a major concern, with a significant portion of children aged 10-14 unable to read or count at a basic level (World Bank). Adult literacy levels are also critically low, with an estimated 33.79 million individuals aged 15 and above remaining illiterate (8th Five-Year Plan).

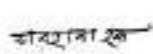
Although the government has introduced key policies-such as the National Education Policy (2010), National Skills Development Policy (2011), NFE Act (2014), and the Bangladesh National Qualifications Framework (BNQF, 2021)-the absence of standardized re-entry mechanisms and recognized equivalency certifications for grade 8 dropouts limits opportunities for continued education or workforce-aligned training. The Bureau of Non-Formal Education (BNFE) offers prevocational certification as an alternative, yet its integration into mainstream education and recognition across different education boards remain unclear.

The Bureau of Non-Formal Education (BNFE) is tasked with addressing the education needs of vulnerable groups, particularly OoSA aged 14-17 years and NEET (Not in Education, Employment, or Training) youth aged 18-24 years. Despite the introduction of the Bangladesh National Qualification Framework (2021) and the NFE Act (2014), significant systemic challenges persist in ensuring inclusive and quality education for these groups. The existing Non-Formal Education (NFE) system faces constraints, including outdated curricula, insufficient training resources, a shortage of qualified instructors, and inadequate assessment frameworks. These issues are further compounded by a lack of alignment between NFE programs and labor market demands, leaving youth ill-prepared to transition into meaningful employment. Political instability adds to these challenges, creating barriers to implementing effective reforms.

The challenges faced by OoSA and low-literate NEET youth are severe, with far-reaching implications for individual well-being and socio-economic development. Globally, approximately 263 million children and youth are out of school, with a significant portion in the 14-18 age group. In Bangladesh, around 19% of adolescents aged 14-18 are not attending school, according to the Bangladesh Bureau of Educational Information and Statistics (BANBEIS, 2023). Key factors contributing to this include poverty, child labor, early marriage, and cultural norms, especially in rural areas. Girls are disproportionately affected, facing higher dropout rates compared



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to boys, particularly in underserved regions.

Similarly, NEET (Not in Education, Employment, or Training) youth constitute a significant portion of the youth population both globally and in Bangladesh. According to the International Labour Organization (ILO), approximately 256 million youth aged 15-24 were classified as NEET globally in 2023, representing 20.4% of that age group. In Bangladesh, the situation is more concerning, with about 29.8% of youth aged 15-29 falling into this category. Young women face disproportionate challenges, making up a significant majority of the NEET group, primarily due to socio-cultural barriers, caregiving responsibilities, and early marriage.

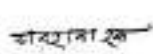
The consequences of these challenges are profound. For out-of-school adolescents (OoSA), the lack of access to education and skills training limits their opportunities, pushing many into child labor, early marriage, and cycles of poverty. Low-literate NEET youth, on the other hand, face prolonged unemployment or underemployment. In Bangladesh, the youth unemployment rate for those aged 15-24 stands at 13.1%, far exceeding the national average. This is further aggravated by the education system's limited focus on Technical and Vocational Education and Training (TVET). In Bangladesh, only a small fraction of secondary school students has access to TVET programs, compared to higher percentages in developed countries. This significant gap leaves many youths unequipped to meet the needs of the labor market, particularly in rural and underserved areas.

The social and economic implications of these issues are equally critical. Out-of-school adolescents face increased risks of child exploitation, poverty, and social exclusion, while NEET youth often experience prolonged dependency, informal or low-paying employment, and higher susceptibility to crime, migration, and radicalization. According to the ILO, youth unemployment is nearly three times higher than adult unemployment, with over 67% of youth in developing countries engaged in informal employment. These challenges perpetuate cycles of poverty and inequality, hindering national socio-economic progress.

Given these challenges, targeted interventions are urgently needed to integrate OoSA and low-literate NEET youth into education systems and the labor market. As of 2021, approximately 16.8 million children aged 6-17 years remain out of school, while 30% of youth aged 18-24 are classified as NEET (BBS 2021). Most of these youth come from marginalized and



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economically disadvantaged backgrounds, where access to quality education and vocational training is severely restricted.

'Skills-focused literacy courses with job linkages have proven effective in addressing the needs of OoSA and low-literate NEET youth in Bangladesh. Initiatives like the SKILFO pilot have demonstrated significant potential to enhance employability, address inequalities, and contribute to national development goals. These programs offer market-relevant, skills-based education that can harness the demographic dividend of Bangladesh's youth population. Building on the success of the SKILFO pilot, the Bureau of Non-Formal Education (BNFE) and the Ministry of Primary and Mass Education have decided to expand the program to 16 districts. This expansion is a timely and well-justified step toward addressing the challenges faced by OoSA and low-literate NEET youth and fostering their integration into the education system and labor market.

The Government of Bangladesh has committed to working towards achieving the Sustainable Development Goal (SDG 2030) agenda. To this end, it is engaged in examining national development programs and priorities and adjusting and aligning these in light of the global SDG agenda. The SDG4 overarching education agenda brings to the fore the lifelong perspective for all learners. All the targets, including those specifically related to life and livelihood skills and literacy, must now be articulated and their implementation designed with a lifelong angle.

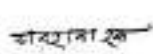
14.2 Linkages (to Other Projects & Institutions)

The proposed project is designed to enhance access to quality education for marginalized youth, particularly those who are out of school or engaged in labor. Its core objective is to integrate non-formal education with vocational skills training, thereby improving employability and fostering social inclusion. The project aligns with broader sector strategies, including the Sector Strategy Paper (SSP) and the Sector Results Matrix, which emphasize equitable, flexible, and inclusive education and skills development. By targeting marginalized youth, the BNFE project will contribute to reducing child labor, child marriage, and other social risks, while simultaneously improving employability and alleviating poverty. This aligns national development priorities and contributes to achieving Sustainable Development Goals (SDGs), particularly in education and decent work.

14.2.1. Linkages with Previous and Existing Projects



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BEHTRUWC (2004-2013): The Bangladesh Education for the Hard-to-Reach Urban Working Children (BEHTRUWC) project, which focused on flexible, work-integrated learning for urban working children, has played a pivotal role in shaping the BNFE project's approach to non-formal education. The BEHTRUWC project highlighted the need for adaptable education systems catering to marginalized youth in urban areas. The BNFE project will incorporate these insights, ensuring education is accessible and responsive to the needs of urban youth, particularly through work-integrated learning models.

ROSC II: The Reaching Out-of-School Children (ROSC) II program emphasized the importance of alternative education and pre-vocational training (PVT) in addressing social issues like child labor and child marriage. The BNFE project will integrate these strategies to bridge the gap between education and employment, particularly for those at risk of social exclusion, with a stronger emphasis on employability and skills development.

PLCEHD-I & II: The Primary and Secondary Level Capacity Enhancement for Human Development (PLCEHD) program focused on lifelong education and employment-focused education. The BNFE project will draw from these experiences to design a program that integrates literacy and vocational skills training within a lifelong education framework, ensuring continuous education opportunities for marginalized youth and enhancing their transition to formal employment.

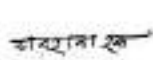
Out of School Children (OoSC) Program (2018-2023): The Out-of-School Children (OoSC) Program identified barriers to education for marginalized children, particularly those from disadvantaged backgrounds. Building on this foundation, the BNFE project will not only provide educational opportunities but also integrate vocational training to develop market-relevant skills. By addressing both education and employment needs, the BNFE project will offer a more comprehensive solution for out-of-school youth.

SKILFO Pilot Project (2023-2025): The SKILFO pilot project, which focused on skill-oriented literacy at the prevocational level and fostering strategic partnerships with government institutions, will provide valuable insights for the BNFE project. The BNFE project will build on SKILFO's successes in training and certifying assessors and learners, particularly by leveraging lessons learned in market-demand-driven training, skills assessment, and collaboration with key stakeholders.

The SKILFO Expansion project will capitalize on the following ready resources to make the takeoff with confidence, which have been developed through rigorous piloting in Cox's Bazar from September 2023 to June 2025.

- National Competency Standards for Prevocational Curriculum packages
- NFE Board-accredited skills-focused course packages focusing 13 occupations, developed by national experts which include CS, CBC, learners Guide (CBLM), Trainers Guide, MCP Guides, Progress Tracking Tools, Assessment Tools, etc.
- Standardized Operational Guidelines for programme interventions.


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- NFE Board Compliance Guidelines for Accreditation of Institutions, Courses, Trainers, Assessors, and Assessment Centers
- An RTM System with Online software for real-time monitoring

Leveraging experiences and resources from previous projects, the BNFE aims to strengthen the ecosystem and deliver targeted, effective interventions for OoSA (aged 14-18) and low-literate NEET youth (aged 18-24). Shared resources such as curriculum materials, training facilities, and expertise will further enhance the efficiency and reach of the project, ensuring its long-term sustainability.

The SKILFO project is designed to complement ongoing efforts within the NFEVT sector, ensuring a greater impact while avoiding duplication.

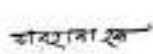
14.3 Poverty Situation

Bangladesh has achieved significant progress in poverty reduction over the past two decades, with the national poverty rate declining from 31.5% in 2010 to 20.5% in 2019 (Household Income and Expenditure Survey, HIES 2019). However, poverty remains a pressing issue, particularly in rural and underserved regions where access to education, employment, and essential services is limited. Despite this progress, regional disparities persist, with rural areas and marginalized communities experiencing higher poverty rates than the national average. According to the HIES 2024, the poverty incidence in rural areas (26.43%) is significantly higher than in urban areas (18.7%), with extreme poverty rates reaching 8.16% in some regions

The proposed project will target areas with high poverty incidence, including industrial hubs like Gazipur and Chattogram, as well as underserved regions such as Rangpur, Nilphamari, Dinajpur, and Barishal. These areas are characterized by high rates of unemployment, underemployment, and limited access to quality education and vocational training, particularly among youth and marginalized groups. Key data sources such as the Household Income and Expenditure Survey (HIES 2022), Labour Force Survey 2022, Poverty Mapping 2023, and Population Census 2022 highlight the persistent economic disparities and the need for targeted interventions to address poverty and inequality.

The Labour Force Survey (2022) indicates that rural Bangladesh faces significant challenges in terms of unemployment and underemployment, especially among youth and women. For instance, the youth unemployment rate stands at 13.1%, significantly higher than the national average, while 84.9% of employed individuals are engaged in informal work, often characterized by low wages and job insecurity. The Poverty Mapping Report (2023) further highlights that district in the north and south of the country, such as Rangpur and Barishal, exhibit higher poverty rates, with over 30% of the population living below the poverty line. These regions also face geographical barriers that hinder economic mobility and exacerbate the cycle of poverty.


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14.3.1. Analysis of the Poverty Situation in the project location

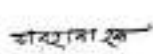
The poverty situation in the proposed project areas is multifaceted, with significant variations across regions. According to the HIES 2024, the poverty incidence in rural areas (26.43%) is significantly higher than in urban areas (18.7%), with extreme poverty rates reaching 8.16% in some regions. The Poverty Mapping Report 2023 identifies districts like Rangpur, Nilphamari, Dinajpur, and Barishal having some of the highest poverty rates, with over 30% of the population living below the poverty line. In contrast, industrial hubs like Gazipur and Chattogram exhibit lower poverty rates, but face challenges related to underemployment and informal labor markets.

- **Poverty Incidence:** In Rangpur Division, 32.5% of the population lives below the poverty line, while in Barishal Division, the rate is 28.7% (HIES 2022).
- **Depth of Poverty:** The poverty gap index, which measures the intensity of poverty, is highest in rural areas, particularly in the northern and southwestern regions (Poverty Mapping 2023). For example, in Nilphamari, Dinajpur, the poverty gap index is 8.5%, indicating significant income shortfalls among the poor.
- **Severity of Poverty:** The squared poverty gap index, reflecting inequality among the poor, is particularly severe in regions with limited access to education and employment opportunities, such as Nilphamari and Barishal, where it exceeds 3.5%.

Economic challenges in these areas include:

- **Unemployment and Underemployment:** The Labour Force Survey 2022 reports a youth unemployment rate of 13.1%, significantly higher than the national average. Underemployment is also prevalent, with 84.9% of employed individuals engaged in informal work, often characterized by low wages and job insecurity. For instance, in Gazipur, a major industrial hub, underemployment rates are as high as 25% due to seasonal fluctuations in demand for labor.
- **Lack of Access to Essential Services:** Many rural areas lack access to quality education, healthcare, and vocational training, perpetuating cycles of poverty. For example, only 1.8% of secondary school students in Bangladesh have access to technical and vocational education and training (TVET), compared to 20-40% in developed countries (World Bank, 2023). In Barishal, only 15% of schools offer vocational training, limiting opportunities for skill development.
- **High Youth Unemployment and Lack of Skills:** Bangladesh has a large youth population (aged 15-24), comprising nearly 20% of the total population, yet a significant proportion remains unemployed or underemployed due to skill mismatches. According to the International Labour Organization (ILO, 2022), 29.8% of young people aged 15-29 are classified as NEET (Not in Education, Employment, or Training), lacking the necessary literacy, numeracy, and vocational skills. The primary school dropout rate stands at 23.6%, leaving many adolescents without a formal education pathway.


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- **Limited Access to Quality Skills Training:** Although Bangladesh has expanded its TVET and skills training sector, access remains unequal, particularly for marginalized groups, women, and persons with disabilities. Most existing skills training programs focus on low-productivity sectors, limiting the potential for income growth and economic mobility. There is a shortage of industry-aligned training programs that equip youth with market-relevant skills for sustainable employment.
- **Lack of Adult literacy and Barriers to Lifelong education:** The adult literacy rate (15+ years) stands at 74.1% (BBS, 2023), but many adults, especially in rural areas, lack the basic literacy and numeracy skills required for productive employment. Access to lifelong education opportunities is limited, with a lack of structured programs that integrate functional literacy with occupational skills training.

14.3.2. Socio-economic Profile of Direct Beneficiaries

The project targets two key groups: OoSA (aged 14-17) and low-literate NEET youth (aged 18-24). These groups face significant barriers to education, employment, and economic participation.

Who They Are: The target beneficiaries include:

- Youth from economically disadvantaged backgrounds, especially in rural & underserved areas.
- Women and girls, who face additional socio-cultural barriers like early marriage and limited mobility. According to UNESCO (2023), 23% of girls in rural areas drop out of school by grade 8, compared to 15% of boys.
- Marginalized groups, including ethnic minorities, persons with disabilities, and displaced populations. For instance, in Cox's Bazar, over 40% of youth are out of school (UNICEF, 2023).

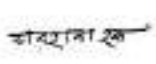
How Many: Approximately 16.8 million children aged 6-17 are out of school, and 30% of youth aged 18-24 are classified as NEET (BBS, 2021). The project aims to reach at least 40% female participants, ensuring gender equity in training and employment opportunities.

Where They Live: The beneficiaries of the project are distributed across both industrial hubs and rural areas, ensuring a balanced approach to skills development and employment generation. This geographical diversity allows the project to address the unique challenges and opportunities present in each region, fostering inclusive economic growth and poverty reduction.

Industrial Hubs (Dhaka & Chattogram Divisions)

- **Gazipur, Narayanganj, Narsingdi (Dhaka Division):** These areas are industrial powerhouses, particularly known for their garment and manufacturing sectors. However, they face significant challenges, including high youth unemployment rates, especially among women and informal sector workers. According to the


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Labour Force Survey 2022, youth unemployment in these areas is approximately 15%, with underemployment rates reaching 25% due to seasonal fluctuations in demand for labor. The high concentration of garment factories and other industries creates a strong demand for demand-driven skill training in sectors such as textiles, light engineering, and logistics.

- **Chattogram, Cumilla (Chattogram Division):** As major trade and manufacturing centers, these regions are critical to Bangladesh's economy. Chattogram, home to the country's largest port, has a growing demand for skilled workers in sectors like logistics, construction, and light engineering. However, underemployment and informal labor markets remain significant challenges. For instance, 30% of workers in these areas are engaged in informal jobs with low wages and job insecurity (Labour Force Survey, 2022). Targeted skills training programs can help bridge the gap between labor market demands and the skills of the local workforce.

Displacement-prone and Vulnerable areas

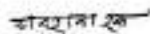
- **Cox's Bazar:** This region hosts a large population of displaced individuals, including Rohingya refugees and marginalized host communities. According to UNICEF (2023), over 40% of youth in Cox's Bazar are out of school, with limited access to education and employment opportunities. Skills training in tourism, hospitality, and construction can enhance livelihoods and economic resilience, particularly in areas like Ukhiya and Teknaf, where the refugee population is concentrated. These programs can also promote social cohesion by integrating displaced and host communities into the local economy.

Agriculture and Fisheries-Based Economies

- **Khulna, Jashore:** These districts are heavily dependent on agriculture, fisheries, and jute industries. However, many youths lack the technical training needed to secure stable jobs in these sectors. According to the Bangladesh Bureau of Statistics (BBS, 2023), only 10% of rural youth in these areas have access to vocational training, limiting their economic mobility. Training programs in agri-processing, fisheries management, and jute product development can create sustainable livelihood opportunities and strengthen local value chains.
- **Rajshahi, Bogura:** Known for their strong agri-business and small-scale enterprise sectors, these areas require vocational training in agro-processing, mechanization, and entrepreneurship. The Poverty Mapping Report 2023 highlights that 28% of the population in these regions lives below the poverty line, with limited access to formal employment. By equipping youth with relevant skills, the project can help them tap into the growing agri-business sector and improve household incomes.
- **Barishal:** One of the most underserved regions in Bangladesh, Barishal has high rural poverty rates and limited economic opportunities outside of fisheries and aquaculture. According to the HIES 2022, 32% of households in Barishal live below the poverty line, with limited access to quality education and vocational



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training. Skills development in fisheries, aquaculture, and small-scale entrepreneurship can provide much-needed economic opportunities for youth in this region.

High Poverty and Underdeveloped areas

- Rangpur, Nilphamari, Dinajpur, Dinajpur: These regions have some of the highest poverty rates in Bangladesh, with over 30% of the population living below the poverty line (HIES 2022). Many youths come from rural, low-income households where employment options are scarce. According to the Poverty Mapping Report 2023, the poverty gap index in these areas is 8.5%, indicating significant income shortfalls among the poor. Vocational training in agriculture, handicrafts, and small-scale manufacturing can help youth secure stable livelihoods and reduce poverty.
- Mymensingh: As a key agricultural hub, Mymensingh has limited formal employment opportunities outside of farming and aquaculture. The Labour Force Survey 2022 reports that 70% of employed individuals in this region work in the informal sector, often earning low wages. Training programs in farming, aquaculture, and agribusiness can help youth enter stable economic activities and improve their quality of life.

Migration and Overseas Employment Opportunities

- Sylhet: These regions have high rates of international migration, with many youth seeking employment opportunities abroad. According to the Bureau of Manpower, Employment, and Training (BMET, 2023), over 1 million Bangladeshi workers migrated overseas in 2022, with a significant portion coming from Sylhet. Training in hospitality, construction, and manufacturing can improve the employability of youth both locally and abroad, enabling them to access better-paying jobs and contribute to their households' economic stability.

15. Project Description:

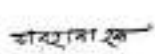
15.1 Objectives

The overall purpose of the project is to develop and operationalize an inclusive and responsive NFE-Ecosystem that enables OoSA (Out-of-School Adolescents) and low-literate NEET (Not in Education, Employment or in Training) youth to access Prevocational and Lifelong Education pathways with employment opportunities and help them grow with potential as productive citizens.

From the perspective of sustainability, the institutionalization of the Prevoc program in alignment with national directions, especially the BNQF is the strategic aim of the endeavor.



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Specific Objective:

- a. Increase equitable access to inclusive 'NFE Prevocational and Lifelong Education' opportunities, for 100,000 OoSA and low-literate NEET youth, emphasizing the functional literacy, numeracy, digital & financial literacy, occupational skills and transferable skills.
- b. Develop structured incubation programs that foster progressive skill-building, enabling learners to enhance their further education, employability and long-term career prospects.
- c. Enhance the institutional capacity of BNFE and at least 200 institutions to deliver quality 'NFE Prevocational courses and Lifelong Education, ensuring structured quality assurance mechanisms aligning national and international education and skills development frameworks.

15.2 Outcomes

The project is expected to achieve the following outcomes:

- Increased Access to Inclusive NFE Learning Pathways - Out-of-school adolescents (OoSA) and low-literate NEET youth gain equitable access to diversified and flexible NFE prevocational and lifelong learning opportunities.
 - Enhanced Employability and Career Progression - Beneficiaries improve their skills, access career guidance services, and secure employment, apprenticeships, or entrepreneurial opportunities.
 - Strengthened Institutional Capacity - BNFE and NFE training providers enhance their ability to deliver high-quality, demand-driven NFE programs through structured quality assurance mechanisms.
- a. Improved Recognition and Accreditation of NFE Programs - NFE prevocational courses and training institutions are accredited, ensuring national recognition and alignment with international standards.
- Sustainable Employer and Industry Engagement - Strengthened linkages between NFE graduates and potential employers through job placements, career forums, and industry collaborations.
 - Effective Programme Implementation & Governance: Established monitoring, evaluation, and project management systems ensure the efficiency, transparency of Prevoc-NFE initiatives.

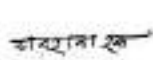
15.3 Outputs

The project will deliver the following key outputs:

Component 1: Development of Inclusive & Flexible 'NFE Prevocational and Lifelong Education' Pathways

- 100,000 beneficiaries provided with access to prevocational and lifelong


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Education/learning opportunities.

- Three (3) curriculum packages designed and standardized for lifelong learning.
- Three (3) NFE learning pathways are implemented to cater to diverse learner needs.
- Micro-credential assessments conducted for 72,000 adolescents and youth.
- Recognition of Prior Learning (RPL) certification awarded to 6,390 skilled participants.
- 34,200 OoSA and NEET youth trained through institute-based prevocational programs.
- 55,800 OoSA and NEET youth trained through enterprise-based prevocational programs.
- Ten (10) new prevocational curriculum packages designed.
- At least twenty (20) prevocational curriculum packages standardized to match industry needs.
- 29,048 professionals trained and certified in prevocational programme.

Component 2: Transition to Progression Pathways

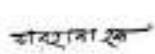
- 100,000 adolescents and youth engaged in career development interventions.
- 125,000 enterprises and learners identified through community scanning workshops.
- 90,000 OoSA & provided with structured career guidance and job linkage support.
- Employment market assessments conducted to map career pathways for learners.
- 64 consultation meetings held with industry stakeholders to facilitate employment linkages.
- 67,500 prevoc. course completers placed in jobs, apprenticeships, or entrepreneurial activities.
- 16 Employers' Forums established to strengthen job opportunities for NFE graduates.
- Partnerships formed with 30,000 employers and industries to create sustainable employment linkage.

Component 3: Strengthening NFE Quality Assurance Systems

- 20 prevocational courses accredited under the NFE Board.
- 200 NFE training institutes accredited.
- 100,000 learners are certified through the NFE Board.
- Three (3) quality audits and verification processes conducted.
- One Mutual Recognition Agreement (MRA) is established to facilitate academic progression.
- 176 NFE institutions offering prevocational training and assessment services.
- Project Management Unit (PMU) is operationalized with administrative support.



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- 100,000 learners are provided with necessary learning materials.
- Technical experts are recruited to support technical program activities.
- Research studies, effectiveness assessments, and project completion reviews conducted.
- Equipment and fixtures are provided to enhance program efficiency with output & quality.
- 16 SKILFO Multipurpose Rooms established for program support and learner engagement.

15.4 Activities

The SKILFO Project is designed to create inclusive and flexible pathways for non-formal education (NFE) and lifelong learning, ensuring that diverse learners- particularly out-of-school adolescents (OoSA) and youth not in education, employment, or training (NEET) - gain access to quality education and skill development opportunities. The project is structured into three key components, each addressing critical aspects of education, skills development, employment, and quality assurance to support sustainable career progression and lifelong learning.

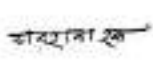
Component 1: Development of Inclusive and Flexible ‘NFE Prevocational and Lifelong Education’ Pathways.

Under Component 1 of the SKILFO Project, efforts are focused on developing inclusive and flexible ‘NFE Prevocational and Lifelong Education’ pathways, ensuring that learners from diverse backgrounds have access to quality education and skill development opportunities.

As part of Subcomponent 1.1, initiatives are underway to enhance access to multiple NFE pathways. To achieve this, curriculum developers are being identified and on boarded to design and standardize three comprehensive curriculum packages that promote lifelong learning. These packages undergo rigorous committee reviews and approvals at the national level to ensure quality and relevance. Additionally, NFE learning courses are being integrated into the Learning Management System (LMS), and digital course developers are being engaged to optimize content delivery. Institutional partnerships are being facilitated to expand LMS-based learning opportunities. To further expand access to NFE pathways, three key strategies have been introduced to promote continuous learning and career progression. The first strategy focuses on strengthening lifelong learning through apprenticeship programs, upskilling opportunities, and targeted interventions. The Skills-Focused Literacy Course provides individuals with essential competencies needed to navigate the job market. Field Monitoring Assistant (FMAs) actively engage with learners, while an alumni network fosters continuous improvement. A structured three-month program supports micro-credential assessments, certifying at least 80% of graduates and enhancing their professional recognition.

The second strategy focuses on strengthening career pathways through the


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Recognition of Prior Learning (RPL). This process validates and certifies skills acquired through work experience, informal education, and non-traditional learning, improving career prospects for skilled workers and self-taught professionals. Accredited Prevocational Training Providers (PTPs) under the NFE Board implement a structured competency-based assessment process, facilitated by certified assessors. Candidates submit resumes, work samples, reference letters, portfolios, and employer attestations, which are evaluated against national training standards through structured interviews and workplace observations. Where competency gaps are identified, targeted training is provided. The final validation process ensures compliance with national standards, awarding formal qualifications that enhance employability and career mobility. This initiative targets 1,000 skilled workers, enabling them to receive recognized qualifications without re-entering formal education.

Finally, the third strategy leverages LMS-powered learning through the e-NFEVT platform. This initiative collaborates with relevant projects and interventions to expand digital learning opportunities for children and youth. Three LMS-driven courses are being developed and implemented, benefiting 2,000 learners by providing interactive, self-paced learning experiences. Virtual classrooms, AI-powered assessments, and digital certifications via the Competency Assessment and Result Summary (CARS) system ensure a modernized learning approach. The mobile-friendly platform allows learners to access content through smartphones and tablets, overcoming barriers related to location and transportation. This pilot initiative is being implemented through 160 institutes across 16 districts under the BNFE/PMU framework, contributing to the modernization of Bangladesh's education system in the field of prevocational and lifelong learning.

The project will implement the following activities under Subcomponent 1.1:

- Identify and onboard curriculum developers for NFE learning courses.
- Design and standardize three curriculum packages for lifelong learning opportunities.
- Conduct committee reviews and approvals for curriculum packages at the national level.
- Expanding LMS-based learning opportunities through institutional partnerships
- Conducting micro-credential assessments for at least 72,000 program graduates to enhance their professional recognition
- Introducing apprenticeship programs and upskilling opportunities
- Engaging Field Monitoring Assistant (FMAs) to support learners
- Establishing an alumni network to foster continuous learning
- Conducting project-based learning activities guided by occupational experts and entrepreneurs
- Organizing workshops, seminars, and fieldwork experiences
- Validating and certifying skills acquired through informal education and work experience



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- Implementing competency-based assessments through accredited Prevoc. Training Providers (PTPs)
- Facilitating assessments conducted by certified assessors

Subcomponent 1.2: Inclusive prevocational courses are being developed to meet the growing demands of the job market. Ten prevocational course packages are being carefully designed and finalized, ensuring alignment with industry needs. At least 20 curriculum packages are being standardized and approved to enhance their relevance and applicability. To support implementation, training institutions are being selected based on their infrastructure and capacity, and courses are being assigned accordingly. Memorandums of Understanding (MoUs) are being signed with accredited training providers (PTPs) at the district level, formalizing collaborations to deliver quality training. Additionally, comprehensive training of trainers (ToT) and Master Trainers is being conducted at both district and national levels to ensure effective knowledge transfer. Learning materials are being procured and distributed to program institutions, facilitating the delivery of prevocational training to 100,000 out-of-school adolescents (OoSA) and NEET youth through both institute-based and enterprise-based modalities.

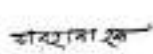
The project will implement the following activities under Subcomponent 1.2:

- Develop and finalize ten prevocational course packages aligned with market needs.
- Standardize and approve at least 20 prevoc. curriculum packages aligning with industry requirements.
- Select implementation institutions and assign courses based on infrastructure and capacity.
- Sign MoUs with accredited training providers (PTPs) at the district level.
- Conduct training of trainers (ToT) and Master Trainers at district and national levels.
- Procure learning materials and distribute them to program institutions.
- Prevoc. training for 90,000 OoSA & NEET youth through institute-based and enterprise-based modalities.

Component 2: Transition to Progression Pathways

To facilitate the transition of learners into meaningful career pathways, the program begins by identifying and mapping potential communities and key implementation hotspots at the district level. Once the target areas are determined, community workshops are organized to provide career guidance and introduce learners to various progression pathways. These workshops serve as platforms to engage learners, parents, and local stakeholders, fostering awareness about educational and employment opportunities.


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In parallel, specialized workshops on community scanning are conducted to identify existing employment and apprenticeship opportunities within local industries and enterprises. By aligning training initiatives with market demands, the program conducts comprehensive learner interest mapping and market assessments, ensuring that skill development efforts are strategically tailored to emerging employment trends.

To strengthen collaboration with the private sector, a series of 64 consultation meetings are held with industries, private training institutes, and potential livelihood service providers. These engagements aim to bridge the gap between training providers and employers, fostering a demand-driven approach to skills development. Additionally, 16 Employer Forums are established at the district level, serving as structured platforms for facilitating job linkages for graduates of non-formal education (NFE) programs.

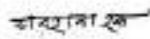
Further supporting employment outcomes, the program actively facilitates job placements by linking graduates with employers and ensuring work contracts are signed, securing sustainable livelihoods. For those aspiring to become entrepreneurs, dedicated incubation support is provided, including specialized workshops and guidance on business compliance requirements.

The project will implement a Recognition of Prior Learning (RPL) model to formally certify the skills of individuals who have gained competencies through work experience, informal learning, or non-traditional education pathways. Through a structured, competency-based assessment process, the initiative will provide micro-credential assessments for 8,000 skilled personnel, enhancing their employability and career mobility. Targeting RPL implementation within the SKILFO Project, three key strategies will be followed: (1) a dedicated three-month structured RPL program to support micro-credential assessments and the certification of prevocational completers under the lifelong learning pathways; (2) RPL assessments for skilled individuals including experienced professionals, self-taught workers, and career transitioners to provide formal certification based on prior knowledge and work experience; and (3) a clear pathway for prevocational completers to transition into National Skills Certificate (NSC) Level 1 under BTEB/NSDA, aligning with the Bangladesh National Qualifications Framework (BNQF). The RPL process, facilitated by certified assessors from accredited Prevocational Training Providers (PTPs) under the NFE Board, involves evidence collection, competency evaluation against national standards, and final validation leading to certification. Where competency gaps are identified, candidates may undergo targeted gap training.

Through these integrated efforts, the program empowers learners with the necessary skills, certifications, and employment linkages, promoting long-term career growth and self-reliance through the following activities under component 2:



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Subcomponent 2.1: Career Guidance and Lifelong Learning Support	Subcomponent 2.2: Employment Pathways and Career Progression
- Map and select potential 'communities' and 'hotspots' for program implementation. - Organize community workshops on career guidance and progression pathways. - Conduct workshops on community scanning to identify employment and apprenticeship opportunities. - Learners' interest mapping & market assessment in alignment with employment trends. - Organize 64 consultation meetings with industries, private institutes, and potential livelihood service providers.	- Establish 16 Employer Forums at the district level to facilitate job linkages for NFE graduates. - Facilitate employment linkages by signing work contracts for program graduates. - Provide entrepreneurship incubation support through workshops and business compliance assistance. - Implement micro-credential assessments for 72,000 adolescents to recognize acquired skills. - Facilitate Recognition of Prior Learning (RPL) assessments and certification for skilled participants.

Component 3: Strengthening NFE Quality Assurance Systems

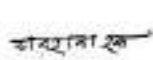
To enhance the quality and credibility of non-formal education (NFE) programs, a robust quality assurance mechanism is being established for prevocational training providers (PTPs). This initiative ensures that training institutions adhere to standardized guidelines, fostering consistency and reliability in skill development. As part of this effort, at least 20 prevocational courses will be accredited under the NFE Board, reinforcing the legitimacy of these training programs.

To certify learning outcomes and enhance employability, the program will facilitate assessments and certification for at least 100,000 learners through the NFE Board. Additionally, three quality audits will be conducted to assess training, evaluation, and certification processes, ensuring compliance with established standards. Recognizing the importance of academic progression, efforts will be made to establish a mutual recognition agreement with other education boards, enabling course completers to transition into formal education pathways. To expand access to skills training, prevocational training and assessment services will be made operational in at least 176 NFE training institutions, providing learners with structured opportunities to gain market-relevant skills.

To support effective program execution, a dedicated Project Management Unit (PMU) and Project Technical Unit will be established. A national-level startup and planning workshop will be organized to align key stakeholders and outline the implementation roadmap. Following this, the SKILFO project will be officially launched at both national and district levels, marking a significant milestone in strengthening skills development initiatives.

At the district level, institutional heads will participate in orientation sessions to ensure


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alignment with project objectives. Additionally, Field Monitoring Assistant (FMAs) will be onboarded through the SKILFO Youth Talent Hiring Committee to support grassroots-level implementation. Each participating institution will develop a tailored business plan, setting clear implementation targets to ensure strategic and measurable progress. To enhance technical capacity, skilled professionals will be recruited at both the PTU and district levels.

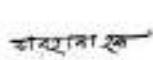
To further strengthen the technical expertise of NFE practitioners, ten professional training sessions will be conducted, covering essential areas such as implementation strategies, monitoring and evaluation (M&E), and Real-Time Monitoring (RTM) systems. Regular Project Steering Committee (PSC) and Project Implementation Committee (PIC) meetings will be organized to review progress, address challenges, and refine strategies.

As part of the program's infrastructure development, 16 SKILFO Multipurpose Rooms will be established at DBNFE and Upazila levels, providing essential support for program activities and creating dedicated spaces for learner engagement. To promote evidence-based decision-making, research studies, knowledge documentation efforts, and project completion reviews will be conducted, ensuring valuable insights for future program improvements. Finally, necessary equipment and fixtures will be procured/provided to enhance operational efficiency and ensure the long-term sustainability of the initiative.

Through these concerted efforts, the program aims to establish a well-regulated, high-quality NFE system that enhances skills development, expands learning opportunities, and strengthens employment linkages for learners across the country. The project will implement the following activities under component 3:

Subcomponent 3.1: Strengthening the NFE Board for Inspection, Registration, Accreditation, & Quality Assurance	Subcomponent 3.2: Project Management, Monitoring & Evaluation
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- Establish quality assurance mechanisms for prevocational training providers (PTPs). - Accredite at least 20 prevocational courses under the NFE Board. - Conduct assessments and certify at least 100,000 learners through the NFE Board. - Conduct three quality audits to verify training, assessment, and certification processes. - Establish a mutual recognition agreement with other education boards for academic progression of course completers. - Ensure prevocational training and assessment services are operational in at least 176 NFE training institutions.	- Establish the Project Management Unit (PMU) and Project Technical Unit (ProTech Unit). - Conduct a startup and planning workshop at the national level. - Launch the SKILFO project at the national and district levels. - Organize an orientation session for institutional heads at the district level. - Onboard Field Monitoring Assistant (FMAs) through the SKILFO Youth Talent Hiring Committee. - Develop institution-wise business plans and set implementation targets. - Recruit technical experts at the PTU and district levels. - Conduct 10 professional training sessions for NFE practitioners on implementation, M&E, and RTM systems. - Organize periodic Project Steering Committee (PSC) and Project Implementation Committee (PIC) meetings. - Establish 16 SKILFO Multipurpose Rooms at DBNFE and Upazila levels for program support and learner engagement. - Conduct research studies, knowledge documentation, and project completion reviews. - Procure equipment and fixtures to enhance project efficiency and sustainability.
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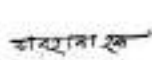
Learners will be adolescents and youth aged 14–24 years who are not in education, employment, or training (NEET) and who did not complete Grade 8, including those who never enrolled in formal schooling or dropped out at any stage before lower secondary completion. Priority will be given to individuals from poor and marginalized households who lack functional literacy, numeracy, life skills, and job-relevant competencies, and who are unable to directly re-enter formal education or skills training without targeted support. Individuals currently enrolled in formal education or structured training programmes at the time of enrolment will not be eligible.

16. Population Statistics

16.1 Population Coverage

The proposed project targets 100,000 OoSA and low-literate NEET youth, aged 14-24 years, who will be selected through Upazila-wise detailed scanning and mapping. These individuals face significant barriers to education, employment, and economic participation due to extreme poverty, social exclusion, and a lack of access to structured learning opportunities. They have limited chances of re-entering the formal education system and lack structured options to develop literacy, numeracy, and occupational skills essential for economic participation. The project aims to directly


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benefit 100,000 individuals, including:

- 100,000 OoSA and low-literate NEET youth: This includes adolescents (14-17 years) and youth (18-24 years) who are out of school, lack of formal education, and having limited access to occupational skills training.
- 29,048 Prevocational Professionals: This includes prevocational managers, master trainers, trainers, master craftspeople, assessors, and employees of the BNFE, and partner organizations at both headquarters and field levels.

The project also indirectly benefits a broader population, including families and communities of the targeted youth, through improved household incomes, reduced poverty, and enhanced social inclusion.

16.2 Population disaggregated data by women, senior citizens, children, physically & mentally challenged etc.

The project ensures equity and inclusion by targeting marginalized and vulnerable groups, including women, ethnic minorities, persons with disabilities, and individuals from geographically and socially disadvantaged areas. Below is the disaggregated data of the target population:

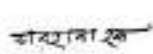
Gender Disaggregation:

- Female Beneficiaries: At least 50% of the 100,000 beneficiaries (50,000) will be female. This ensures gender equity and addresses the disproportionate challenges faced by girls and young women, such as early marriage, limited mobility, and socio-cultural barriers.
- Male Beneficiaries: The remaining 50% of beneficiaries (50,000) will be male, ensuring balanced participation across genders.

Age Disaggregation:

- Adolescents (14-17 years): Approximately 75% of beneficiaries (75,000) will be adolescents aged 14-17 years. This group includes out-of-school adolescents who have dropped out of formal education and require foundational literacy, numeracy, and occupational skills.
- Youth (18-24 years): Approximately 25% of beneficiaries (25,000) will be young adult aged 18-24 years. This group includes low literate NEET youth who lack formal education and employment opportunities and require market-relevant skills training to enter the workforce.


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Disaggregation by Vulnerability:

- **Extreme Poverty:** Approximately 70% of beneficiaries (70,000) will come from households living below the poverty line, particularly in rural and underserved areas.
- **Geographical Disadvantage:** Approximately 30% of beneficiaries (30,000) will be from geographically disadvantaged, such as coastal regions, flood-prone zones, and remote areas.
- **Ethnic Minorities:** Approximately 10% of beneficiaries (10,000) will be from ethnic minority communities, ensuring inclusivity and addressing the unique challenges faced by these groups.
- **Persons with Disabilities (PWDs):** Approximately 5% of beneficiaries (5,000) will be persons with disabilities, ensuring their access to inclusive and accessible learning opportunities.

Targeted Equity Measures:

- **Women & Girls:** At least 50% female participation, promoting gender-sensitive training, safe learning environments, and mentorship programs.
- **Persons with Disabilities:** Adaptive training methodologies, accessible training centers, and employment placement support.
- **Ethnic & Linguistic Minorities:** Culturally sensitive curricula and bilingual learning resources.
- **Geographically Disadvantaged Youth:** Decentralized training centers, mobile-based learning, and community-based apprenticeships.

Disaggregation by Stakeholders:

Direct Beneficiaries:

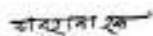
i) Government Agencies & Institutions

- The Bureau of Non-Formal Education (BNFE) under the Ministry of Primary and Mass Education (MoPME),
- The Directorate of Technical Education (DTE) under the Technical and Madrasah Education Division (TMED), Ministry of Education (MoE).
- The Directorate of Secondary and Higher Education (DSHE), MoE.
- The Bureau of Manpower, Employment, and Training (BMET) under the Ministry of Expatriates' Welfare and Overseas Employment.
- Dept. of Labour (DoL)
- The Department of Women Affairs, Ministry of Women and Children Affairs.
- The Department of Textiles, Ministry of Textiles and Jute.

ii) Non-Formal Education (NFE) Training Providers



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- Public and private NFE training institutes.

iii) Industry and Private Sector Partners

- Business associations and women-led business organizations.
- Informal enterprises operating in identified value chains aligned with the project's training programs.
- Business Development Service (BDS) providers offering entrepreneurship, apprenticeship, and job placement support.

Ultimate Beneficiaries:

100,000 OoSA and low-literate NEET youth: These individuals will gain access to improved NFE programs, including skill-focused literacy training, apprenticeships, and entrepreneurship support, enabling them to enter the labor market and access a wider range of occupations and sectors.

Indirect Beneficiaries (Projected Impact):

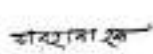
In addition to directly benefiting 100,000 OoSA and low-literate NEET youth, the project is expected to generate indirect benefits for a wider group of stakeholders. The following estimates are based on common economic multipliers, household size data, and labor market dynamics in Bangladesh.

Category	Estimated Beneficiaries	Basis of Calculation
Family members	425,852 persons	$3.3 \times 129,048 = 425,852$ (Considered 4.3 persons per family)
Employers & Industries	30,000 Enterprises	$(90,000/3)=30,000$
Technical Institutes/school	200 institutions	$(160+40)=200$ institutes
Government Policy and decision makers	At least 10 govt Agencies/Dept.	MoPME, BNFE, NFE Board, DTE, TMED, MoE, DSHE, BMET, DoL, MoWCA, etc.

Macroeconomic and Social Impact

- **Household Economic Uplift:** 90,000 youth are provided prevoc. courses and improved household income opportunities which will enhance access to better food, healthcare, and education services for their families.
- **Community Economic Growth:** Increased purchasing power and local market activity will benefit small businesses and service providers.
- **Job Market Strengthening:** An estimated 30,000 enterprises will receive trained & certified human resources, addressing skills demand of the local market.


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- **NFE System Strengthening:** At least 200 NFE training institutions will be benefited with improved curriculum and assessment frameworks.
- **National Youth Employment Goals:** By enabling at least 50% of participants to secure jobs, the project is expected to contribute to a 5% reduction in regional NEET rates.

The SKILFO Expansion Project is committed to addressing the educational and employment needs of 100,000 OoSA and low-literate NEET youth aged 14-24. By prioritizing gender balance, poverty reduction, and inclusive skills training, the project fosters economic empowerment and social equity. Through strategic stakeholder engagement and targeted interventions, it ensures that vulnerable groups gain sustainable access to education and employment, driving long-term impact for individuals, communities, and the national economy.

17. Whether any pre-appraisal / feasibility study/pre-investment study was done before formulation of this project? If so, attach summary of findings & recommendations. (If not, mention the causes)

Yes

A feasibility study was conducted prior to the formulation of the project by an independent consultant. The study assessed the technical, institutional, financial, and implementation feasibility of the proposed Skill-Focused Literacy (SKILFO) interventions, with particular emphasis on demand-driven prevocational education, employability outcomes, and institutional readiness of the Bureau of Non-Formal Education (BNFE).

Summary of Key Findings and Recommendations

Key Findings:

- There is strong unmet demand for skill-focused literacy and prevocational education among out-of-school adolescents and low-literate NEET youth, particularly in underserved and vulnerable communities.
- The proposed SKILFO model is technically feasible and aligned with national policies, including the Non-Formal Education Act, national skills development frameworks, and SDG-4 and SDG-8.
- BNFE has adequate institutional capacity and experience to implement the project, provided targeted capacity strengthening and robust monitoring mechanisms are in place.
- Engagement with industry and recognition of micro-credentials and RPL will significantly enhance employability outcomes.



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- The proposed financial and implementation arrangements are viable and do not impose an unsustainable recurrent cost burden after project completion.

Key Recommendations:

- Adopt a market-responsive and modular prevocational curriculum with clear pathways to employment, apprenticeships, and further education.
- Strengthen accreditation, certification, and quality assurance systems through the NFE Board.
- Establish strong partnerships with industry, training institutes, and local stakeholders to ensure relevance and job linkage.
- Implement a robust MIS/RTM and tracer study mechanism to monitor learner progress and post-training outcomes.
- Integrate project outputs into BNFE's regular operations to ensure sustainability beyond the project period.

18. Financial & Economic Analysis, (Attached Calculation Sheet):

18.1 Net Present Value (NPV), considering 12% discount rate

- (i) Financial : -
- (ii) Economic : 333.09

18.2 Benefit-Cost Ratio (BCR), considering 12% discount rate

- (i) Financial : -
- (ii) Economic : 1.82

18.3 Internal Rate of Return (IRR)

Remarks :

- (i) Financial : -
- (ii) Economic : 31.77

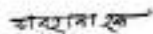
19. Lessons Learnt from Similar Nature of Project(s):

19.1 Indicate which issues lead to make project successful

The following significant factors contributed to the success of SKILFO and other similar piloting projects; based on the lessons from the piloting projects, the proposed SKILFO expansion project will ensure maximizing the positive elements of the following strategies in achieving greater impact -



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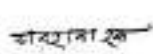
- Alignment with National Policies: The project will successfully align skill-focused literacy programs with key national policies such as the NFE Policy and the Bangladesh National Qualifications Framework (BNQF). This will ensure relevance and policy support for long-term sustainability.
- Market-Relevant Skill Development: The inclusion of courses will be tailored to local labor market demand to contribute enhanced employability and will ensure that learners acquire skills needed by employers.
- Partnership with the Government and Private Sector: Collaborations with government technical institutions and potential enterprises from informal sectors to help the expanded outreach, improve course delivery, and provide real-world training opportunities.
- Standardized Resources and Competency Frameworks: The use of National Competency Standards and accredited course packages will improve the consistency and quality of training, ensuring nationwide standardization.
- Trainers and Assessors Capacity Building: Training and certifying the required trainers and assessors will strengthen the delivery mechanism, ensuring quality course delivery and fair assessments.
- Real-Time Monitoring (RTM) System: The implementation of the RTM system will improve transparency, accountability, and data-driven decision-making which will help facilitating timely interventions.
- Certification for Employment Recognition: Certifying learners will increase their confidence and enhance their employability by providing formal recognition of acquired skills from national authority.
- Inclusion of Marginalized Groups (OoSA and low-literate NEET youth): The program's focus on inclusion of OoSA and low literate (NEET) youth to promote social inclusion and economic empowerment.
- Institutionalization of Prevoc. Programme: Integrating the SKILFO model into BNFE's broader framework and aligning with national training and assessment guidelines will support long-term sustainability and policy adoption.
- Resource Optimization through Partnerships: Leveraging partnerships with both public and private sector stakeholders will help to reduce duplication of efforts, ensuring cost-effective implementation and optimum use of underutilized facilities of the institutions and untapped capacity of the enterprises.

19.2 Indicate which issues did not work well.

Despite the project's successes, several challenges were encountered, affecting overall efficiency and impact:

- Inefficiencies in Fund Disbursement: The process of transferring funds from the Project Director's office to the enterprise level was not seamless, causing delays in financial flow.
- Delays in Institutional Registration: The prolonged registration process for NFE training institutions and venues under the NFE Board resulted in non-compliance with quality assurance mechanisms.
- Varying Levels of Institutional Commitment: While partnerships played a crucial


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role, inconsistent commitment from stakeholders occasionally disrupted implementation timelines and program continuity.

- **Inconsistencies in Trainers' Quality:** Despite efforts to build capacity, disparities in trainer competency and delivery methods led to variations in learning outcomes across training centers and venues.
- **Limited Employer Engagement for Job Placements:** Although learners were trained and certified, challenges in establishing strong employer linkages hindered their transition to stable employment.
- **Challenges in Learner Motivation and Retention:** Economic and social constraints contributed to dropout rates, emphasizing the need for additional support mechanisms such as stipends or job placement assistance.

20. **Basis of Item wise Cost Estimate and Date:**

Sl. নং	Major Items	Description	Unit	Unit Cost (Taka in Lac)	Basis	Source	Date
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

21. **Comparative Cost of Major Items of Similar Other Projects:**

Sl. নং	Major Items	Description	Unit	Unit Cost of the Item(Taka in Lac)			Remarks
				Proposed Project	Similar Ongoing Project (*)	Similar Completed Project (**)	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

** Name of the similar ongoing projects:*

N/A

*** Name of the similar completed projects:*

Skill Focused Literacy for Out of School Adolescent

22. **Detailed Annual Phasing of Cost** (As per Annexure -V(a) & V(b))

23. **Technical Specification/Design of Major Items** (To be attached)

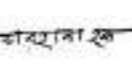
24. **Amortization Schedule for repayment of loan taken from Government** (As per Annexure -VI)

25. **The effect/impact, adaptation and specific mitigation measures thereof, if any, on:**

25.1 **Other projects/existing installations**

The project is not expected to disrupt existing BNFE initiatives; instead, it complements ongoing non-formal education (NFE) and vocational training programs, particularly those led by the Bureau of Non-Formal Education (BNFE). To ensure seamless integration and prevent redundancy, the project will be embedded within


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key initiatives such as the Core NFE Program (USD 5 million annually, GoB-funded), where the skill-focused literacy model is already incorporated to systematically include vocational training and employability strategies, and the Alternative Learning Opportunity (ALO) Program (USD 15 million over three years), a large-scale national initiative co-funded by the Government of Bangladesh and development partners, aimed at enhancing system-wide quality and market relevance. Mitigation measures include stakeholder coordination through regular consultations at the ministry level, PIMU/BNFE, and relevant development agencies to ensure alignment and resource optimization, as well as integrated planning to harmonize project activities with existing programs, streamline implementation, and prevent duplication. Additionally, the project has been designed within the overall program framework to ensure alignment at the operational level, without affecting existing installations. A monitoring system will be introduced to track progress and prevent any duplication during implementation.

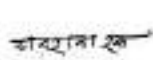
25.2 Environmental sustainability like land, water, air, bio-diversity, ecosystem services (If the project is 'Red Category' attach the EIA document)

Unregulated training activities in sectors such as agriculture and construction can lead to environmental degradation, affecting land, water, air quality, biodiversity, and ecosystem services. Without proper safeguards, these activities may contribute to resource depletion and pollution. The project is classified as Category Green under the Environmental Conservation Rules (ECR) 1997-indicating that a full Environmental Impact Assessment (EIA) is not required-the project must implement precautionary measures to minimize its environmental footprint. To address these concerns, the project will integrate sustainable practices such as energy efficiency, water conservation, and waste management within training centers. Additionally, environmental awareness will be embedded in the training curriculum to equip beneficiaries with the knowledge and skills needed to adopt eco-friendly approaches in their respective fields, ensuring long-term sustainability.

25.3 Disaster management, climate change

Communities in climate-vulnerable areas, particularly coastal and flood-prone regions, face increasing risks from extreme weather events, which threaten livelihoods, infrastructure, and economic stability. These environmental challenges can disrupt skill development opportunities and limit employment prospects for affected populations. To address these risks, the project integrates climate-resilient skills training, equipping beneficiaries with adaptive capabilities to sustain their livelihoods despite environmental uncertainties. In alignment with the Green and Climate Resilient Development (GCRD) framework, the project promotes sustainable economic activities and climate adaptation strategies to build long-term resilience. Specific mitigation measures include the development of contingency plans to manage climate-induced disruptions, ensuring the continuity of training and program activities, as well as fostering skills in green jobs and climate-smart practices to


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enhance sustainability and economic security in vulnerable communities.

25.4 Gender, women, children, person with special needs, excluded groups etc.

Marginalized groups, including women, children, persons with disabilities (PWDs), and ethnic minorities, often encounter socio-cultural barriers that limit their access to education, training, and employment. These exclusions perpetuate economic disparities and restrict opportunities for sustainable livelihoods. To address these challenges, the project adopts a gender-responsive and inclusive approach, ensuring equitable participation by setting a minimum target of 50% female beneficiaries. To further enhance accessibility, gender-sensitive support services such as childcare facilities and flexible training schedules will be implemented. Additionally, the project will develop accessible training materials and infrastructure, accommodating PWDs and ethnic minorities to foster an inclusive learning environment. These targeted interventions will reduce participation barriers and empower marginalized groups with skills for sustainable livelihoods.

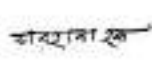
25.5 Employments

Limited access to skills training and employment opportunities continues to hinder economic growth, particularly for OoSA and low-literate NEET youth. Without proper intervention, these groups remain vulnerable to unemployment and informal, unstable work. The project addresses this issue by providing training to 100,000 OoSA and low-literate NEET youth, equipping them with industry-relevant skills to enhance employability. However, project workers, including trainers and assessors, may experience capacity constraints due to high demand. To mitigate these challenges, the project will introduce structured capacity-building initiatives to enhance the competencies of trainers and assessors. Additionally, strong job linkages will be established through partnerships with private sector employers, ensuring trained youth transition into meaningful employment opportunities. These measures will create a sustainable employment ecosystem, reducing youth unemployment and supporting long-term economic stability.

25.6 Poverty situation

High poverty rates and limited economic opportunities continue to hinder social and economic progress in regions like Rangpur, Nilphamari, Dinajpur, and Barishal, where youth unemployment remains a critical challenge. In industrial hubs such as Gazipur and Chattogram, underemployment and job insecurity further contribute to financial instability. To address these issues, the project will equip marginalized youth with demand-driven skills, improving their employability and enabling them to secure stable incomes. Additionally, self-employment support and financial literacy training will empower beneficiaries to achieve economic independence. Potential risks, such as skills mismatches, limited job absorption, and gender-related barriers, will be mitigated through labor market assessments, employer partnerships, and tailored support mechanisms, ensuring sustainable and inclusive poverty reduction.


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25.7 Organizational arrangement/setup

The project is not expected to have any negative impact on government organizational arrangements or structures. Instead, the proposed project will play a vital role in strengthening BNFE's capacity. However, sustaining the long-term benefits of the project may be challenging under the current organizational setup without necessary institutional adjustments. Limited capacity could hinder the effective management and expansion of non-formal education and vocational training initiatives, impacting service delivery. To mitigate this, the project will provide targeted training and technical support to enhance BNFE's institutional capacity. Furthermore, by integrating project outcomes into the Core NFE Program and the Alternative Learning Opportunity (ALO) initiative, the initiative will ensure long-term sustainability within national education frameworks, enabling continued impact beyond the project's duration.

25.8 Institutional productivity

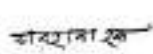
Limited institutional efficiency can hinder the effective delivery of high-quality non-formal education (NFE) and vocational training, reducing the project's overall impact. Without adequate capacity, BNFE, its field offices, and implementing agencies may face challenges in sustaining and expanding project outcomes, leading to inefficiencies in managing training programs, delays in service delivery, and difficulties in scaling up successful interventions. To address this, the project will strengthen BNFE and its partners through capacity-building initiatives, provision of office equipment and logistics, and technology transfer to enhance institutional efficiency. Professional development training for prevocational master trainers, trainers, assessors, MCPs, NFE providers, and managers will improve service delivery and program implementation. Additionally, a robust Monitoring and Evaluation (M&E) framework will be established to ensure continuous progress tracking and quality assurance. Resource optimization strategies will also be implemented, leveraging existing infrastructure and available resources to enhance operational efficiency. These measures will collectively improve institutional productivity, ensuring the project's long-term success and sustainability.

25.9 Regional disparities

Disparities in access to education and employment opportunities remain a significant challenge across different regions, particularly in underserved areas such as Rangpur, Nilphamari, Dinajpur, and Barishal. Limited access to literacy, skills training, and lifelong education opportunities hampers economic mobility and skill development for disadvantaged populations, exacerbating regional inequalities. Factors such as geographic isolation, economic hardship, social norms, early marriage, and the need for income generation further contribute to low participation and high dropout rates. To address these challenges, the project will implement targeted interventions, prioritizing resource allocation based on regional needs to ensure equitable access to education and employment opportunities. Special focus



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will be given to difficult geographical locations, including chars, haor, hill tracts, coastal areas, and tea gardens. Additionally, localized curricula will be developed to align training programs with specific regional labor market demands, enhancing employment prospects within home regions. Awareness campaigns and community engagement initiatives will also be undertaken to promote social and behavioral changes, creating demand for literacy, non-formal education (NFE), and skills training among illiterate, out-of-school, and marginalized populations. These measures will help reduce regional disparities, foster inclusive development, and contribute to human resource development in Bangladesh.

25.10 Populations

Limited employment opportunities in rural areas often lead to increased migration to urban centers, straining resources and infrastructure while weakening local economies. Without intervention, this trend may accelerate due to the project's focus on employment generation. To mitigate this, the project will strengthen local job linkages through partnerships with local businesses and industries, ensuring employment opportunities within beneficiaries' home regions. Additionally, community engagement initiatives will be undertaken to promote community-based employment solutions, encouraging local retention of skilled workers and fostering regional economic stability.

26. Environmental Clearance:

26.1 Environmental impact wise project category (Red/Orange/Yellow/Green)

Green

The project primarily focuses on non-formal education and vocational training for OoSA and NEET (Not in Education, Employment, or Training) youth. The activities under the project are non-industrial and non-infrastructure-intensive, involving the delivery of skills training, literacy programs, and capacity-building initiatives. These activities are classified as Category Green under the Environmental Conservation Rules (ECR) 1997, which do not require a full Environmental Impact Assessment (EIA) or environmental clearance certificate. However, the project will adhere to environmental safeguards and best practices to minimize any potential environmental impacts. These include:

- Sustainable Resource Use: Promoting energy efficiency and water conservation in training centers.
- Waste Management: Implementing proper waste disposal and recycling practices.
- Environmental Awareness: Integrating environmental awareness into the training curriculum to encourage sustainable practices among beneficiaries.
- Health and Safety Protocols: Ensuring that training activities, particularly in sectors like construction and agriculture, follow health and safety guidelines to prevent environmental degradation.



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To address these concerns, the project will implement sustainable training practices, promote waste management strategies, and ensure environmental awareness among trainees.

26.2 Whether environmental clearance under the Environmental Conservation Act, 1995 (Revised 2010) has been obtained? *(If yes, attach the certificate. If not, mention the cause)*

No

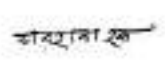
Environmental clearance under the Environmental Conservation Act, 1995 (Revised 2010) has not been obtained for this project. The primary reason is that the program does not involve new construction or large-scale industrial activities that typically require formal environmental clearance. However, the project will adhere to national environmental guidelines and take proactive measures to minimize any potential environmental impact.

27. Specific linkage with (i) Bangladesh Delta Plan 2100, (ii) Perspective Plan 2021-2041, (iii) Five Year Plan, (iv) SDG targets and (v) Ministry/Sector Priority *(Mention the pages with clauses of respective document/ attach the relevant pages of those document)*

SDGs

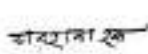
SL	Goal	Target	Indicator	Description
1	SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	The project provides free, skill-focused literacy programs, ensuring marginalized groups can access vocational education.
2	SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurs	4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	SKILFO's skills-focused curriculum develops technical, vocational, and entrepreneurial skills for decent jobs and self-employment.
3	SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous people and conflict-affected as data become available) for all indicators on this list that can be disaggregated	The project prioritizes women, indigenous communities, persons with disabilities (PWDs), and refugees to bridge gender and inclusion gaps.


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4	SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	SKILFO delivers functional literacy and numeracy programs, integrated with market-driven vocational training.
5	SDG 4 : Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all	4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies; (b) curricula; (c) teacher education; and (d) student assessment	The project incorporates green economy skills, environmental sustainability, and global citizenship education into its curriculum.
6	SDG 8 : Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	8.3 Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation and encourage the formalization and growth of micro, small and medium sized enterprises, including through access to financial services	8.3.1 Proportion of informal employment in total employment, by sector and sex	The project enhances entrepreneurial training and fosters micro-enterprise development for sustainable livelihoods.
7	SDG 8 : Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	8.5 By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value	8.5.1 Average monthly earnings of female and male employees, by occupation, age group and persons with disabilities	The project ensures equal opportunities in employment-focused training for youth, women, and vulnerable populations.
8	SDG 8 : Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	8.6 By 2020, substantially reduce the proportion of youth not in employment, education or training	8.6.1 Proportion of youth (aged 15-24 years) not in education, employment or training	The project prioritizes training for NEET youth, ensuring their transition into formal employment or self-employment.


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9	SDG 8 : Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all	8.9 By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products	8.9.1 Tourism direct GDP as a proportion of total GDP and in growth rate	The Project contributes to SDG Target 8.9 by integrating skill-focused literacy training in tourism, hospitality, and local crafts, fostering sustainable livelihoods and promoting cultural heritage-based enterprises.
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Additional Information

The proposed project aligns closely with the priorities set forth by the Government of Bangladesh, particularly the mandates and strategic frameworks of the Ministry of Education (MoE), Ministry of Primary and Mass Education (MoPME), Bureau of Non-Formal Education (BNFE), Ministry of Youth and Sports, and the National Skills Development Authority (NSDA). The project is structured to support non-formal vocational training and lifelong education, helping OoSA and low-literate NEET youth gain practical skills, access apprenticeships, and find employment opportunities. This will enable them to become productive members of society.

Alignment with the National Education Policy 2010

The National Education Policy (NEP) 2010 highlights the importance of non-formal and technical education in enhancing employability and lifelong education.

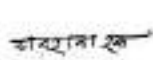
- Clause 19.5.2 (Page 72): Calls for expansion of technical education and its integration with mainstream education to enhance youth employment.
- Clause 20.3 (Page 78): Mandates public-private partnership initiatives in vocational training to meet industry needs.
- Clause 21.1 (Page 82): Emphasizes special provisions for marginalized communities to access skills training programs.

Alignment with the Ministry of Primary and Mass Education (MoPME)

The Ministry of Primary and Mass Education (MoPME) plays a crucial role in ensuring universal access to foundational education and facilitating transition pathways into vocational and skills development programs. The proposed project aligns with MoPME's policies and strategic goals in the following ways:

- National Plan of Action for Education for All (EFA) 2015 (Page 29, Clause 4.3.2):
- Prioritizes second-chance education and alternative learning pathways for out-of-school children and adolescents.
- Calls for integration of vocational training into non-formal education programs.


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- Non-Formal Education (NFE) Policy 2006 (Page 17, Clause 3.5.1):
 - Emphasizes the equivalency of non-formal education to formal primary and secondary education to enable youth to transition into vocational training.
 - Recognizes the need for skills-based literacy programs to enhance employability.
- Primary Education Development Program (PEDP 4) (Page 48, Clause 6.2):
 - Supports lifelong education opportunities, including technical and prevocational skills for children in disadvantaged communities.
 - Encourages collaboration with TVET institutions to provide bridging courses for out-of-school youth.
- Bangladesh Education Sector Plan (ESP) 2020-2025 (Page 34, Clause 5.3):
 - Aims to integrate technical and vocational components within the non-formal education framework.
 - Strengthens literacy and numeracy programs with an employment-oriented approach.
- SDG 4.4 Target Implementation Strategy (Page 23):
 - Focuses on enhancing digital skills and vocational competencies in primary and mass education.
 - Encourages MoPME-BNFE collaboration for skills-based programs in marginalized areas.

The project will directly contribute to MoPME's mission by strengthening non-formal education systems, ensuring second-chance education with skill-based training, and creating pathways for OoSA and vulnerable youth.

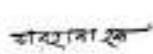
Alignment with the Non-Formal Education (NFE) Act 2014

The NFE Act 2014 mandates the provision of inclusive and equitable learning opportunities for out-of-school children and low-literate NEET youth through customized modalities, including basic literacy, numeracy, digital skills, and occupational literacy. The proposed project addresses these needs by offering structured non-Formal education, vocational training and lifelong education programs for individuals aged 14-24.

- Page 5, Clause 3.1.1: Emphasizes the need to provide inclusive and equitable learning opportunities for out-of-school children and low-literate NEET youth.
- Page 12, Clause 4.2.2: Highlights the importance of occupational literacy and



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skills training to enhance employability and reduce poverty.

- Page 18, Clause 5.1.3: Calls for the integration of digital and blended learning approaches into non-formal education programs.
- Prevocational Level Descriptor (Section 5 of the Registration of Training Institutions, Courses, and Assessment Centers, and Assessment and Certification Guidelines): Defines descriptors for the prevocational level, detailing foundational knowledge, limited skill sets, and supervised work or study in a structured setting. Learners, classified as **Basic Workers** or Prevocational Trainees, are prepared for entry-level jobs and vocational training.

Alignment with the National Skills Development Policy (NSDP) 2022

The National Skills Development Policy (NSDP) provides a strategic framework to strengthen the TVET sector and ensure skills training is responsive to labor market demands.

- Clause 3.2 (Page 16): Prioritizes competency-based training (CBT) and assessment methodologies.
- Clause 5.4 (Page 34): Emphasizes stronger industry linkages to enhance workforce readiness.
- Clause 6.1.2 (Page 41): Recognizes the importance of skills training for informal sector workers.

Alignment with the Bangladesh National Qualifications Framework (BNQF)

The BNQF provides directions to BNFE to serve low-literates with prevocational courses that meet standardized qualifications, enabling skills recognition and career advancement at both national and international levels. The Project aligns with BNQF by offering market-relevant skills training that meets standardized qualifications.

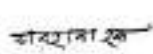
- Page 7, Clause 2.1.1: Emphasizes the need to provide prevocational courses that meet standardized qualifications.
- Page 14, Clause 3.2.2: Highlights the importance of skills recognition and career advancement for marginalized groups, including OoSA and low-literate NEET youth.
- Page 21, Clause 4.1.3: Calls for the integration of digital and blended learning approaches into prevocational training programs.
- Prevocational Level (Pages 33-40): Defines competency standards for prevocational and vocational training programs.
- Clause 7.3.2 (Page 67): Establishes assessment criteria aligned with international best practices.

Linkage with the National Youth Policy 2017

The National Youth Policy (2017) prioritizes skills training, entrepreneurship development, and workforce integration.



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- Clause 4.2 (Page 52): Highlights vocational training as a key component of youth empowerment.
- Clause 6.1.5 (Page 68): Stresses public-private collaboration in TVET programs.

These linkages demonstrate the project's relevance and contribution to national and international development priorities, ensuring its alignment with the broader goals of sustainable and inclusive development.

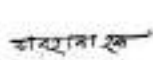
28.1 Contribution of the Project in achieving the Vision, Mission of the Ministry/Division and Implementing Agency

The Project is strategically aligned with the vision and mission of the Ministry of Primary and Mass Education (MoPME) and the Bureau of Non-Formal Education (BNFE), both of which emphasize quality literacy, lifelong education, and skills development. Developed in accordance with the Perspective Plan, the 8th Five-Year Plan (FYP), and the Sustainable Development Goals (SDGs), MoPME envisions ensuring quality education for all, while BNFE strives for an illiteracy-free Bangladesh through lifelong education opportunities. The project directly supports these goals by enhancing non-formal education opportunities for OoSA and low-literate NEET youth, increasing literacy rates, and promoting lifelong education. It integrates occupational literacy, vocational skills, and digital literacy into its curriculum, thereby addressing BNFE's strategic objective of poverty alleviation through livelihood skills training. Furthermore, it aligns with national policies such as the National Education Policy, the Bangladesh National Qualifications Framework (BNQF), the National Skills Development Policy, and the Non-Formal Education (NFE) Act 2014, reinforcing MoPME's commitment to workforce development. By institutionalizing community learning centers, the project ensures sustainable access to education, while its robust monitoring and evaluation mechanisms enhance transparency and service quality in non-formal education, in line with BNFE's strategic objectives. Moreover, the project facilitates workforce development by aligning training and certification with BNQF, thereby improving learners' transition into formal employment and self-employment opportunities. Through targeted skill-building programs for vulnerable youth, the project contributes to SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). By addressing systemic gaps in both formal and non-formal education, the SKILFO Expansion Project strengthens MoPME's and BNFE's overarching vision, mission, and strategic objectives, ensuring inclusive access to education and skill development for marginalized populations.

28.2 Alignment with the *Allocation of Business* of the Sponsoring Ministry/Division.

The Project is directly aligned with the functional mandate and strategic objectives of the Ministry of Primary and Mass Education (MoPME) and the Bureau of Non-Formal Education (BNFE), which oversee policy formulation, planning, monitoring, and


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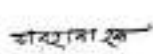

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supervision of primary and non-formal education programs in Bangladesh. MoPME and BNFE are responsible for ensuring access to quality education and skills development, particularly for marginalized and vulnerable groups, and the SKILFO project plays a critical role in supporting these efforts through a structured and sustainable approach. Specifically, the project enhances non-formal education and skills development by offering customized learning pathways for OoSA and low-literate NEET youth, integrating skill-focused literacy with employment-linked training. This aligns with BNFE's mandate to provide literacy, vocational skills, and employment-oriented training, ensuring that disadvantaged populations gain market-driven competencies.

Furthermore, SKILFO strengthens policy implementation and institutional capacity by aligning with the Bangladesh National Qualifications Framework (BNQF) and the Non-Formal Education (NFE) Act 2014, ensuring that structured prevocational and lifelong education, training, and certification mechanisms lead to nationally recognized qualifications. The project also contributes to poverty alleviation by incorporating income-generating training programs, directly supporting BNFE's strategic goal of reducing economic vulnerability through skill development. Additionally, it fosters public-private sector collaboration, integrating government institutions and private sector partnerships to expand skill-focused literacy programs and enhance employment opportunities for OoSA and low-literate NEET youth, thereby strengthening BNFE's mandate to coordinate and monitor non-formal education initiatives. By making training market-driven and employment-focused, SKILFO plays a crucial role in workforce development and economic growth, complementing MoPME's objective of bridging education with employment and economic empowerment. The project further ensures improved financial and resource management through strict budgetary control, transparent governance mechanisms, and effective resource allocation, aligning with BNFE's strategic objective to enhance financial accountability and optimize resource utilization. Moreover, SKILFO supports data management and evidence-based planning by facilitating the creation of databases, conducting research, and evaluating non-formal education programs, reinforcing BNFE's role in monitoring, data-driven decision-making, and policy refinement. The project's strategic fit with the national development agenda is evident through its alignment with the 8th Five-Year Plan, particularly in increasing access to quality Non-Formal Education and Vocational Training (NFEVT), improving governance structures, and reducing inequality in education and employment. By addressing systemic gaps such as curriculum development, training quality, infrastructure limitations, and institutional coordination, the SKILFO Expansion Project ensures the effective implementation of MoPME's and BNFE's strategic priorities while fostering sustainable, scalable, and impact-driven skill development and lifelong education. The project's comprehensive approach not only aligns with national policies and workforce strategies but also contributes to the broader goals of the Perspective Plan and the Sustainable Development Goals (SDGs), ensuring long-term economic and social benefits for Bangladesh's most vulnerable populations.



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29. Whether private sector/local government or NGO's participation is considered? *(If yes, describe how they will be involved)*

Yes

The project adopts a government-led implementation model, primarily executed through public institutions and agencies. Key implementing partners include the Directorate of Technical Education (DTE), the Technical and Madrasah Education Division (TMED), and the Directorate of Secondary and Higher Education under the Ministry of Education (MoE). Additionally, the Bureau of Manpower, Employment, and Training (BMET) under the Ministry of Expatriates' Welfare and Overseas Employment (MoPMEWOE), the Department of Women Affairs under the Ministry of Women and Children Affairs, and the Department of Textiles under the Ministry of Textiles and Jute, along with other relevant government training-providing entities, will oversee implementation, ensuring alignment with national policies and institutional frameworks.

Private sector participation is integral to the project, with Master Craft Persons (MCPs) from enterprises engaged in training delivery, workplace-based learning, assessment, and job linkage, and trainees will be supported to secure employment opportunities in the private sector upon completion of training.

30. Major Terms and Conditions of Foreign Financing:

No

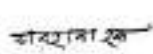
The proposed SKILFO project will receive foreign financing support from the Office of the United Nations Children's Fund (UNICEF), Bangladesh, in the form of a grant. UNICEF has confirmed its intention to contribute BDT 12 crore (approximately USD 1.0 million) for the period July 2025 to June 2028, subject to the availability of funds and successful resource mobilization.

The UNICEF grant will be provided without any repayment obligation and will be utilized to strengthen institutional capacity within the non-formal education and skills sector. Specifically, the grant support will focus on curriculum and learning package development for skill-focused literacy and lifelong education, quality assurance mechanisms, strengthening the functions of the NFE Board, coordination, monitoring, evidence generation, and communication activities.

The collaboration will be implemented through a Rolling Workplan modality, in line with UNICEF's standard cooperation framework with the Government of Bangladesh. Disbursement of funds will be subject to mutually agreed annual workplans, progress reporting, and satisfactory utilization of funds in accordance with UNICEF and Government financial rules and procedures. The contribution includes unconfirmed funds, which will depend on the outcome of UNICEF's internal resource mobilization processes.

Implementation will be led by the Bureau of Non-Formal Education (BNFE) under the Ministry of Primary and Mass Education (MoPME), with UNICEF providing technical


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assistance and grant support. Monitoring, reporting, audit, and financial management arrangements will follow Government of Bangladesh regulations and UNICEF's grant management requirements. The majority of project financing will be borne by the Government of Bangladesh, ensuring ownership, institutionalization, and sustainability of the SKILFO model.

31. Involvement of Compensation, Rehabilitation/Resettlement issues *(Indicate the magnitude and cost, if applicable:)*
32. Risk Analysis and Mitigation Measures *(Identify risks during implementation & operation):*

To ensure the project runs smoothly and remains sustainable, risks and solutions have been identified for both the implementation and operation & maintenance (O&M) stages. These risks include institutional challenges, financial limitations, lack of skilled staff, and environmental factors. If not addressed in time, they could delay project activities. To prevent this, steps like policy improvements, better financial planning, staff training, and climate-resilient measures will be taken. Below is a detailed explanation of the risks and corresponding mitigation measures for each stage.

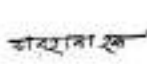
32.1. Institutional Aspect: Condition of Policy & Plan, Law, Rules, and Guidelines

Risk	Project Implementation Stage	Operation & Maintenance (O&M) Stage
Inconsistent Policy Framework	Frequent policy shifts, changes in leadership, and misalignment between national and sectoral policies may delay project approvals and execution.	Long-term policy uncertainty may hinder sustainability, leading to reduced government support for project activities.
Weak Legal and Regulatory Enforcement	Gaps in enforcement of laws related to TVET, skills development, and education sector reforms may delay project implementation.	Weak regulatory oversight may lead to quality degradation, non-compliance with accreditation standards, and funding issues.
Lack of Institutional Coordination	Multiple agencies involved (MoPME, BNFE, NFE Board, implementation partners) may create bureaucratic delays, overlapping mandates, and slow decision-making.	Poor coordination may limit effective implementation, data sharing, and stakeholder collaboration, reducing project effectiveness.
Mitigation Measures	- Strengthen policy alignment between MoPME, BNFE, and other agencies. - Conduct high-level inter-ministerial coordination meetings to ensure consistent policies. - Develop a legal framework supporting accreditation, certification, and recognition of NFE prevocational and lifelong Ed. programs.	- Institutionalize BNFE Board's authority to oversee long-term project sustainability. - Establish an independent TVET monitoring agency to ensure compliance with national standards. - Introduce policy stability measures (e.g., 10-year TVET roadmap).

32.2. Financial Aspect: Cost, Source, Financial Capacity, and Management

Risk	Project Implementation Stage	Operation & Maintenance (O&M) Stage
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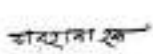

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Funding Delays and Budget Shortages	Delays in budget approvals and disbursement may slow project initiation and procurement of necessary materials.	Inadequate allocation of funds for O&M could affect the quality and continuity of training programs.
Limited Financial Management Capacity	Many implementing agencies lack experience in handling large-scale, donor-funded projects, leading to inefficient budget utilization.	Weak financial accountability mechanisms may result in mismanagement, corruption, or misallocation of funds.
High Operational Costs	Rising costs of infrastructure, training materials, and staff salaries could make the project financially unsustainable.	Lack of cost-sharing mechanisms with private sector partners could increase dependence on public funding.
Mitigation Measures	- Diversify funding sources (government budget, donor grants, PPPs). - Set up financial management training for implementing agencies. - Develop an integrated financial tracking system to improve transparency.	- Secure a commitment from the GoB to allocate USD 10 million annually for O&M through the Core NFE Program. - Institutionalize NFE prevocational and lifelong learning programs financing through certification fees or service charges. - Conduct periodic financial audits to ensure accountability.

32.3. Organizational/Technical Aspect: Manpower, Required Skills, and Qualifications

Risk	Project Implementation Stage	Operation & Maintenance (O&M) Stage
Shortage of Skilled Trainers and Assessors	The project requires highly skilled trainers and assessors, but current workforce gaps may delay implementation.	Without continuous professional development, assessors and trainers may not remain up-to-date with evolving industry standards.
Inadequate Monitoring and Evaluation Capacity	Limited technical expertise among BNFE and MoPME staff could affect effective monitoring, evaluation, and reporting (MER).	Weak MER capacity may lead to low-quality assessments, reducing the credibility of skills certification.
High Staff Turnover & Recruitment Delays	The public sector has lengthy hiring procedures, leading to delays in mobilizing qualified personnel.	Attrition due to low pay and career stagnation may cause workforce depletion.
Mitigation Measures	- Conduct a Training of Trainers (ToT) program to quickly upskill trainers and assessors. - Set up a Project Implementation and Management Unit (PIMU) with dedicated specialists for implementation. - Develop a national database of certified assessors for rapid deployment.	- Establish continuous capacity-building programs for trainers and assessors. - Offer performance-based incentives to retain skilled personnel. - Implement succession planning to ensure knowledge transfer.


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The risks and mitigation measures outlined above address the institutional, financial and organizational/technical aspects of the project at both the implementation and O&M stages. By proactively identifying and addressing these risks, the project will ensure successful implementation, long-term sustainability, and continued benefits for OoSA and low-literate NEET youth in Bangladesh. The mitigation measures emphasize policy alignment, diversified funding, and capacity building ensuring that the project remains responsive to the needs of its beneficiaries and the challenges of a changing environment.

33. Other Important Issues (*Technical or others*):

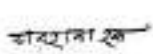
33.1 Sustainability of the Project Benefits with Exit Plan

The project will involve officials from BNFE, and DBNFES to ensure effective implementation. It aims to share key concepts with the community, especially program beneficiaries, so activities continue beyond the project's completion. A participatory approach will help stakeholders understand the importance of working together, reducing risks to sustainability. To ensure long-term benefits and a smooth transition to operations and maintenance (O&M), the project has established clear organizational, technical, financial, and maintenance strategies.

The exit plan outlines the steps to ensure the sustainability of the project benefits after the completion of the implementation phase. The plan focuses on institutionalization, capacity building, and financial sustainability.

Topics	Strategies for Exit	Actions to be Taken
Institutionalization of Training Programs	Integrate training programs within national education and skills development frameworks.	(i) The project outcomes will be integrated into the Core NFE Program, ensuring that the interventions become a permanent part of Bangladesh's education and skills development ecosystem. (ii) BNFE will take full ownership of the project, with support from MoPME and other government agencies. (iii) Ensure accreditation of courses under the NFE Board and link with national TVET institutions.
Capacity Building for Sustainability	Train local institutions and trainers to independently run and manage programs.	Training programs for BNFE staff, trainers, and assessors will continue beyond the project implementation phase to ensure that the technical capacity is sustained.
Private Sector Engagement	Establish long-term collaborations with industries to absorb graduates.	Develop MOUs with enterprises, introduce workplace-based training, and advocate for employer participation.
Policy Integration	Align project outcomes with national policies for skills development.	Work with policymakers to ensure project components are included in future national plans.


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**Bureau of Non-Formal Education
Ministry of Primary and Mass Education
Government of the People's Republic of Bangladesh**

**Feasibility Study for SKILFO: Skill-Focused Literacy
Project**

April 2025

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ACRONYMS

BDT	: Bangladesh Taka
BEHTRUWC	: Basic Education for Hard-to-Reach Urban Working Children
BNFE	: Bureau of Non-Formal Education (Implementing Agency)
BNQF	: Bangladesh National Qualification Framework
BSQF	: Bangladesh Skill Qualification Framework
BTEB	: Bangladesh Technical Education Board
DC	: Deputy Commissioner
DIMC	: District Implementation & Monitoring Committee
DTE	: Directorate of Technical Education
DSHE	: Directorate of Secondary and Higher Education
ENPV	: Economic Net Present Value
EBCR	: Economic Benefit Cost Ratio
EIRR	: Economic Internal Rate of Return
FMA	: Field Monitoring Assistants
LMS	: Learning Management System
MCPs	: Master Craft Persons
MIS	: Management Information System
MoPME	: Ministry of Primary and Mass Education (Sponsoring Ministry)
NEET	: Not in Education, Employment or Training
NFE	: Non-formal Education
NSC	: National Skill Certificate
NSDA	: National Skill Development Authority
PD	: Project Director
PIC	: Project Implementation Committee
PIMU	: Project Implementation Management Unit
PSC	: Project Steering Committee
OoSA	: Out of School Adolescent
PVT	: Pre-Vocational Training
RPL	: Recognition of Prior Learning
RTM	: Real Time Monitoring
SCF	: Standard Conversion Factor
SDGs	: Sustainable Development Goals
SEIP	: Skills for Employment Investment Program
SKILFO	: Skill Focused Literacy for Out of School Adolescent and NEET youths
STEP	: Skills and Training Enhancement Project
ToT	: Training of Trainer
TVET	: Technical and Vocational Education & Training
UNO	: Upazila Nirbahi Officer
UNESCO	: United Nation Education, Scientific and Cultural Organization
UNICEF	: United Nations Children's Fund
USD	: US Dollar



Executive Summary

The feasibility study for the SKILFO: Skill-Focused Literacy Project demonstrates that scaling up from the successful pilot in Cox's Bazar to a nationwide initiative across 64 Upazilas in 16 districts targeting 100,000 out-of-school adolescents (OoSA) and NEET (Not in Education, Employment, or Training) youth is both viable and necessary. Key findings and recommendations include:

Key Findings:

1. **Target Group:** Bangladesh has a significant population of youth (34.26% of those aged 15–24) who are neither employed nor in education, fueling social issues like poverty and crime. The project targets these youth by offering pre-vocational training that provides essential literacy, numeracy, and digital skills.
2. **Operational Viability:** The study confirms that existing infrastructure, including vocational schools, polytechnics and enterprises can be leveraged for the project, ensuring cost-effectiveness. However, some facilities require retrofitting for modern training needs, particularly in hazard-prone areas.
3. **Financial and Economic Analysis:** The projected project cost is BDT 443.94 crore, with the anticipated benefits—such as improved employability, higher income generation, and reduced social costs—significantly outweighing the costs. Key benefits include enhanced literacy and employability for 100,000 youth and the creation of job linkages for 24,000 enterprises.
4. **Institutional Capacity:** The Bureau of Non-Formal Education (BNFE) possesses the necessary capacity to scale the project. However, enhanced coordination between agencies, as well as additional recruitment in key technical areas (e.g., IT support and disaster risk management), is recommended.
5. **Risk Analysis:** Key risks include financial, operational, and environmental challenges, especially due to natural disasters and the digital divide. Mitigation strategies such as mobile training units, phased digital platform implementation, and contingency planning have been outlined to reduce these risks.
6. **Legal and Regulatory Review:** The project aligns with BNFE's mandate under the NFE Act of 2014 and related government policies. No major legal barriers are foreseen, though minor regulatory adjustments may be needed.

Recommendations:

1. **Leverage Existing Infrastructure:** Maximize the use of schools, polytechnics, technical institutes and enterprises to reduce capital costs and expedite rollout. Where needed, invest in targeted retrofitting.
2. **Adopt Hybrid Learning:** Implement a blended learning model, combining digital platforms with in-person training to reach remote and underserved areas.
3. **Strengthen Capacity:** Enhance BNFE's managerial and technical capabilities by recruiting additional professionals and conducting advanced training for staff.
4. **Improve Financial and Administrative Processes:** Streamline procurement and fund management procedures to ensure timely disbursement and efficient resource use.

5. **Robust Risk Management:** Develop and maintain contingency plans to address potential environmental, financial, and operational risks. These should include regular drills and the establishment of disaster-resilient infrastructure.
6. **Expand Market Linkages and Entrepreneurship Support:** Integrate job matching services and microfinance opportunities to support youth transitioning into employment or entrepreneurship.

The SKILFO Project offers a sustainable, scalable solution to address youth unemployment and skill deficits in Bangladesh. While challenges exist, the feasibility study provides a clear pathway for successful implementation through a combination of leveraging existing resources, adopting hybrid learning models, and strengthening institutional capacities. By following the recommended strategies, BNFE can effectively expand the pilot project and deliver long-term socio-economic benefits.



Project Feasibility Study Report

Section 1: Basic Information

1.	Name of the Project	:	SKILFO: Skill-Focused Literacy Project
2.	(a) Sponsoring Ministry/Division (b) Implementing Agency	:	Ministry of Primary and Mass Education Bureau of Non-formal Education
3.	Project Objectives (Project to be taken based on the study)	:	1. To provide foundational Skills (basic literacy, numeracy & digital literacy), occupational skills and transferable skills through pre-vocational training to address youth unemployment and support lifelong learning for 100,000 out-of-school adolescents and low literate NEET youth across 64 Upazilas from 16 districts. 2. To reduce low literate NEET rates, prevent youth involvement in crime, and contribute to social stability through productive engagement in the economy by certifying 24,000 enterprises for skills training, creating job linkages at the Upazila and district levels, and strengthening monitoring through 1,024 trained Field Monitoring Assistants (FMAs). 3. To ensure quality compliance, accreditation, and effective governance in the pre-vocational education by building the capacity of 160 accredited institutes, 1,440 certified trainers, 24,000 certified Master Craft Persons, and 160 certified pre-vocational assessors, along with strengthening assessment bodies. 4. To reduce inequalities and enhance workforce diversity by focusing on marginalized groups, including those affected by poverty, gender disparities, disabilities, and social/geographic disadvantages, by ensuring enterprise-based training opportunities in 24,000 certified enterprises, promoting gender-inclusive skill development, and

		strengthening access to pre-vocational programs across 64 Upazilas in 16 districts.
4.	Estimated Project Cost (Taka in Crore)	: 443.94 crore BDT
5.	Sector & Sub-Sector	: Education; Primary and Mass Education
6.	Project Category (Based on Environment Conservation Rules 1997)	: The SKILFO Project primarily focuses on education, pre-vocational training, and capacity building, does not involve industrial activities or significant infrastructure development, and falls under the Green Category of the Environmental Conservation Rules (ECR) 1997
7.	Project Geographic Location (a) Countrywide (b) Division (c) District (d) Upazila (e) Others (City Corporation/Pourashva)	• Barishal District: Barishal Sadar, Babuganj, Muladi, Mehendiganj • Bogura District: Bogura Sadar, Sherpur, Gabtali, Kahaloo • Chattogram District: Sitakunda, Raozan, Karnaphuli, Mirsharai • Cumilla District: Adarsha Sadar, Chandina, Debidwar, Brahmanpara • Dinajpur District: Dinajpur Sadar, Khansama, Birol, Fulbari • Gazipur District: Gazipur Sadar, Sreepur, Kapasia, Kaliganj • Jashore District: Jashore Sadar, Abhaynagar, Bagharpara, Monirampur • Khulna District: Khulna City Corporation, Rupsa, Dighalia, Fultola • Mymensingh District: Mymensingh Sadar, Trishal, Bhaluka, Muktagacha • Narayanganj District: Narayanganj Sadar, Bandar, Sonargaon, Rupganj • Narsingdi District: Narsingdi Sadar, Raipura, Shibpur, Monohardi • Nilphamari District: Nilphamari Sadar, Saidpur, Jaldhaka, Dimla • Rajshahi District: Rajshahi City Corporation, Charghat, Tanore, Durgapur • Rangpur District: Rangpur Sadar, Mithapukur, Gangachhara, Taraganj • Sylhet District: Sylhet City Corporation, Fenchuganj, Beanibazar, South Surma • Cox's Bazar District: Cox's Bazar Sadar, Chokoria, Ramu, Teknaf
8.	Project Duration	: July 2025 to June 2028



Section 2: Introduction

(a) Project Background: Rationale and Genesis

The SKILFO Project was conceived in response to significant challenges in Bangladesh's education and employment landscape, particularly among out-of-school adolescents and low-literate NEET youth. National statistics, including the Population and Housing Census 2022 which reports a 34.26% NEET rate, highlight a critical need for targeted interventions that provide practical, market-driven skills training.

The project's rationale is rooted in the observed gaps in traditional education systems, which have struggled to offer inclusive, non-formal learning opportunities. This project emerged from the successful pilot implementation in Cox's Bazar—where 6,825 learners received pre-vocational training—and extensive reviews of relevant policy documents, technical designs, and budgetary analyses. Key sources of information for the project's genesis include:

- **Concept Note Documents:** Detailed project proposals outlining objectives, target groups, and strategic alignment with national policies (e.g., BNQF, NFE Act 2014).
- **Budget Breakdown Documents:** Financial analysis and cost estimates that informed the scaling strategy for reaching 100,000 learners.
- **PSC Meeting Presentations and Minutes:** Insights from project steering committee discussions which underscored lessons learned from the pilot phase and the need for scalable, technology-enhanced interventions.
- **Government Reports and Statistical Data:** Data from national statistical offices and policy documents that underscore the urgency of addressing youth unemployment and skill gaps.

This evidence-based approach provided a strong foundation for designing a project that not only enhances vocational training and lifelong learning opportunities but also aligns with broader socio-economic development goals, ensuring a sustainable impact on national human capital development.

(b) Objectives of the Feasibility Study

The feasibility study for the SKILFO Project was conducted to assess the overall viability and potential impact of scaling up the pilot project to a nationwide intervention. The main objectives include:

- **Technical and Operational Viability:**
Evaluate the suitability of existing educational facilities, the requirements for facility upgrades, digital platforms, and the logistics of managing large-scale enrollment and training operations.
- **Financial and Economic Analysis:**
Develop detailed cost estimates and economic models to compare the projected investment with the anticipated socio-economic benefits, ensuring efficient use of public funds and demonstrating value to the overall economy.



- **Institutional Capacity Assessment:**
Assess BNFE's existing managerial, technical, and administrative capacities, identify any gaps, and propose measures for strengthening inter-agency coordination and human resource capabilities necessary for the project's sustainable operation.
- **Risk and Sensitivity Analysis:**
Identify potential risks (operational, financial, technical, environmental, and regulatory) and assess their impact on project implementation. Develop risk mitigation strategies and contingency plans to enhance project resilience.
- **Stakeholder and Market Analysis:**
Analyze the demand for pre-vocational training among out-of-school adolescents and NEET youth, review socio-economic impacts, and ensure alignment with national policies and stakeholder expectations.
- **Legal and Regulatory Review:**
Confirm that the project aligns with BNFE's legal mandate (NFE policy, NFE Act, etc.) and identify any policy or regulatory adjustments needed to support its nationwide rollout.

Overall, the feasibility study aims to provide a comprehensive, evidence-based framework that informs decision-making, ensures efficient resource allocation, and outlines a viable pathway for scaling up the project to achieve its intended social and economic benefits.

(c) Approach and Methodology of the Feasibility Study

The feasibility study for the SKILFO Project adopted a multi-disciplinary, data-driven approach to assess its technical, financial, institutional, and socio-economic viability. Key components of the methodology include:

- **Desk Research and Document Review:**
 - Comprehensive analysis of existing project documents, pilot project reports, government policies (e.g., NFE Act 2014, BNQF), and statistical data (e.g., Population and Housing Census 2022).
 - Review of financial and economic models, risk assessments, and technical designs from previous initiatives.
- **Field Assessments and Stakeholder Consultations:**
 - Site visits to pilot project locations (e.g., Cox's Bazar) to observe operational dynamics and gather ground-level insights.
 - Interviews and focus group discussions with BNFE officials, trainers, beneficiaries, and partner agencies (DSHE, DTE, BTEB).
 - Engagement with local communities and industry partners to validate demand and identify potential challenges.
- **Technical and Operational Analysis:**
 - Evaluation of the existing educational facilities and digital infrastructure, including capacity assessments and gap analyses for scaling up operations.
 - Review of curriculum designs, training modalities, and digital monitoring tools to ensure alignment with BNQF standards.



- **Financial and Economic Modeling:**
 - Development of detailed cost estimates and economic models, including the use of a Standard Conversion Factor (SCF) to adjust market prices to economic values.
 - Construction of cash flow projections, sensitivity, and risk analysis to assess financial sustainability and economic viability.
- **Risk and Sensitivity Analysis:**
 - Identification of major risks (operational, financial, technical, environmental, and regulatory) and assessment of their potential impacts.
 - Simulation of different scenarios to evaluate the sensitivity of key assumptions, with the formulation of mitigation strategies and contractual risk-sharing clauses.
- **Legal and Regulatory Review:**
 - Assessment of the project's alignment with BNFE's legal mandate (NFE policy, NFE Act, etc) and identification of any regulatory constraints.
 - Recommendations for necessary policy or institutional adjustments to support the project's scale-up.

This comprehensive approach ensured that the feasibility study considered all critical dimensions, enabling a robust evaluation of the SKILFO Project's potential and laying the foundation for informed decision-making on its nationwide implementation.

(d) Organization of the Feasibility Study

The feasibility study for the SKILFO Project was organized through a structured, multi-disciplinary framework that ensured comprehensive coverage of all critical aspects. Key elements include:

- **Stakeholder Engagement:**

The study involved extensive stakeholder consultations, including field visits, interviews with trainers, beneficiaries, and local community representatives, and focus group discussions. This ensured that the study captured a diverse range of insights and local realities.
- **Data Collection and Analysis:**

A systematic approach was employed for desk research, field assessments, and data validation. The consultant utilized both qualitative and quantitative methods to gather reliable data and assess the project's feasibility across all dimensions. Scoping Mission reports conducted by BNFE were also used as one of the primary sources of information for this study.

This organizational structure ensured a thorough, transparent, and collaborative feasibility study that provided robust evidence to support the scaling up of the SKILFO project.



Section 3: Market/Demand Analysis

(a) Problem Statement: Skills and Employment Challenges for Out-of-School Adolescents and NEET Youth in Bangladesh

Definition of the Problem:

Bangladesh faces a significant challenge in youth unemployment and lack of market-relevant skills, particularly among Out-of-School Adolescents (OoSA) aged 14-18 and NEET (Not in Education, Employment, or Training) youth aged 19-24. An estimated 34.26% of youth (aged 15-24) are NEET, with young women comprising 60% of this group. These youth lack the foundational literacy, numeracy, and vocational skills needed to access stable employment or self-employment, limiting their ability to contribute to the economy and improve their livelihoods.

Likely Causes of the Problem:

The problem arises from multiple direct and indirect factors:

Direct Causes:

1. **Limited Access to Education & Skills Training** – Many adolescents drop out due to poverty, gender barriers, and lack of educational opportunities, leaving them unprepared for the workforce.
2. **Mismatch Between Skills Supply and Market Demand** – The existing education system does not equip youth with practical, industry-relevant vocational skills aligned with labor market needs.
3. **Lack of Structured Pathways for Lifelong Learning** – Non-formal and vocational training opportunities remain fragmented, underfunded, and inaccessible to many disadvantaged groups.
4. **Weak Institutional Capacity & Accreditation Systems** – The absence of a strong pre-vocational training ecosystem leads to poor-quality training and limited recognition of skills.

Indirect Causes:

1. **Economic Barriers & Poverty** – Many families prioritize immediate income over education, forcing youth into informal, low-paying jobs without skill development.
2. **Social & Gender Inequalities** – Cultural norms restrict women and marginalized communities from accessing formal education and vocational training.
3. **Lack of Job Linkage Support** – Even trained youth struggle to transition into employment due to weak employer engagement and absence of recognition of prior learning (RPL) mechanisms.
4. **Urban-Rural Disparities** – Remote and underdeveloped areas have limited access to vocational training centers and skills development programs.



Consequences of No Public Sector Intervention:

If the public sector does not intervene, the following negative consequences will likely occur:

1. **Rising Youth Unemployment & Economic Instability** – Without skill development, millions of youth will remain unemployed or underemployed, leading to economic stagnation.
2. **Increase in Social Crimes & Vulnerabilities** – Unskilled and unemployed youth are more likely to engage in crime, child labor, and early marriage, threatening social stability.
3. **Continued Gender Inequality & Marginalization** – Women and marginalized groups will remain excluded from economic opportunities, deepening social inequalities.
4. **Failure to Utilize the Demographic Dividend** – With a growing young population, Bangladesh risks missing out on economic growth potential if youth remain unskilled.
5. **Lack of Competitiveness in the Global Labor Market** – Bangladesh's workforce will struggle to meet the demands of Fourth Industrial Revolution (IR-4) jobs, impacting national productivity and global competitiveness.

Rationale for Intervention:

Addressing these challenges through the 'SKILFO Project' will equip 100,000 out-of-school adolescents and NEET youth with market-driven skills, establish structured pathways for lifelong learning, and enhance economic and social stability. The project aligns with SDG 4 (Quality Education), SDG 8 (Decent Work & Economic Growth), and SDG 10 (Reduced Inequalities) to foster a more inclusive, skilled, and competitive workforce.

(b) Relevance of the Project Idea

Justification for the Need for the SKILFO Project:

The SKILFO Project is essential for addressing the critical challenge of youth unemployment, skill gaps, and economic disparities in Bangladesh. By equipping 100,000 out-of-school adolescents and NEET youth with market-relevant skills, the project directly contributes to the country's economic growth, poverty reduction, and social stability. The project aligns with both global and national development plans, policies, and strategic objectives, ensuring its relevance and sustainability.



Alignment with Global Development Goals

1. Sustainable Development Goals (SDGs):

- **SDG 4 (Quality Education):** The project expands access to skill-focused literacy and vocational training, ensuring lifelong learning opportunities for disadvantaged youth.
- **SDG 8 (Decent Work and Economic Growth):** By creating pathways for employment and self-reliance, SKILFO contributes to economic empowerment and workforce development.
- **SDG 10 (Reduced Inequalities):** Special emphasis is placed on gender equity, social inclusion, and access for marginalized groups, ensuring equitable opportunities for all.

2. The Global Education 2030 Agenda (UNESCO):

- The project promotes non-formal education and lifelong learning, in line with the UNESCO Education for Sustainable Development Framework.

3. ILO's Skills for Employment Strategy:

- SKILFO enhances workforce readiness by aligning vocational training programs with labor market demands, supporting Bangladesh's global competitiveness.

Alignment with National Development Policies & Plans

1. 8th Five-Year Plan (2020-2025):

- SKILFO supports increasing access to non-formal education and vocational training, which is a key target in the National Human Resource Development Strategy.
- The project aligns with the government's focus on employment generation, poverty reduction, and inclusive economic growth.

2. National Skills Development Policy (NSDP) 2011:

- SKILFO ensures that pre-vocational training meets the Technical and Vocational Education and Training (TVET) standards and supports the Recognition of Prior Learning (RPL) framework.

3. Non-Formal Education (NFE) Act 2014:

- The project supports the expansion of NFE for marginalized youth, ensuring that skills-focused literacy programs meet accreditation and certification standards set by the NFE Board.



4. Bangladesh National Qualifications Framework (BNQF):

- SKILFO integrates BNQF-aligned competency standards, ensuring that learners receive nationally and internationally recognized certification for their pre-vocational level skill training.

Sectoral Strategic Objectives and Priorities

1. Workforce Development & Employment Creation:

- The project enhances youth employability by training 100,000 learners, accrediting 160 institutes, and certifying 1,440 trainers and 24,000 master craft persons, ensuring they meet market-driven skill requirements.

2. Strengthening Institutional Capacity & Governance:

- SKILFO builds institutional capacity by strengthening quality assurance, accreditation systems, and vocational assessment frameworks, ensuring sustainable impact.

3. Private Sector & Industry Collaboration:

- The project promotes enterprise-based training through 24,000 certified enterprises, ensuring work-based learning opportunities and stronger industry linkages.

4. Gender & Social Inclusion:

- The project prioritizes women, people with disabilities, and marginalized communities, addressing barriers to employment and skill development.

The SKILFO Project is a critical intervention in Bangladesh's education and employment landscape, directly addressing the skills gap, youth unemployment, and social inequalities. Its strong alignment with global, national, and sectoral priorities ensures maximum impact, sustainability, and policy coherence. By equipping 100,000 youth with industry-relevant skills, the project contributes to Bangladesh's long-term vision for sustainable economic growth and human capital development.

(c) Proposed Project Interventions

The SKILFO Project is designed to address the youth unemployment crisis and skill gaps among out-of-school adolescents (OoSA) and NEET youth by providing pre-vocational training aligned with the Bangladesh National Qualifications Framework (BNQF). The project interventions are structured to ensure high-quality skill development, institutional capacity building, and job market integration. These interventions include:



1. Expanding Inclusive Prevocational and Lifelong Learning Programs

- **Inputs:**

- Investment of 443.94 crore BDT in resources, equipment, and facilities.
- Revision and updating of 20 prevocational curriculum packages.
- Development of 30 new curriculum packages for lifelong learning.
- Procurement of tools and equipment for training centers and enterprises.

- **Outputs:**

- Enrollment of 100,000 OoSA and NEET youth in prevocational courses.
- Certification of 100,000 learners through the NFE Board, ensuring BNQF-aligned, nationally and internationally recognized credentials.
- Training and certification of 200 professionals to deliver these courses.

2. Structured Incubation and Career Guidance Interventions

- **Inputs:**

- Implementation of structured incubation programs to assess and award micro-credentials, with 5,000 adolescents and youth undergoing assessment.
- Organizing career guidance initiatives, including 10 job fairs and workshops, and mapping skill gaps among 125,000 youth.

- **Outputs:**

- Increased transition of graduates into apprenticeships, employment, or further education, with measurable outcomes tracked within six months of program completion.
- Certification of 400 learners through Recognition of Prior Learning (RPL) assessments, enhancing their employability.

3. Enhancing Institutional Capacity and Quality Assurance

- **Inputs:**

- Accreditation of 300 training institutes under BNFE to ensure delivery of quality pre-vocational training.
- Conducting 10 specialized trainings for BNFE officials to strengthen inspection, registration, and quality assurance processes.
- Recruitment of 12 technical experts to support the project technical unit (PTU).

- **Outputs:**

- Robust institutional oversight with 100,000 learners certified and continuously tracked through digital RTM and MIS systems.



4. Bangladesh National Qualifications Framework (BNQF):

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- **Outputs:**
 - Robust institutional oversight with 100,000 learners certified and continuously tracked through digital RTM and MIS systems.



- Strengthened capacity of BNFE to sustain quality NFE programs and ensure consistent alignment with national and international standards.

4. Job Linkage and Enterprise-Based Training

- **Inputs:**
 - Establishment of strategic partnerships with 500 employers and industries.
 - Facilitation of networking workshops at central, district, and Upazila levels to create structured job linkage platforms.
- **Outputs:**
 - Secure employment, apprenticeships, or entrepreneurial opportunities for 100,000 program graduates.
 - Facilitate access for 10,000 enterprises to tap into a skilled workforce, ensuring sustainable career pathways.

5. Project Management, Monitoring, and Evaluation

- **Inputs:**
 - Deployment of digital tools (e.g., Kobo Toolbox) for real-time monitoring of 100,000 learners.
 - Organization of 200 periodic review meetings to ensure adaptive management and continuous quality improvement.
- **Outputs:**
 - Transparent, data-driven decision-making that supports effective project implementation and achievement of targeted outcomes.

Past Interventions & Lessons Learned

The Skill Focused Literacy Pilot Project in Cox's Bazar (implemented by BNFE) serves as an important precursor:

- **Key Interventions:**
 - Trained 6,825 learners across 13 trades using a multi-modal approach (institution-based, outstation-based, and enterprise-based).
 - Delivered Training of Trainers (ToT) for 60 Field Monitoring Assistants, 173 trainers, 1,240 Master Craft Persons, and 160 Literacy Trainers.
- **Lessons Learned:**
 - Enterprise-based training is highly effective for practical skill development.
 - Alignment with BNQF ensures robust certification and improved job placement.
 - Digital monitoring enhances transparency and efficiency.



Additionally, previous initiatives (e.g., PLCEHD-1 & 2 projects and BETHRUWC project) highlighted the critical need for accredited, quality training and effective job linkage mechanisms.

(d) Stakeholders:

Key stakeholders likely to be associated with the project interventions include:

- **Government Agencies:**
 - Ministry of Primary and Mass Education (MOPME)
 - Bureau of Non-Formal Education (BNFE)
 - NFE Board
 - Ministry of Planning and the Planning Commission
 - Directorate of Technical Education (DTE)
 - Bangladesh Technical Education Board (BTEB)
 - Directorate of Secondary and Higher Education (DSHE)
- **Educational and Training Institutions:**
 - Accredited training institutes and technical institutes (including polytechnics, TSCs, TTCs and vocational schools)
 - Industry-based training centers and enterprises involved in on-the-job training
- **Private Sector and Industry:**
 - Employers and industry associations providing job linkage opportunities
- **Project Implementation Bodies:**
 - Project Steering Committee (PSC) and Project Implementation Committee (PIC)
 - Field Monitoring Assistants (FMAs), certified trainers, Master Craft Persons (MCPs), and literacy trainers
- **Development Partners and Funding Agencies:**
 - UNICEF and other international or bilateral development partners
- **Community Stakeholders:**
 - Local communities, parents, and the target group (out-of-school adolescents and low-literate NEET youth)
 - Local government and community-based organizations

These stakeholders collectively ensure the successful design, implementation, and sustainability of the project interventions, effectively bridging gaps between policy, training delivery, and job market integration.

(e) Demand Analysis:

(i) Current Demand

Statistics from service providers, regulators, and national/regional statistical offices indicate a significant current demand for non-formal education programs. BBS Data shows that a substantial share of youth—nearly 34.26% of those aged 15-24—are categorized as NEET, with pronounced gender disparities, and pilot projects (such as the SKILFO pilot in Cox's Bazar

engaging 6,825 learners) demonstrate strong local interest and need for accessible, quality pre-vocational training.

(ii) Future Demand

Reliable demand forecasting models project a rising demand for lifelong learning and pre-vocational training. Without the project, the skills gap is expected to widen, leading to higher youth unemployment and greater socio-economic challenges. Conversely, with strategic public investments through the project, the training capacity could expand to serve up to 100,000 learners, aligning with the BNQF and ensuring that the growing youth population (specially the communities deprived of the opportunities) is adequately equipped for formal employment and further education.

Using a reliable demand forecasting model—such as an ARIMA (Auto Regressive Integrated Moving Average) time series analysis combined with demographic and economic trend data—we can assess future demand under two scenarios:

- **With the Project:** Historical data on non-formal education enrollment, combined with population growth rates and past pilot outcomes (e.g., the Cox's Bazar pilot enrolling 6,825 learners), suggest that effective public investments can boost demand significantly. The model forecasts that targeted interventions could expand enrollment to around 100,000 learners over the next three years by improving accessibility, curriculum relevance, and institutional capacity.
- **Without the Project:** In the absence of targeted interventions, the underlying demand for pre-vocational and lifelong learning may continue to grow at a slower pace due to demographic pressures, but structural limitations and insufficient support mechanisms are likely to restrict enrollment growth, potentially leaving many out-of-school adolescents and NEET youth unserved.

(iii) Constraints and Means to Meet Demand

Key constraints include limited capacity of training institutes, a shortage of certified trainers and assessors, outdated curricula, bureaucratic hurdles, and technological gaps in delivering digital education. To overcome these challenges, public investments must be accompanied by:

- **Government Regulations:** Streamlining accreditation processes and aligning curricula with national and international standards.
- **Technological Developments:** Leveraging digital learning platforms and real-time monitoring tools (such as Kobo Toolbox) to enhance training delivery and quality assurance.
- **Stakeholder Partnerships:** Engaging industry, private sector, and community facilitators (including organizations like DSHE, DTE, BTEB) to ensure coordinated efforts and sustainable outcomes.

This comprehensive approach is crucial for creating an inclusive, responsive NFE ecosystem that meets both current and future demands, thereby reducing youth unemployment and fostering long-term socio-economic growth.



(iv) Synopsis Report of the Scoping Mission for the SKILFO Project

A scoping mission was conducted from 18 February to 25 February 2025 across 15 districts to assess demand driven occupations, identify potential working areas, and gather insights from various stakeholders for the SKILFO Expansion Project.

Under the leadership of the scoping mission team leaders, designated officers collected formative information from relevant Out-of-School Adolescents (OoSA) and NEET youths, parents, Master Craft Persons (MCPs), institute heads, employment leaders, and local administrations (i.e., DCs, ADCs, UNOs).

Based on the analysis of the collected information & findings, a synopsis report has been prepared.

a) Responding group of FGD/KII/Consultation meeting:

The following groups participated in the Focus Group Discussions (FGDs), Key Informant Interviews (KIIs), and consultation meetings:

1. Out-of-School Adolescents (OoSA) and low-literate NEET youths (aged 14–24 years)
2. Parents
3. Master Craft Persons (MCPs)
4. Institutional Heads
5. Employment Leaders
6. Local Administration (DCs, ADCs, and UNOs)

b) Target Age Group and Education Level:

The age group of the OoSA and low-literate NEET youths ranged from 14 to 24 years. The education level of this target group was from Class II to Class VIII dropouts.

c) Recommended Occupations/Trades:

Based on field findings and stakeholder inputs, the following 28 occupations/trades have been recommended for training:

- Electrical Installation and Maintenance
- Computer Graphics
- Masonry and Rod Binding
- Plumbing and Pipefitting
- Mobile Phone Servicing
- Refrigeration and Air Conditioning (RAC)
- Driving
- Tailoring and Dressmaking
- Beauty Care
- Freelancing
- Readymade Garments
- Carpentry
- Food Processing



- Automobile
- Welding
- Ship Fabrication
- Boutique
- Hosiery
- Electric House Wiring
- Textile
- Shipbuilding
- Front Desk Job
- Housekeeping
- Beauty Parlor
- Food & Beverage
- Nakshi Katha / Jashore Stitch
- Motorcycle Mechanics
- Fisheries

d) Proposed potential Upazilas:

Considering local market demand, availability of learners, training institutes, MCPs, and employment opportunities, the following City Corporations and Upazilas have been proposed by Local Administration and Employment Leaders for SKILFO Project expansion in 16 districts:

- **Barishal District:** Barishal Sadar, Babuganj, Muladi, Mehendiganj
- **Bogura District:** Bogura Sadar, Sherpur, Gabtali, Kahaloo
- **Chattogram District:** Sitakunda, Raozan, Karnaphuli, Mirsharai
- **Cox's Bazar District*:** Cox's bazar sadar, Chokoria, Ramu, Teknaf
- **Cumilla District:** Adarsha Sadar, Chandina, Debidwar, Brahmanpara
- **Dinajpur District:** Dinajpur Sadar, Khansama, Birol, Fulbari
- **Gazipur District:** Gazipur Sadar, Sreepur, Kapasia, Kaliganj
- **Jashore District:** Jashore Sadar, Abhaynagar, Bagharpara, Monirampur
- **Khulna District:** Khulna City Corporation, Rupsa, Dighalia, Fultola
- **Mymensingh District:** Mymensingh Sadar, Trishal, Bhaluka, Muktagacha
- **Narayanganj District:** Narayanganj Sadar, Bandar, Sonargaon, Rupganj
- **Narsingdi District:** Narsingdi Sadar, Raipura, Shibpur, Monohardi
- **Nilphamari District:** Nilphamari Sadar, Saidpur, Jaldhaka, Dimla
- **Rajshahi District:** Rajshahi City Corporation, Charchat, Tanore, Durgapur
- **Rangpur District:** Rangpur Sadar, Mithapukur, Gangachhara, Taraganj
- **Sylhet District:** Sylhet City Corporation, Fenchuganj, Beanibazar, South Surma

* Considering the local needs & SKILFO pilot project findings, Assistant Director of Cox's bazar, BNFE has recommended four upazilas for upcoming SKILFO expansion project, i.e., Cox's bazar sadar, Chokoria, Ramu, and Teknaf.

e) Opinion of the concerned Upazila and District level stakeholders:

- **OoSA and NEET Youths:** Respondents expressed strong interest in receiving skills training and showed enthusiasm for the initiative.

- **Parents:** Parents showed deep interest in enrolling their children in the program and requested transport allowances to support participation.
- **MCPs:** All Master Craft Persons showed willingness to participate and expressed their commitment to training OoSA and low-literate NEET youths.
- **Institutional Heads:** Heads of institutions confirmed the availability of target learners in their respective areas and expressed interest in conducting the training outside their regular class schedules.
- **Employment Leaders:** Employment leaders responded positively and assured their support for job placement of trained youths.
- **Local Administration:** Local administrative officials expressed full support and commitment to cooperate in all aspects of the government's initiative.

(f) SWOT Analysis for SKILFO Project

Strengths:

- **Alignment with legal and policy framework:** Fully aligned with BNQF standards, NFE Act, national development plans, and international frameworks (e.g., SDG 4, SDG 8, SDG 10), ensuring recognized and quality training.
- **Proven Pilot Model:** Successful implementation of the pilot project in Cox's Bazar with measurable outcomes (e.g., 6,825 learners trained, multiple ToTs for trainers and field monitors) serves as a robust foundation.
- **Multi-Modal Training Approach:** Incorporates institution-based, outstation-based, and enterprise-based training, offering flexibility and accessibility across diverse regions.
- **Digital Monitoring and Quality Assurance:** Use of tools like Kobo Toolbox for real-time tracking ensures transparency, continuous evaluation, and data-driven improvements.
- **Strong Stakeholder Support:** Involvement of key government bodies (BNFE, NFE Board, DTE, BTEB, DSHE), private sector partners, and community leaders enhances project credibility and resource mobilization.

Weaknesses:

- **Institutional Capacity Constraints:** Existing training institutes and local centers in remote areas may face capacity limitations in scaling up to serve 100,000 learners.
- **Dependence on Public Funding:** Heavy reliance on government and donor funding could be vulnerable to budgetary constraints and political changes.
- **Bureaucratic Delays:** Administrative and regulatory hurdles may slow down accreditation processes, curriculum revisions, and procurement.
- **Quality Variability:** Ensuring consistent quality across diverse training modalities and regions can be challenging, especially in remote areas.
- **Human Resource Gaps:** A shortage of skilled trainers, assessors, and technical experts could impact the effectiveness of training delivery.



Opportunities:

- **Scaling Up the Pilot Success:** The proven model in Cox's Bazar provides a strong basis for nationwide expansion, targeting 100,000 learners over three years.
- **Growing Youth Demographic:** A large population of out-of-school adolescents and NEET youth creates a significant demand for pre-vocational training and lifelong learning opportunities.
- **Technological Advancements:** Leveraging digital tools and online platforms can enhance training delivery, monitoring, and learner engagement.
- **Private Sector Partnerships:** Increased collaboration with employers, industry associations, and microfinance institutions can facilitate job linkages and entrepreneurship support.
- **Policy Reforms:** Ongoing governmental focus on skill development and non-formal education reforms can create a conducive environment for project implementation.

Threats:

- **Political and Economic Instability:** Changes in political leadership or economic downturns may affect funding, policy support, and project continuity.
- **Social and Cultural Barriers:** Resistance from communities or families, particularly concerning gender disparities and traditional norms, may hinder learner participation.
- **Environmental Risks:** Natural disasters or infrastructural challenges in remote regions could disrupt project implementation and accessibility.
- **Market Absorption Capacity:** Limited employment opportunities or inadequate job linkage mechanisms may restrict the transition of trained youth into meaningful employment.
- **Regulatory Hurdles:** Delays in curriculum accreditation, trainer certification, and inter-agency coordination can impede timely project rollout.

Population Aged 15-24 Years Not in Education, Employment and Training (NEET) by Sex in proposed 16 Districts for up scaling of SKILFO project

Population and Housing Census 2022 which was published in November, 2023 provides following data regarding NEET percentage in proposed 16 districts:

District & Age	Total			Rural			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
1	2	3	4	5	6	7	8	9	10
National	34.26	13.28	52.76	36.96	14.64	56.05	28.96	10.74	46.03
15-19	26.14	14.26	37.43	28.00	15.55	39.62	22.21	11.62	32.67
20-24	43.23	12.11	68.52	47.38	13.47	73.61	35.69	9.81	58.70
Barishal	33.17	14.35	49.36	35.21	15.59	51.59	28.87	11.86	44.47
15-19	23.23	14.62	31.36	24.42	15.72	32.52	20.47	12.13	28.59
20-24	44.60	14.00	68.23	48.44	15.40	72.50	37.32	11.57	59.51
Bogura	34.13	11.43	55.32	36.49	12.48	58.32	28.14	8.85	47.33
15-19	26.06	11.22	41.00	28.07	12.25	43.70	20.80	8.63	33.68

District & Age	Total			Rural			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
20-24	43.46	11.68	70.62	46.37	12.79	74.12	36.27	9.10	61.49
Chattogram	30.38	12.16	46.62	34.00	13.40	52.25	27.39	11.13	41.92
15-19	21.96	13.42	30.05	23.58	14.37	32.42	20.49	12.56	27.93
20-24	39.23	10.74	62.99	46.08	12.18	73.47	34.06	9.68	54.87
Cumilla	39.01	17.03	55.52	40.47	17.94	56.88	33.55	13.92	50.11
15-19	27.31	17.22	35.89	28.29	18.08	36.77	23.57	14.08	32.32
20-24	53.02	16.77	76.46	55.28	17.73	78.45	44.88	13.72	68.65
Dinajpur	32.44	10.82	52.46	34.20	11.41	55.03	25.66	8.60	42.25
15-19	23.80	10.55	36.77	25.27	11.17	38.85	18.00	8.22	28.22
20-24	42.55	11.16	69.79	44.73	11.72	73.13	34.33	9.06	56.95
Gazipur	26.37	9.55	40.73	29.47	10.96	45.21	24.87	8.87	38.56
15-19	23.21	12.10	32.68	24.02	12.69	33.92	22.78	11.77	32.02
20-24	28.92	7.50	47.23	34.54	9.29	55.43	26.45	6.73	43.54
Jashore	35.21	10.97	57.38	36.75	11.58	59.41	30.54	9.18	50.99
15-19	27.21	11.96	41.89	28.42	12.55	43.57	23.29	10.08	36.38
20-24	43.79	9.85	73.15	45.93	10.43	75.93	37.64	8.28	64.83
Khulna	31.91	10.73	51.72	35.09	11.52	56.84	27.79	9.72	44.99
15-19	24.53	11.54	37.34	27.51	12.67	41.75	20.58	10.08	31.30
20-24	39.12	9.90	65.07	42.65	10.34	71.31	34.65	9.36	57.17
Mymensingh	35.36	14.33	53.19	37.64	15.53	55.95	28.75	11.01	44.82
15-19	26.72	15.45	37.36	28.51	16.88	39.22	21.40	11.36	31.57
20-24	45.20	12.88	69.41	48.21	13.74	73.39	36.74	10.58	57.75
Narayanganj	31.48	10.03	50.95	31.62	9.87	51.49	31.27	10.26	50.16
15-19	25.58	11.97	38.20	25.95	11.99	38.94	25.03	11.94	37.12
20-24	37.31	8.06	63.32	37.26	7.72	63.78	37.39	8.56	62.66
Narsingdi	35.76	14.85	54.27	36.72	15.61	55.09	32.95	12.68	51.83
15-19	27.34	16.29	37.95	28.11	17.16	38.53	25.02	13.76	36.19
20-24	45.57	13.00	71.75	46.84	13.60	72.85	41.95	11.37	68.44
Nilphamari	32.73	11.51	51.44	33.44	11.58	52.62	30.73	11.32	48.11
15-19	23.79	11.65	35.54	24.52	11.89	36.68	21.71	10.98	32.27
20-24	43.65	11.32	69.07	44.37	11.16	70.34	41.66	11.77	65.50
Rajshahi	30.24	8.58	51.60	34.76	9.50	58.68	24.20	7.40	41.68
15-19	23.59	8.66	38.78	26.75	9.47	43.69	18.87	7.50	31.12
20-24	36.99	8.49	64.20	43.67	9.53	74.80	28.97	7.31	50.83
Rangpur	31.75	11.78	49.87	34.98	13.22	53.90	26.38	9.54	42.79
15-19	22.51	11.44	33.70	24.83	12.90	36.44	18.43	9.03	28.62
20-24	43.17	12.26	67.65	48.10	13.70	73.90	35.50	10.19	57.30

District & Age	Total			Rural			Urban		
	Total	Male	Female	Total	Male	Female	Total	Male	Female
Sylhet	36.26	19.70	51.63	38.14	21.67	53.00	31.08	14.55	47.67
15-19	29.04	21.19	36.77	30.48	23.11	37.56	24.74	15.72	34.30
20-24	44.52	17.89	67.61	47.27	19.82	70.24	37.53	13.30	60.51
Cox's Bazar	35.76	13.22	57.10	36.74	13.81	57.98	34.50	12.49	55.95
15-19	28.94	15.57	42.03	29.76	16.30	42.83	27.86	14.61	40.97
20-24	43.98	10.28	74.65	45.52	10.51	76.07	42.12	10.01	72.85

The NEET (Not in Education, Employment, or Training) statistics provided by the Bangladesh Bureau of Statistics (BBS) from the 2022 Population and Housing Census shed light on a crucial demographic challenge in Bangladesh—the disengagement of youth from productive activities. This is especially concerning for young females and those aged between 20 and 24. As the SKILFO project gears up for expansion into 16 districts, these insights offer a strong evidence base for designing responsive and targeted interventions.

Understanding the NEET Landscape

An analysis of the NEET data across the selected districts reveals several important trends. Firstly, females are disproportionately represented among NEET youth. In every single district, the percentage of young women aged 15–24 who are not in education, employment, or training is significantly higher than their male counterparts. For instance, in Cumilla, the female NEET rate for ages 20–24 stands at 76.46%, compared to 16.77% for males of the same age. Similar disparities are observed in other districts such as Sylhet, Narsingdi, and Jashore.

Secondly, the older youth cohort (20–24 years) shows a higher NEET rate than the 15–19 age group across all districts. This suggests a critical gap in post-secondary transition—many young people are falling out of the education system and struggling to enter the labor market or training opportunities. This age group represents a crucial window for intervention, where skills development and job-readiness programs can make a tangible difference.

Lastly, although both rural and urban areas show NEET prevalence, rural youth—particularly women—face additional layers of exclusion due to limited mobility, social restrictions, and lack of access to quality training centers. Addressing these geographic disparities will be key in making the SKILFO expansion equitable and inclusive.

Strategic Recommendations for SKILFO Expansion

1. Prioritize Female Youth, Especially Aged 20–24

Given the alarmingly high NEET rates among females in the 20–24 bracket, the SKILFO project should place a special focus on this group. Gender-sensitive approaches must be embedded throughout the program design. These could include flexible training hours to accommodate household responsibilities, availability of female trainers, safe learning environments, and community sensitization programs to overcome cultural barriers.

Additionally, promoting home-based and digital income-generating skills, such as freelancing, online entrepreneurship, or tailoring, can enable young women to engage in economic activities while navigating social constraints.



2. Age-Specific Program Design

Different age groups require different approaches. For the 15–19 age group, interventions should focus on preventing dropouts and keeping youth engaged through life skills training, mentoring, and career guidance. For the 20–24 age group, more advanced and employment-linked programs should be prioritized, including technical and vocational education, apprenticeships, and job placement services.

3. Promote Digital and Green Skills

The future of work is increasingly digital and sustainability-driven. Introducing ICT-based training such as data entry, digital marketing, graphic design, and online freelancing can provide NEET youth with access to global employment markets. Similarly, green jobs like solar panel installation, sustainable agriculture, and waste management can open new employment avenues aligned with national and global development goals.

4. Strengthen Market Linkages and Entrepreneurship Support

Skill development alone is not sufficient unless it is linked with actual employment or entrepreneurship opportunities. Therefore, the SKILFO project should conduct localized labor market assessments to align training with demand. Furthermore, graduates should be supported with career counseling, job matching services, and microfinance or startup kits for those interested in self-employment.

The NEET data paints a sobering picture but also offers a clear roadmap for strategic intervention. By focusing on high-need districts, prioritizing female youth, aligning training with market realities, and promoting inclusion through local partnerships, the SKILFO project can catalyze meaningful change in the lives of thousands of young people. This expansion represents not only a policy imperative but also a moral one—to ensure that no young person is left behind on the path to development.



Section 4: Technical/Technological & Engineering analysis

(a) Location:

The SKILFO Project will be implemented in strategically selected areas across Bangladesh, covering 64 Upazilas of 16 districts which is mentioned in findings of scoping mission report. For the training centers, the project leverages existing educational facilities—such as schools, polytechnics, and technical institutes—which means no new land acquisition is required. These facilities have already been vetted for their accessibility and suitability, ensuring that the organization can utilize these spaces without additional procurement or rental processes.

The selection of these locations is based on socio-economic factors, youth unemployment indicators, and accessibility, ensuring that target communities can easily access the training centers.

Utility availability is also considered; the existing facilities are equipped with essential services (water, electricity, and internet), so no significant utility shifting is necessary. Furthermore, a comprehensive hazard mapping exercise has been conducted, identifying both current and potential future disaster risks at these sites. Mitigation strategies have been integrated into the project design to ensure the sustainability and safety of the training centers, even in areas susceptible to environmental hazards.

This approach not only maximizes the use of available resources but also accelerates the project rollout by minimizing delays associated with land acquisition and infrastructure development.

(b) Technical design

The technical design of the SKILFO project is structured around leveraging existing educational facilities to deliver high-quality, BNQF-aligned pre-vocational training, supported by digital monitoring and robust quality assurance systems. Key components and their technical details include:

- **Training Infrastructure and Facilities:**
 - **Component:** Utilize existing schools, polytechnics, and technical institutes as training centers.
 - **Standards:** Facilities meet national building codes and utility standards; no new land acquisition is required.
 - **Key Outputs:**
 - Activation of up to 300 accredited training centers.
 - Utilization of physical infrastructure measured in the number of centers and available training rooms.



- **Curriculum and Training Delivery:**
 - **Component:** Implementation of pre-vocational training modules and lifelong learning programs aligned with BNQF standards.
 - **Technology:** Adoption of standardized curricula, updated with 20 revised prevocational packages and 30 new curriculum packages for lifelong learning.
 - **Key Outputs:**
 - Training of 92,000 learners over three years (target measured in number of learners).
 - Delivery of training measured in total training hours or man-months.
- **Capacity Building and Quality Assurance:**
 - **Component:** Training and certification of 200 professionals, including trainers and assessors, and conducting 10 specialized training sessions for BNFE officials.
 - **Standards:** Adherence to BNQF competency and accreditation standards.
 - **Key Outputs:**
 - Number of professionals trained and certified (e.g., 200 professionals).
 - Number of quality assurance sessions and man-months dedicated to capacity building.
- **Digital Monitoring and Evaluation:**
 - **Component:** Deployment of digital tools (e.g., Kobo Toolbox, LMS) for real-time monitoring, data collection, and evaluation of training progress.
 - **Technology:** Integration of digital monitoring systems to track 92,000 learner records and operational metrics (e.g., periodic reports, digital dashboards).

This technical design ensures that the SKILFO project not only meets rigorous educational and quality standards but also remains resilient in the face of disaster risks and climate change impacts, thereby safeguarding the continuity and effectiveness of the training programs.

(c) Output plan:

The output plan outlines the tangible products and services to be delivered by the project, ensuring that the supply side of the intervention meets the forecasted demand of 100,000 learners over three years.



Key Outputs Include:

- **Learner Enrollment and Certification:**
 - **Target:** Enroll 100,000 out-of-school adolescents and NEET youth over the three-year project period.
 - **Certification:** Approximately 92,000 learners will be certified through the NFE Board in line with BNQF standards, validating the quality of training provided.
- **Training Infrastructure:**
 - **Utilization of Existing Facilities:** Activate up to 300 accredited training centers using existing educational institutions, thus eliminating the need for new land acquisition.
 - **Capacity Utilization:** With the projected enrollment, these centers are expected to operate at an estimated 80-90% capacity utilization rate, ensuring efficient use of available infrastructure.
- **Curriculum and Capacity Development:**
 - **Curriculum Updates:** Revision and updating of 20 prevocational curriculum packages, alongside the design of 30 new lifelong learning curriculum packages.
 - **Human Resource Development:** Training and certification of 200 professionals (including trainers and assessors) to ensure robust delivery of pre-vocational education.
- **Job Linkage and Support Services:**
 - **Industry Engagement:** Establish partnerships with 500 employers and industries to facilitate job linkage and create employment opportunities for graduates.
 - **Career Guidance:** Organize 10 job fairs and workshops to support career counseling and entrepreneurship among learners.

Expected Utilization Rate:

- **Training Center Capacity:**

The existing facilities, once activated, have a combined capacity that can accommodate up to approximately 110,000 learner seats within a span of three years. Achieving the target enrollment of 100,000 learners corresponds to a utilization rate of around 85-90%, which is considered optimal for maintaining quality while ensuring cost-effectiveness.

- **Service Delivery and Curriculum Impact:**

Digital monitoring tools (e.g., RTM and MIS systems) will continuously track key performance indicators (e.g., learner enrollment, training hours, and certification rates) to ensure that the actual service provision aligns with the projected outputs. This ensures that the supply of training services is maximized in response to the strong underlying demand driven by a national NEET rate of 34.26%.

By closely linking these outputs with the forecasted demand, the project guarantees that the supply side (training centers, updated curricula, qualified trainers, and support services) is fully optimized to serve the target population efficiently and sustainably.



(d) Costs estimates:

The total estimated financial requirement for the SKILFO–Project is 443.94 Crore BDT (approximately 36.96 million USD, 1 USD = 122 BDT, 24 March, 2025). These costs are based on pilot project evidence, and prevailing government standards, and they cover all phases of project design, implementation, and operations. The component wise breakdown is as follows:

- **Course Conduction:**
 - **300.00 Crore BDT** is allocated for delivering high-quality training to 100,000 learners. This component covers expenses such as curriculum development, trainer remuneration, instructional materials, and facility-related costs within existing educational centers.
- **Field Monitoring and Support:**
 - **84.00 Crore BDT** is designated for Field Monitoring Assistants (FMAs), which includes remuneration, allowances, and operational support to ensure effective on-site supervision and quality control across 64 Upazilas.
- **Program Interventions:**
 - **5.04 Crore BDT** is earmarked for capacity-building events, workshops, and other program-related activities that enhance the overall delivery and impact of the training programs.
 - **0.71 Crore BDT** is allocated for specific job linkage interventions, supporting networking events and career counseling workshops to facilitate smooth transitions from training to employment.
- **Administrative and Management Costs:**
 - **1.98 Crore BDT** for PIMU and related administrative expenses.
 - **1.08 Crore BDT** for costs associated with the Project Steering Committee (PSC), Project Implementation Committee (PIC), and other coordination bodies.
- **IT, Equipment, and Infrastructure Support:**
 - **1.43 Crore BDT** for laptops, IT equipment, and furniture for the central and district teams.
 - **2.56 Crore BDT** for IT and printing equipment for institutes.
 - **5.60 Crore BDT** for lab development support at training institutes.
- **Operational Logistics:**
 - **4.84 Crore BDT** for conveyance and coordination of field monitoring activities.
 - **0.72 Crore BDT** for the maintenance of equipment at field locations.
 - **2.94 Crore BDT** for office management support at Upazila offices.
 - **2.18 Crore BDT** for travel and conveyance expenses for the Upazila team.
- **Quality Assurance and Accreditation:**
 - **6.96 Crore BDT** is allocated to manage accreditation processes, quality compliance, and ongoing evaluation of the training programs.
- **Technical Assistance from Development Partners:**
 - **23.94 Crore BDT** is provided as technical assistance, supporting activities such as advanced curriculum development, specialized trainings, and strengthening digital monitoring systems.

Each component has been carefully estimated based on historical data, pilot project experiences, and current market rates. This comprehensive budget ensures that every aspect

of the project- from design and setup to full-scale implementation and ongoing operations— is adequately funded, paving the way for the successful training of 100,000 learners and sustainable long-term impact.

(e) Implementation timeline:

The SKILFO: Skills Focused Literacy Project is designed as a three-year initiative, scheduled from July 2025 to June 2028. However, additional three months will be needed for planning and approval of the project. The implementation timeline is carefully structured to align with the volume of work, the capacity of the implementing agency, budget flow constraints (MTBF ceiling), and project priority. Key phases include:

- 1. Project Design & Approval (March 2025 – June 2025):**
 - Finalize detailed project planning and technical designs.
 - Secure necessary approvals for the project.
 - Ensure the publication of Government Order (GO) by MoPME.
- 2. Inception Phase (July 2025-September 2025)**
 - Establish Project Implementation and Management Unit (PIMU)
 - Engage PIMU staffs including PD
 - Engage required Consultants
 - Revise and update curriculum packages and set up digital monitoring systems.
 - Conduct National survey for scanning Learners, MCPs and Institutions/Enterprises.
 - Sign Memorandum of Understanding (MoU) with Institutions and MCPs
 - Engage required number of FMAs
- 3. Implementation Phase I (October 2025 – March 2026):**
 - Complete accreditation and capacity-building activities for existing educational facilities.
 - Launch initial enrollment, targeting approximately 20,000 learners in the first phase.
 - Roll out training delivery across selected centers and begin structured capacity-building programs.
 - Initiate job linkage activities and industry partnerships.
- 4. Implementation Phase II (April 2026 – September 2026):**
 - Expand enrollment further by enrolling an additional 20,000 learners.
 - Continue capacity building, quality assurance, and digital monitoring.
 - Strengthen job placement and career guidance mechanisms.
- 5. Implementation Phase III (October 2026 – March 2027):**
 - Enroll 20,000 more learners
 - Continue capacity building, quality assurance, and digital monitoring.
 - Strengthen job placement and career guidance mechanisms.
 - Follow-up job engagement of graduates from two previous phases
- 6. Implementation Phase IV (April 2027 – September 2027):**
 - Enroll 20,000 more learners
 - Continue capacity building, quality assurance, and digital monitoring.
 - Strengthen job placement and career guidance mechanisms.
 - Follow-up job engagement of graduates from previous phases

7. Implementation Phase V (October 2027-March 2028):

- Enroll final 20,000 learners
- Continue capacity building, quality assurance, and digital monitoring.
- Strengthen job placement and career guidance mechanisms.
- Follow-up job engagement and retention of graduates from early phases

8. Consolidation & Closure (April 2028 – June 2028):

- Conduct final evaluations, consolidating lessons learned and ensuring sustainability of mechanisms.
- Prepare and submit comprehensive project completion reports.



Section 5: Environmental Sustainability, Climate Resilience and Disaster Risk Analysis

5.1 Environmental, Climate Change and Disaster Risk Analysis

(a) Likely Environmental, Disaster, and Climate Change Impacts or Risks from the Project:

1. Minimal Direct Environmental Impact:

- **Existing Infrastructure Use:** The project leverages existing educational facilities, so there is no significant new land development, construction, or resource extraction that could increase environmental degradation or habitat loss.
- **Low Pollution and Waste Generation:** Since the project focuses on education and training rather than industrial production, the direct generation of pollutants, hazardous waste, or noise is negligible.

2. Potential Indirect Risks:

- **Utility and Infrastructure Stress:** Increased utilization of existing facilities might stress local utility services (electricity, water, and internet), especially during peak training periods. However, these effects are minor and can be managed with appropriate coordination with local service providers.
- **Disaster Risk Exposure of Existing Sites:** Some training centers, located in areas prone to seasonal flooding or other natural hazards, may be indirectly exposed to disaster risks. The project design includes hazard mapping and emergency protocols to mitigate these risks.
- **Climate Change Adaptation:** While the project itself does not contribute new climate risks, it is essential to monitor the impact of climate change on the operational viability of existing facilities. The project should incorporate contingency plans (e.g., backup power supplies, flood defenses) for centers located in high-risk zones.

3. Economic Effects and Compensation Measures:

- **Enhanced Community Resilience:** By building human capital and promoting sustainable livelihoods, the project indirectly strengthens community resilience to climate change and disaster risks, thereby reducing potential economic losses from environmental hazards.
- **Mitigation and Adaptation Investments:** In cases where existing facilities are in disaster-prone areas, the project budget should allow for upgrades or retrofitting (e.g., improved drainage, reinforced structures) to mitigate future risks.
- **Monitoring and Early Warning:** Integrating digital monitoring tools helps track environmental conditions and ensures timely responses to emerging risks, thereby minimizing economic impacts.

Overall, the SKILFO Project is designed with a low environmental footprint, utilizing pre-existing infrastructure and incorporating disaster and climate risk mitigation strategies. Any potential indirect risks—such as those from increased facility use in hazard-prone areas—are proactively addressed through comprehensive risk assessments, contingency planning, and targeted investments in adaptation measures.



(b) Counter Measures to Reduce Environmental, Climate Change, and Disaster Risks

To mitigate any potential environmental, climate, and disaster-related risks, the project adopts several proactive counter measures:

- **Utilization of Existing Facilities:** By leveraging pre-existing educational institutions that already comply with national building codes and environmental standards, the project minimizes the need for new construction, thereby reducing land disturbance and associated environmental impacts.
- **Hazard Mapping and Site Assessments:** Prior to implementation, comprehensive hazard mapping and risk assessments are conducted to identify training centers located in disaster-prone areas. Facilities in high-risk zones are earmarked for retrofitting and additional safety measures.
- **Infrastructure Upgrades and Retrofitting:** For centers situated in vulnerable areas, the project will invest in infrastructure upgrades such as improved drainage systems, reinforced structures, backup power supplies, and emergency communication systems to enhance resilience against floods, storms, or other climate-related events.
- **Digital Monitoring and Early Warning Systems:** Real-time monitoring tools (e.g., Kobo Toolbox) will be integrated to continuously track environmental conditions and provide early warnings, enabling timely responses to emerging risks and minimizing potential economic impacts.
- **Coordination with Local Authorities:** The project will work closely with local disaster management agencies and government bodies to develop and implement comprehensive emergency response plans, including regular drills and training for staff and learners.

These counter measures ensure that the SKILFO Project remains resilient, minimizes its environmental footprint, and safeguards its operations against both current and future climate and disaster risks

(c) Alternative Delivery Methods and Associated Costs

There are alternative ways to deliver the required training services while minimizing the environmental, disaster, and climate change mitigation costs. Two potential alternatives are:

1. **Enhanced Digital/Blended Learning Approach:**
 - **Description:**
Shift a significant portion of training delivery to digital platforms. A blended model would combine face-to-face sessions in existing facilities with robust e-learning modules, virtual classrooms, and digital content.
 - **Benefits:**
 - Reduces dependency on physical infrastructure in hazard-prone areas, thereby lowering the need for extensive retrofitting and disaster resilience investments.



- Minimizes the environmental footprint by decreasing the physical wear and tear on facilities.
 - **Cost Estimates:**
 - Investment in a robust digital learning infrastructure (platform development, licenses, content creation, and instructor training) is estimated at approximately **8-9 Crore BDT**
 - This cost is comparable to or slightly lower than the 10 Crore BDT originally earmarked for environmental mitigation measures.
 - However, it also requires ensuring reliable connectivity, especially in remote areas, and building digital literacy among both instructors and learners.
- 2. Optimized Site Selection and Relocation of High-Risk Activities:**
- **Description:**
Instead of retrofitting all high-risk training centers, the project could prioritize utilizing facilities in less hazard-prone areas. For centers in areas with significant risk, supplementary measures such as temporary mobile training units or relocation of critical training modules could be considered.
 - **Benefits:**
 - Reduces the cost and complexity associated with upgrading high-risk facilities while maintaining service delivery.
 - Ensures learner safety without extensive infrastructure modification.
 - **Cost Estimates:**
 - Relocation or deployment of mobile training units might incur additional transportation and logistics costs. Preliminary estimates suggest these costs could range between **6-8 Crore BDT**, potentially lower than comprehensive retrofitting but with trade-offs in accessibility and continuity.

While the primary plan includes investing approximately 10 Crore BDT for retrofitting and mitigation measures in existing facilities, a shift toward a digital or blended learning model could reduce this environmental cost to around 8-9 Crore BDT. Alternatively, optimizing site selection and using mobile units for high-risk areas may cost between 6-8 Crore BDT. Each alternative has its trade-offs—balancing upfront technology investments, connectivity challenges, and potential logistical complexities—but they offer viable means to deliver quality training while mitigating environmental and disaster risks.

(d) For the SKILFO Project, the following assessments are required:

- **Environmental Risk Assessment (ERA):**
A screening-level assessment to confirm that using existing facilities poses minimal environmental impacts, given that there is no new land development or construction.
- **Disaster Risk Assessment (DRA):**
To evaluate the vulnerability of training centers—especially those in hazard-prone areas—to natural disasters, and to guide necessary retrofitting or emergency preparedness measures.



- **Climate Change Vulnerability Assessment (CCVA):**
To understand long-term climate risks at the project sites and ensure that adaptation measures are incorporated into the project design.
- **Social Impact Assessment (SIA):**
To assess the socio-economic effects on local communities, ensuring that the project's implementation supports inclusive development without adverse social impacts.

While a full Environmental Impact Assessment (EIA) may not be mandatory (given the project's minimal direct environmental footprint and its classification under the "Green Category"), these targeted assessments collectively ensure that all potential risks are identified and mitigated.

(e) Resettlement Issues:

No resettlement issues are anticipated for the SKILFO Project. Training centers will be established within existing educational facilities, so there is no requirement for new land acquisition or displacement of communities. In the unlikely event that any resettlement issues arise, the project would adhere to government resettlement guidelines, ensuring transparent stakeholder consultation, fair compensation, and proper rehabilitation measures.



5.2 Assessment of Disaster Resilience of the Project

(a) Contingency Plan for Emergency Disaster Management

To ensure the resilience of the SKILFO Project during emergencies, a comprehensive contingency plan has been developed, addressing evacuation, utility shutdown, and emergency procedures for various hazards such as fire, earthquakes, floods, and cyclones.

Evacuation Plan:

- **Pre-designated Routes & Safe Zones:**
Each training center has clearly marked evacuation routes and designated safe assembly points located in areas identified as low-risk based on hazard mapping.
- **Regular Drills:**
Evacuation drills will be conducted at least quarterly to ensure all staff, trainers, and learners are familiar with the routes and procedures.
- **Communication System:**
A centralized alert system (using PA systems, SMS notifications, and mobile alerts) will be activated to promptly instruct occupants during an emergency.

Institutional Arrangement for Shutting Down Utility Services:

- **Utility Shutdown Protocols:**
Standard Operating Procedures (SOPs) include protocols for the rapid shutdown of electricity, water, gas, and internet services in coordination with facility management and local utility providers.
- **Designated Response Team:**
A trained response team at each center is responsible for implementing the shutdown protocols and ensuring that all safety measures are activated to prevent further hazards.
- **Regular Maintenance & Testing:**
Utility control systems are routinely tested and maintained to guarantee they can be swiftly activated in the event of an emergency.

Monitoring and Coordination:

- **Dedicated Disaster Response Teams:**
Each training center will have a designated disaster response team responsible for activating the contingency plan and coordinating with local emergency services.
- **Inter-agency Collaboration:**
Close coordination with local government agencies, civil defense, and emergency services ensures that the response is integrated and effective.
- **Periodic Review:**
The contingency plan will be reviewed and updated regularly, incorporating lessons from drills and any new risk assessments to ensure ongoing relevance and effectiveness.

These measures collectively ensure that the SKILFO Project remains resilient during emergencies, protecting lives, reducing potential damage, and ensuring that the project's operations can resume swiftly following any disaster.

(b) Business Continuity Plan

The Business Continuity Plan (BCP) for the SKILFO Project outlines the key response and recovery priorities to ensure uninterrupted operations during and after a disaster. It specifically details how essential utility services will be maintained or restored to support the overall Emergency Management Plan. Key components include:

1. Immediate Response Priorities

- **Communication and IT:**
 - Utilizing redundant communication channels (satellite phones, mobile alerts) to maintain continuous contact.
 - Activation of cloud-based systems and remote access protocols to ensure data integrity and operational continuity.

2. Recovery Priorities

- **Resumption of Training and Administrative Operations:**
 - Gradually resume training sessions in safe areas, using alternative venues or digital platforms if necessary.
 - Ensure that emergency procedures are continuously communicated to all stakeholders.
- **Stakeholder Communication and Support:**
 - Maintain transparent and regular communication with learners, trainers, and community stakeholders regarding recovery progress.
 - Implement a post-disaster evaluation to refine the BCP and improve overall resilience for future events.

3. Integration of Utility Services

Communication & IT Infrastructure:

- Implement redundant communication systems to ensure uninterrupted connectivity.
 - Use cloud-based data storage and remote access solutions to safeguard project data and support continuity of digital learning platforms.
- **Monitoring and Review:**
 - The BCP will be subject to regular drills, reviews, and updates to incorporate new risk assessments and technological advancements, ensuring that the plan remains robust against future hazards.

This comprehensive Business Continuity Plan ensures that the SKILFO Project can quickly respond to emergencies, restore essential services, and recover operations efficiently, thereby safeguarding the project's overall objectives and the welfare of its beneficiaries.



(c) Time of Recovery

The SKILFO Project's recovery timeline after a disaster is structured into three phases:

- **Immediate Recovery (24–48 Hours):**

Critical utility services (electricity, water, communication) are restored using backup systems, ensuring that emergency response measures and basic operations can resume within the first 1–2 days.

- **Short-Term Recovery (Up to 1 Week):**

Basic operational functions, including alternative training modes and temporary facility adjustments, are fully re-established. This phase involves stabilization of operations and rapid repairs to ensure safety and continuity.

- **Medium to Long-Term Recovery (1–4 Weeks):**

Comprehensive rehabilitation of all affected infrastructure is completed, including facility repairs, retrofitting for enhanced disaster resilience, and full restoration of digital and administrative systems. This phase ensures that the project returns to its pre-disaster operational capacity and integrates lessons learned into updated protocols.

These recovery timeframes ensure that the project minimizes downtime and quickly resumes its critical training and administrative functions.

(d) Reporting of Residual Risks

After implementing comprehensive risk reduction measures, some risks may still remain. These residual risks are documented, monitored, and reported through a structured risk management process:

- **Identification and Documentation:**

All residual risks—such as minor utility disruptions during extreme weather, slight delays in digital system recovery, or administrative slowdowns—are recorded in a detailed risk register, which categorizes each risk by its likelihood and potential impact.

- **Monitoring and Tracking:**

Residual risks are continuously tracked using key performance indicators (KPIs) and integrated digital monitoring systems (e.g., RTM and MIS platforms). This ensures any changes in risk levels are promptly identified.

- **Regular Reporting:**

Residual risk assessments are compiled into monthly reports presented to the Project Implementation Committee (PIC) and Project Steering Committee (PSC) and relevant stakeholders. These reports provide detailed analyses of risk status, adjustments in mitigation strategies, and any emerging risks.

- **Contingency and Response Plans:**

For each identified residual risk, specific contingency plans are maintained. These include predefined response protocols to rapidly address any escalation, ensuring minimal impact on project operations.

- **Continuous Improvement:**

Feedback from risk events and ongoing monitoring informs regular updates to the risk management framework, ensuring that mitigation measures remain effective and are improved over time.



This structured approach to reporting residual risks ensures that while some risks may persist, they are effectively managed and mitigated, safeguarding the project's overall resilience and continuity.

Section 6: Cost-Benefit Analysis

6.1 Financial Analysis

The financial analysis is not required as the SKILFO Project is a non-revenue generating initiative aimed at addressing social development goals, specifically improving literacy, vocational skills, and employment opportunities for out-of-school adolescents and NEET youth. No financial returns are expected, and the project's value is measured in terms of social and economic impact rather than direct monetary returns.

6.2 Economic Analysis

(a) Identification of Direct, Indirect, and Associated Cost Components

To ensure a comprehensive financial and economic assessment of the SKILFO Project, costs have been categorized into **direct, indirect, and associated costs**, reflecting their impact on project implementation and sustainability.

Direct costs:

- 1) Course Conduction (100,000 Learners)
- 2) FMA (remuneration + allowance + Data-pack support + Periodical meeting, etc.) (for 16 dist. x 64 FMA x 34 months)
- 3) Program Interventions (Events, workshops, meeting, Capacity building)
- 4) Job linkage Interventions (including Events, Workshops at Upazila & Dist.)
- 5) Laptop and printer and Accessories for Institutes (160 institutes)
- 6) Lab development support to the implementing institutes (160 Inst.)
- 7) Management of Accreditation and Other Quality Compliance (with NFE Board)

Indirect costs:

- 8) PIMU and related Administrative cost
- 9) PSC, PIC, DIMC, CCC
- 10) Laptop, IT, Furniture, Fixtures etc. (for Central & Dist. Team) for 68 persons
- 11) Conveyance for Field Monitoring, Supervision, Coordination for Dist. Team (16 dist. 36 months)
- 12) Maintenance of Equipment and fixtures (dist.)
- 13) Office Management Support of the Upazila office (for 64 Upazila office)
- 14) Travel and Conveyance of Upazila team (fuel++)



Associated costs:

15) Course development & Standardization, NFE Board System Strengthening, Research, RTM Maintenance, Advocacy & Communication, FCMS.

16) Strategic Events related to Quality Compliance and System strengthening (Tech. Review. Learning Sharing, KM, etc.)

17) Coherence, Management of Quality Compliance and Partnership for Expansion & Sustainability

Financial Cost of the project

Cost Category	Total Cost (Tk. in Crore)
1) Course Conduction (100,000 Learners)	300.00
2) FMA (remuneration + allowance + Data-pack support + Periodical meeting, etc.) (for 16 dist. x 64 FMA x 34 months)	84.00
3) Program Interventions (Events, workshops, meeting, Cap building)	5.04
4) Job linkage interventions (including Events, Workshops at Upazila & Dist.)	0.71
5) PIMU and related Administrative cost	1.98
6) PSC, PIC, DIMC, CCC	1.08
7) Laptop, IT, Furniture, Fixtures etc. (for Central & Dist. Team) for 68 persons	1.43
8) Laptop and printer and Accessories for Institutes (160 inst.)	2.56
9) Lab development support to the implementing institutes (160 inst.)	5.60
10) Conveyance for Field Monitoring, Supervision, Coordination for Dist. Team (16 dist. 36 months)	4.84
11) Maintenance of Equipment and fixtures (dist.)	0.72
12) Office Management Support of the Upazila office (for 64 Upazila office)	2.90
13) Travel and Conveyance of Upazila team (fuel++)	2.18
14) Management of Accreditation and Other Quality Compliance (with NFE Board)	6.96
15) Course development & Standardization, NFE Board System Strengthening, Research, RTM Maintenance, Advocacy & Communication, FCMS.	23.94
16) Strategic Events related to Quality Compliance and System strengthening (Tech. Review. Learning Sharing, KM, etc.)	
17) Coherence, Management of Quality Compliance and Partnership for Expansion & Sustainability	
GRANT TOTAL	443.94

(b) Adjusting VAT and IT

The total financial cost of the project has been estimated at BDT 443.94 crore. However, to align the cost estimate with economic analysis principles and reflect the true resource cost to

the economy, it is necessary to exclude indirect taxes such as Value Added Tax (VAT) and Income Tax (IT) that do not represent actual resource use.

After deducting the applicable VAT and IT components, the adjusted financial cost of the project stands at BDT 413.43 crore.

(c) Converting the value of cost components into economic price by using Standard Conversion Factor (SCF)

Following the deduction of non-resource costs such as VAT and Income Tax, the adjusted financial cost of the project is estimated at BDT 413.43 crore. To convert this financial cost into its economic value, a Standard Conversion Factor (SCF) of 1.2 has been applied.

This adjustment is made in accordance with the standard economic analysis methodology recommended in the Cost-Benefit Analysis (CBA) Handbook of the Planning Commission and consistent with practices adopted in similar education and skills development projects.

$$\text{Economic Cost} = \text{Adjusted Financial Cost} \times \text{SCF}$$

$$\text{Economic Cost} = 413.43 \times 1.2 = 496.12 \text{ crore}$$

Therefore, the total economic cost of the project is estimated at 496.12 crore.

Year-wise Economic Cost Breakdown (in Crore BDT)

Year	Economic Cost (Crore BDT)
2025-26 (Year 1)	198.45 (40% - Infrastructure setup, hiring and initial operations)
2026-27 (Year 2)	173.64 (35% - Scaling up activities and full implementation)
2027-28 (Year 3)	124.03 (25% - Continuous operations, monitoring, and final implementation)
Total	496.12

Present Value (PV) Calculation using a 12% discount rate:

Year	Economic Cost (Crore BDT)	Present Value (Crore BDT)
2025-26 (Year 1)	198.45	177.19
2026-27 (Year 2)	173.64	138.42
2027-28 (Year 3)	124.03	88.47
Total	496.12	404.08

Identification of Direct, Indirect, and Associated Benefit Components

1. Direct Benefits

These are the primary benefits generated directly by the project's activities.

- **Increased Literacy and Employability:**
 - 100,000 out-of-school adolescents and NEET youth will receive pre-vocational training, enhancing their literacy, numeracy, and market-driven skills.



- **92,000 learners certified** through the NFE Board, ensuring their skills are recognized for employment and further education.
- **Higher Employment and Income Generation:**
 - A significant percentage of trained youth will transition into **formal jobs, apprenticeships, or entrepreneurship**, reducing unemployment.
 - Increased productivity and economic contribution from newly skilled workers.
- **Improved Workforce Readiness:**
 - **24,000 certified master craft persons (MCPs)** trained, enhancing technical expertise in various trades.
 - **1,440 certified trainers** contribute to a more sustainable skills training ecosystem.

2. Indirect Benefits

These benefits emerge as secondary effects of the project but contribute significantly to national development.

- **Reduction in NEET Rate:**
 - The project addresses the **34.26% NEET rate in Bangladesh**, ensuring that more young people transition into productive economic activities.
- **Lower Social Costs:**
 - **Reduced youth involvement in crime, poverty, and social unrest**, as engagement in training and employment decreases delinquency.
 - **Lower dependency on government welfare programs**, reducing long-term social spending.
- **Strengthened Institutional Capacity:**
 - **300 training institutes accredited**, ensuring that vocational education standards improve in the long run.

3. Associated Benefits

These benefits extend beyond the project's immediate impact and contribute to systemic improvements.

- **Private Sector Growth and Workforce Diversity:**
 - **10,000 enterprises gain access to skilled workers**, improving productivity and business expansion.
 - Strengthened collaboration between industries and training institutions leads to sustainable skills development.
- **Technological Advancement and Digital Inclusion:**
 - Adoption of **Learning Management Systems (LMS)** and real-time monitoring improves educational governance and digital access.



Summary of Benefit Components

Category	Benefit Component
Direct Benefits	Higher literacy, increased employability, workforce readiness
Indirect Benefits	Reduced NEET rate, lower social costs, gender inclusion, institutional strengthening
Associated Benefits	Private sector workforce enhancement, digital inclusion, disaster resilience

Calculating the financial value of the benefit components of the project:

Benefit Component	Financial Value (Crore BDT)	Remarks
Higher Literacy, Employability, and Income Generation	580.00	Beneficiaries completing the training are expected to earn an additional BDT 25,000 annually compared to unskilled or semi-literate peers. This figure is modest and reflects real-world entry-level wages for semi-skilled workers in Bangladesh's informal and SME sectors. Incremental Annual Income per Beneficiary = 25,000.00 It is conservatively estimated that 80% of the 100,000 trained youth (i.e., 80,000 individuals) will successfully transition into income-generating activities (employment, apprenticeships, or entrepreneurship). Number of Economically Engaged Beneficiaries=80,000 Although income gains could persist for 10+ years, only the first 3 years of post-training earnings are included in this estimate for conservatism. Total Income Gain per Person (3 years)=25,000×3=75,000 Total Financial Benefit = 80,000 beneficiaries×75,000 = 600 crore A buffer of 3.33% (BDT 20 crore) has been subtracted to account for possible dropouts, underemployment, or slower transition to work.



		Final Estimated Financial Value = 600 crore–20 crore = 580 crore Sources: 1. Bangladesh Bureau of Statistics (BBS): Wage structure of informal and SME sector workers 2. ILO and World Bank reports: Projected NEET transition success rate with pre-employment support (70–85%) 3. National Strategy for Youth Employment: Highlights wage gaps between skilled and unskilled youth.
Workforce Readiness (Trainers & MCPs)	150.00	1,440 certified trainers and 24,000 certified master craft persons (MCPs) are targeted for professional training under SKILFO. Total personnel trained=1,440+24,000=25,440 Each certified trainer/MCP is expected to earn an additional 10,000–15,000 per year, due to: • Higher professional credentials • Greater employability in training institutions and enterprises • Opportunity to conduct paid training sessions or work in industry Taking a conservative average of 12,500 per person per year, and a 3-year income impact window: Total gain per person=12,500×3=37,500 Total Financial Benefit=25,440×37,500= 95.4 crore Beyond personal income gain, trainers and MCPs: • Contribute to building future skilled youth cohorts • Reduce institutional dependency on foreign or private consultants • Enable long-term scalability of NFE skill programs This systemic value is monetized by assigning a cascading multiplier of 1.5 to the base value: Cascaded Value= 95.4crore×1.5= 143.1crore After rounding and including a buffer for administrative contributions, the finalized benefit is: 150 crores Sources: 1. SEIP and STEP projects: Trained instructors saw average income rise of 20–30% in public-private TVET institutions.



		2. BTEB/DSHE/BNFE program evaluations: Certified trainers found employment in skills centers or started enterprises. 3. ILO Global Trends Reports: Workforce development programs that train both beneficiaries and trainers yield high return-on-investment through institutional strengthening.
Reduction in NEET Rate	200.00	The project is expected to transition at least 70–80% of learners into education, training, or employment. Conservatively assuming a 60% reduction in NEET status among 100,000 participants: NEET Reduction = 60,000 individuals Global and regional studies (ILO, World Bank) estimate the fiscal burden per NEET youth to be \$300–\$500/year due to: • Lost tax revenue • Welfare subsidies • Increased policing, crime, or public health costs Taking a conservative estimate of BDT 10,000/year per NEET in lost productivity and public costs: Annual burden per NEET= 10,000 Annual Economic Gain=60,000×10,000=60 crore Assuming these gains persist for at least 3 years post-intervention: Total Financial Benefit = 60crore×3 = 180 crores Beyond fiscal savings, NEET reduction leads to: • Increased civic participation • Improved intergenerational outcomes These intangible but real impacts are conservatively valued at 20 crores. Total Estimated Financial Value =180+20 = 200 crore Sources: 1. Population and Housing Census 2022 – NEET rate: 34.26% 2. World Bank Social Protection Papers on youth exclusion 3. SEIP project assessments – NEET recovery tracked through training-to-employment success.
		The project engages 100,000 out-of-school adolescents and NEET youth, a group statistically at higher risk of: • Petty crime or antisocial behavior, due to lack of engagement and income;



Lower Social Costs (Crime Reduction & Welfare Dependency)	162.00	• Reliance on government welfare schemes, especially in urban slums and rural poverty belts. Based on experiences from similar projects (SEIP, STEP, ILO's Youth Guarantee), it is conservatively estimated that: • 10% (10,000 individuals) would have been at high risk of engaging in crime or requiring social safety net support in the absence of intervention; • SKILFO can reduce this risk by at least 60%, affecting 6,000 individuals. Law enforcement, judicial, incarceration, and rehabilitation costs per youth involved in minor crime or anti-social behavior range from 15,000–20,000/year Welfare/subsidy costs (cash, food assistance, stipends) range from 8,000–12,000/year Taking a conservative blended estimate of 18,000/year in combined public cost: Annual savings per person=18,000 Annual Public Savings=6,000×18,000=10.8 crore Assuming these savings persist over a 5-year window, with a slight attrition factor: Total Financial Benefit=10.8crore×5=54 crore Beyond direct fiscal savings, reduced crime and dependency also bring: • Lower community policing costs; • Safer neighborhoods, boosting local productivity; • Higher school retention among siblings of targeted youth; • Lower intergenerational poverty These wider intangible gains are conservatively valued at 2x the direct benefit: Total Value (with multiplier)=54crore×3=162 crore Sources: 1. Bangladesh Police HQ – unit cost of minor crime response. 2. BBS – per capita cost of social safety net program beneficiaries. 3. ILO & UNESCO Youth Engagement Reports. 4. STEP Mid-Term Review – youth engagement vs crime correlation.
Strengthened Institutional Capacity	100.00	Under the SKILFO project: • 300 training institutes will be accredited and strengthened.

		• BNFE's internal systems (curriculum, MIS, accreditation, FCMS, research, RTM) will be upgraded. • 10+ specialized trainings will be conducted for BNFE officials and NFE Board staff. • Digital infrastructure will be established for real-time monitoring, quality assurance, and certification tracking. Stronger institutions reduce: • Administrative duplication. • Errors in trainee management and assessment. • Costs of outsourcing curriculum development and certification systems. Based on international experience, these efficiencies can yield annual cost savings of 10–15% of similar program delivery budgets. Estimated annual institutional cost saving=15–20crore/year Assuming only 3 years of post-project savings, even though benefits will persist longer: 18crore/year×3years=54crore The 300 strengthened institutes will have the capacity to serve new learners each year beyond SKILFO's 100,000 target. Even if each serves an additional 100 learners/year with improved systems: 300 institutes × 100 learners × 3 years = 90,000 additional learners Assuming a modest benefit of 5,000 per learner (increased productivity, income, reduced dropout) : 90,000×5,000 = 45 crore Total= 54+45=99 crore rounded to 100 crore. Source: 1. Planning Commission CBA Handbook – Institutional benefits as quantifiable cost savings
Total	1,192.00	

Applying the SCF

The **Standard Conversion Factor (SCF)** of 1.2 was applied to adjust financial values into economic values. The SCF accounts for:

- Removal of **taxes, VAT, and import duties** (which inflate market prices).

- Government subsidies or distortions in the financial market.
- Real valuation of economic impacts based on opportunity cost.

The formula used: $\text{Economic Benefit} = \text{Financial Benefit} \times \text{SCF}$

where $\text{SCF} = 1.2$.

Final Economic Price Calculation

Benefit Component	Financial Value (Crore BDT)	SCF Applied	Economic Price (Crore BDT)
Higher Literacy and Employability	250.00	$\times 1.2$	300.00
Higher Employment and Income Generation	330.00	$\times 1.2$	396.00
Workforce Readiness (Trainers & MCPs)	150.00	$\times 1.2$	180.00
Reduction in NEET Rate	200.00	$\times 1.2$	240.00
Lower Social Costs (Crime Reduction & Welfare Dependency)	162.00	$\times 1.2$	194.40
Strengthened Institutional Capacity	100.00	$\times 1.2$	120.00
Total	1,192.00		1,430.40

Year-wise Economic Benefit Breakdown

Year	Economic Benefit (Crore BDT)
2025-26 (Year 1)	14.3
2026-27 (Year 2)	28.61
2027-28 (Year 3)	28.61
2028-29 (Year 4)	214.56
2029-30 (Year 5)	286.08
2030-31 (Year 6)	214.56
2031-32 (Year 7)	286.08
2032-33 (Year 8)	357.6
Total	1,430.40

Present Value (PV) Calculation using a 12% discount rate



Present Value of Benefits (in Crore BDT)

Year	Economic Benefit (Crore BDT)	Present Value (Crore BDT)
2025-26 (Year 1)	14.3	12.77
2026-27 (Year 2)	28.61	22.81
2027-28 (Year 3)	28.61	20.36
2028-29 (Year 4)	214.56	136.36
2029-30 (Year 5)	286.08	162.33
2030-31 (Year 6)	214.56	108.7
2031-32 (Year 7)	286.08	129.41
2032-33 (Year 8)	357.6	144.43
Total	1,430.40	737.17

Economic Net Present Value (ENPV) Calculation for the project:

ENPV Calculation (in Crore BDT)

Metric	Value (Crore BDT)
Total PV of Benefits	737.17
Total PV of Costs	404.08
Economic Net Present Value (ENPV)	333.09

- The ENPV is positive (333.09 Crore BDT), indicating that the project generates more economic benefits than costs.
- Since the ENPV > 0, the project is economically viable and contributes significantly to national development.
- The benefits outweigh the costs, making it a worthwhile public investment.

Economic Benefit-Cost Ratio (EBCR) Calculation:

$EBCR = \text{Present Value (PV) of Benefits} / \text{Present Value (PV) of Costs}$

$$EBCR = 737.17 / 404.08 = 1.82$$

An Economic Benefit-Cost Ratio (EBCR) of 1.82 means that for every BDT 1.00 the government invests in the SKILFO: Skills Focused Literacy Project, it generates BDT 1.82 in economic benefits.

The calculated EBCR implies the following:

- The project yields 82% more value than its cost.
- It is a highly efficient and cost-effective investment of public funds.
- It exceeds the benchmark ratio of 1.0, confirming the project is economically viable.



- o It reflects strong outcomes in terms of employment, productivity, reduced dependency, and institutional strengthening.

Economic Internal Rate of Return (EIRR)

EIRR Calculation:

Detailed Year-wise Cash Flow (in Crore BDT)

Year	Economic Benefits	Economic Costs	Net Cash Flow (Benefits - Costs)
2025-26 (Year 1)	14.3	198.45	-184.15
2026-27 (Year 2)	28.61	173.64	-145.03
2027-28 (Year 3)	28.61	124.03	-95.42
2028-29 (Year 4)	214.56	0.00	214.56
2029-30 (Year 5)	286.08	0.00	286.08
2030-31 (Year 6)	214.56	0.00	214.56
2031-32 (Year 7)	286.08	0.00	286.08
2032-33 (Year 8)	357.6	0.00	357.6
Total	1,430.40	496.12	934.28

EIRR Calculation Result

The Economic Internal Rate of Return (EIRR) is the discount rate at which the net present value (NPV) of all net cash flows (benefits minus costs) becomes zero.

$$NPV = \sum_{t=1}^n \frac{(B_t - C_t)}{(1 + r)^t} = 0$$

Where:

- B_t = Economic benefit in year t
- C_t = Economic cost in year t
- r = EIRR
- n = Number of years

Based on the above mentioned Net Cash flow chart the EIRR of the project is:

EIRR = 31.77%



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Image: Calculating EIRR with Excel formula.

The detailed calculation of the EIRR is mentioned below:

Year	Net Cash Flow (Crore BDT)	Discount Factor (1 / (1+IRR) ⁿ)	Present Value (PV) at 31.77%
1	-184.15	0.7589	-139.75
2	-145.03	0.5759	-83.52
3	-95.42	0.4371	-41.71
4	214.56	0.3317	71.17
5	286.08	0.2517	72.01
6	214.56	0.191	40.98
7	286.08	0.145	41.48
8	357.6	0.11	39.34
Total			0

An Economic Internal Rate of Return (EIRR) of 31.77% means that the project is expected to generate an annual return of 31.77% on the invested public funds in real economic terms.



It implies the following:

- The EIRR is significantly higher than the government's standard economic discount rate of 12%.
- It indicates that the SKILFO project offers excellent value, with substantial economic gains relative to its costs.
- A high EIRR reflects strong performance in outcomes like youth employment, income generation, and reduced public spending on social safety nets.



Section 7: Human Resources and Administrative Support Analysis

(a) Managerial and Skilled Workforce Requirements

To successfully implement and operate the SKILFO Project, the agency must deploy a well-structured team comprising both managerial and specialized technical staff. Key personnel include:

- **Managerial Workforce:**
 - **Project Director:** Oversees overall project planning, coordination, and implementation.
 - **Deputy Project Director:** Ensures smooth day-to-day operations across project area.
 - **Assistant Project Director (Finance):** Manages budgeting, cash flow, and financial reporting, ensuring adherence to funding requirements.
 - **Assistant Project Director (Monitoring & Evaluation):** Develops and oversees performance metrics, quality assurance, and continuous improvement processes.
 - **Assistant Project Director (Training):** Coordinates training, and capacity building for project staff.
 - **Assistant Project Director (Admin & Procurement):** Handles logistical support, procurement, and regulatory compliance. Facilitates partnerships and collaboration with government agencies (e.g., BNFE, DSHE, DTE, BTEB), private sector, and community stakeholders.
- **Skilled Workforce:**
 - **Technical Trainers:** Experts in pre-vocational and lifelong learning subjects, responsible for delivering training in line with BNQF standards.
 - **Certified Assessors and Quality Assurance Personnel:** Ensure that the training and certification processes meet national and international standards.
 - **Digital and IT Support Staff:** Responsible for managing digital learning platforms, real-time monitoring tools (e.g., Kobo Toolbox), and data analytics to track project performance.
 - **Field Monitoring Assistants (FMAs):** Monitor on-ground implementation, ensuring adherence to training quality and safety protocols.
 - **Master Craft Persons (MCPs) and Literacy Trainers:** Deliver specialized, hands-on training and provide technical support during practical sessions.
 - **Curriculum Specialists and Content Developers:** Update and develop training materials and curriculum packages to keep pace with industry demands and educational standards.

Institutional Capacity:

- The implementing agency must possess a robust Project Implementation and Management Unit (PIMU) that can integrate technical, administrative, and financial functions.



- A strong administrative framework is essential for effective procurement, reporting, and compliance with government regulations.
- Existing human resource pools within government agencies and vocational training institutions can be leveraged, supplemented by competitive recruitment to fill specialized roles.
- Strategic partnerships with development partners and donors will help secure additional technical and financial support.

This comprehensive workforce structure ensures that the SKILFO Project is equipped to meet its implementation and operational challenges effectively, delivering high-quality pre-vocational training to its target population.

(b) While the Bureau of Non-Formal Education (BNFE) has demonstrated capacity through previous interventions such as the SKILFO pilot project in Cox's Bazar, there are some identified gaps in specialized managerial and technical skills required for scaling up to a nationwide project targeting 100,000 learners. In particular:

- **Managerial Expertise:**
Existing managerial teams may need reinforcement, especially in areas such as advanced project management, financial oversight, and inter-agency coordination to handle a larger and more complex operation.
- **Technical & IT Support:**
While some technical trainers and digital support staff are in place, there is a need for additional expertise in digital monitoring, data analytics, and disaster risk management to support the expanded digital infrastructure and ensure resilient operations.

Recommendations to Address Capacity Gaps:

- **Capacity Building & Training:**
Implement targeted training programs for existing staff in advanced project management, IT systems, and emergency preparedness. Leveraging partnerships with specialized institutions or external consultants can help build these skills.
- **Strategic Recruitment:**
Initiate a recruitment drive to fill critical gaps, especially for roles requiring specialized technical skills (e.g., digital monitoring, IT support, advanced curriculum development) and higher-level managerial expertise.
- **Partnerships and Collaboration:**
Collaborate with other government agencies such as DSHE, DTE, and BTEB, which possess relevant expertise. This can include secondments or joint appointments to enhance managerial and technical capacities.
- **Engagement of External Consultants:**
For short-term needs or highly specialized functions, engaging external consultants or



expert teams can provide immediate support while internal capacity is being developed.

By addressing these capacity gaps through targeted training, strategic recruitment, and effective partnerships, the Bureau of Non-Formal Education (BNFE) can ensure that it has the required managerial and skilled workforce to successfully implement and sustain the SKILFO Project.

(c) Institutional Capacity of BNFE to Retain Project Outputs

The Bureau of Non-Formal Education (BNFE) has demonstrated commendable capacity through the successful implementation of pilot projects, such as the SKILFO pilot in Cox's Bazar. However, scaling up to a nationwide project targeting 100,000 learners requires further strengthening in both financial and technical domains to ensure the sustained functionality of project outputs.

Financial Capacity:

- **Current Status:**
BNFE has effectively managed funds for smaller-scale projects.
- **Gaps:**
Managing the increased scale and complexity of a nationwide project may strain existing financial management systems.
- **Suggestions:**
 - **Enhance Financial Systems:** Adopt robust enterprise resource planning (ERP) systems to improve budgeting, expenditure tracking, and reporting.
 - **Strengthen Partnerships:** Collaborate with financial institutions and donors to secure long-term, sustainable funding mechanisms for ongoing operations.

Technical Capacity:

- **Current Status:**
BNFE has successfully demonstrated technical expertise in curriculum development, digital monitoring, and capacity building during pilot phases.
- **Gaps:**
The transition to a nationwide scale will require expanded digital infrastructure, additional IT support, and enhanced technical training for staff.
- **Suggestions:**
 - **Expand IT Infrastructure:** Develop or partner with local IT service providers to build a dedicated in-house IT support team for maintaining and upgrading digital platforms (e.g., RTM systems).
 - **Continuous Training:** Implement regular training programs for technical staff and trainers to keep abreast of technological advancements and evolving industry standards.
 - **Strengthen Quality Assurance:** Enhance mechanisms for monitoring and evaluation to ensure consistent training quality across all centers.



Institutional Coordination:

- **Current Status:**
BNFE has established effective coordination with key government agencies such as DSHE, DTE, and BTEB.
- **Gaps:**
With a larger project scale, more structured institutional frameworks and clearer role definitions among partners will be necessary.
- **Suggestions:**
 - **Formalize Inter-Agency Agreements:** Strengthen coordination with DSHE, DTE, BTEB, and local authorities through formal agreements to ensure seamless collaboration.
 - **Joint Capacity-Building Initiatives:** Initiate joint training and review sessions with partner agencies to improve operational coordination and efficiency.
 - **Periodic Audits and Reviews:** Conduct regular audits and performance reviews to identify and address emerging capacity gaps early.

By addressing these specific areas through enhanced financial systems, expanded technical support, and strengthened inter-agency coordination, BNFE will be well-positioned to retain the project outputs in a functional and sustainable manner over the long term.

(d) Availability of Skilled & Experienced Workforce

The Bureau of Non-Formal Education (BNFE) has demonstrated considerable capacity through the successful implementation of pilot projects like SKILFO in Cox's Bazar, where a significant number of trainers, master craft persons, and field monitoring assistants were effectively deployed. However, scaling up to operate a nationwide project targeting 100,000 learners requires further strengthening in certain areas.

Current Strengths:

- **Proven Pilot Experience:** BNFE's prior experience in delivering the SKILFO pilot has established a foundational pool of skilled personnel.
- **Existing Partnerships:** BNFE has effective coordination with related agencies (DSHE, DTE, BTEB), which provides access to additional resources and expertise.

Areas Needing Enhancement:

- **Advanced Managerial and Technical Expertise:** While the pilot team has been competent, the nationwide project scale demands more experienced managerial oversight, enhanced IT support for digital monitoring, and additional technical trainers to maintain quality across diverse regions.
- **Capacity in Digital Systems and M&E:** The expansion will require a robust digital infrastructure and data analytics capability to track progress, which may exceed the current in-house expertise.



Specific Suggestions:

1. Targeted Capacity Building:

- Implement advanced training programs for existing staff in project management, digital monitoring systems, and emergency response.
- Organize refresher courses to update technical staff on evolving industry standards and technology.

2. Strategic Recruitment:

- Initiate recruitment drives to hire experienced professionals in key roles such as IT support, quality assurance, and advanced training delivery.
- Consider temporary contracts with experts in disaster risk management and digital infrastructure.

3. Strengthen Partnerships:

- Collaborate more closely with DSHE, DTE, and BTEB to leverage their specialized workforce and share best practices.
- Engage external consultants or partner with reputed institutions for critical functions (e.g., digital system upgrades and advanced M&E) during the scale-up phase.

4. Enhance Monitoring and Evaluation Systems:

- Expand the M&E team to ensure robust oversight of project performance across all regions.
- Invest in digital tools and platforms that can support real-time monitoring and timely interventions.

By addressing these areas through targeted capacity building, strategic recruitment, and strengthened inter-agency collaborations, BNFE can ensure it is fully equipped with the skilled and experienced workforce necessary to operate the project outputs effectively on a national scale.

(e) Availability of Adequate Recurring Budget for Operational Expenditure

Currently, it is uncertain whether BNFE's existing recurring budget fully covers the operational expenditures required for a nationwide project of this scale. Although BNFE has managed operational costs effectively during pilot projects, scaling up to serve 100,000 learners will likely entail increased recurring expenses in areas such as digital monitoring, quality assurance, personnel salaries, and maintenance of existing facilities.

Specific Suggestions:

• Budget Review and Gap Analysis:

- Conduct a detailed financial review to identify shortfalls between the current recurring budget and the projected operational costs for nationwide implementation.

• Advocacy for Increased Allocations:

- Engage with government stakeholders, including the Ministry of Primary and Mass Education and the Planning Commission, to secure additional recurring budget allocations.
- Present data from the pilot project and projected benefits to justify the increased funding needs.



- **Donor and Development Partner Support:**
 - Leverage relationships with development partners (e.g., GPE, UNICEF) to supplement recurring budget shortfalls through grants or multi-year funding agreements.
- **Efficiency Improvements:**
 - Implement cost-saving measures such as streamlined administrative processes and enhanced digital monitoring systems to reduce operational expenses over time.
- **Public-Private Partnerships:**
 - Explore collaborations with the private sector to share operational costs, particularly in areas such as IT infrastructure and facility maintenance, thereby reducing the burden on BNFE's recurring budget.

By addressing these areas, BNFE can better ensure that adequate funds are available under its recurring budget to support the operational expenditure of the SKILFO Project, thereby sustaining its outputs on a national scale

(f) The timing of the SKILFO Project is consistent with BNFE's organizational capacity and past project experience. During the successful pilot project in Cox's Bazar—which was completed within an 18-month period—BNFE demonstrated effective management, coordination, and delivery of pre-vocational training to over 6,800 learners. Building on these achievements, the proposed three-year timeline (2025–2028) allows for a phased scale-up to reach 100,000 learners nationwide. This duration provides adequate time to expand infrastructure, enhance human resource capacity, and refine digital monitoring and quality assurance mechanisms, all while managing increased operational complexities. Although additional recruitment and strategic partnerships may be necessary to support nationwide expansion, BNFE's established processes and previous experience indicate that the project timing is realistic and well-aligned with its capacity to deliver high-quality outcomes.



Section 8: Institutional and Legal Analysis

(a) Legal Boundary and Mandate Analysis

The SKILFO Project aligns well with the legal mandate of the Bureau of Non-Formal Education (BNFE). Under the NFE Act, 2014 and related government policies, BNFE is explicitly tasked with expanding non-formal education, including literacy and pre-vocational training for out-of-school adolescents and NEET youth. Since the project:

- **Leverages Existing Educational Facilities:** It utilizes already available resources (schools, polytechnics, and technical institutes), which are within the scope of BNFE's operational framework.
- **Adheres to Established Standards:** It follows the Bangladesh National Qualifications Framework (BNQF) and national curriculum standards.
- **Focuses on Capacity Building:** It falls squarely within BNFE's mandate to build human capital through structured training and lifelong learning opportunities.

There are no significant legal restrictions that would obstruct or impede the project's implementation. In case any minor legal or administrative issues arise (e.g., procurement procedures or inter-agency coordination), these can be addressed through established governmental processes without fundamentally altering the project's core objectives.

(b) Utilization of Capabilities and Physical Facilities

BNFE's capabilities and physical facilities are being properly utilized. In the successful SKILFO pilot in Cox's Bazar, BNFE leveraged existing educational facilities—including schools, polytechnics, and technical institutes—to deliver pre-vocational training without incurring additional land acquisition costs. This efficient use of existing infrastructure aligns with BNFE's mandate and demonstrates effective resource management. For the nationwide scale-up, while the current facilities provide a solid foundation, there may be a need for incremental capacity building and targeted enhancements to meet the expanded target of 100,000 learners. Overall, BNFE has been optimizing its physical and institutional resources, and its established network is well-positioned to support the project's objectives.

(c) Need for Policy or Institutional Adjustments

While the SKILFO Project aligns with current legal mandates and policy frameworks, some adjustments could further enhance its effectiveness at a national scale. Specifically:

- **Inter-Agency Coordination:** Strengthening formal coordination mechanisms between BNFE, DSHE, DTE, BTEB, and other relevant agencies may streamline decision-making and expedite processes such as accreditation and procurement.
- **Procurement and Financial Processes:** Simplifying and modernizing procurement procedures could reduce administrative delays and ensure timely fund flow, which is crucial for scaling up operations efficiently.
- **Institutional Capacity Reforms:** While BNFE has proven capabilities, targeted reforms to expand its human resource



capacity and digital infrastructure could better support the nationwide rollout. This might include establishing specialized units for IT support and advanced monitoring.

Overall, no major policy overhaul is necessary, but focused institutional adjustments and process optimizations would facilitate the effective implementation and sustained operation of the SKILFO Project outputs.

(d) Required Adjustments before Implementation

Before scaling up to the full SKILFO project, several adjustments are recommended to ensure smooth implementation and sustainable operations:

- **Strengthen Inter-Agency Coordination:**
 - Formalize agreements and establish dedicated liaison units between BNFE and other key agencies (e.g., DSHE, DTE, BTEB) to streamline decision-making, accreditation, and procurement processes.
- **Expand Human Resource Capacity:**
 - Recruit additional specialized staff, particularly in digital monitoring, IT support, advanced project management, and disaster risk management.
 - Implement targeted capacity-building programs and refresher trainings to update existing staff on new technologies, safety protocols, and expanded operational responsibilities.
- **Update Curriculum and Training Modules:**
 - Incorporate lessons learned from the pilot project to revise and update training materials, ensuring full alignment with BNQF standards and current labor market demands.

Implementing these adjustments will position BNFE to efficiently manage the nationwide rollout of the SKILFO Project, ensuring that both operational and institutional capacities are fully aligned with the project's objectives.

(e) Based on the pilot project experience in Cox's Bazar, BNFE and its partner institutions have demonstrated a solid base of skills and capacity aligned with the project's requirements. They have effectively managed curriculum development, trainer certification, and digital monitoring for pre-vocational training. However, scaling up to serve 100,000 learners nationwide will require additional capacity building, targeted recruitment of specialized personnel (especially in IT, advanced project management, and disaster risk management), and enhanced inter-agency coordination. With these adjustments, the institutions will be well-equipped to meet the expanded project demands.

(f) There are mechanisms in place to ensure that the project is delivered on time and within budget. Key measures include:

- **Milestone-Based Disbursements:** Funding is released in phases based on the achievement of predefined project milestones. This creates an incentive for timely progress, as subsequent disbursements depend on meeting established targets.



- **Performance Reviews and Monitoring:** Regular reviews by the Project Steering Committee (PSC) and the Project Implementation Committee (PIC) help track progress. Any delays or deviations trigger corrective actions or adjustments.
- **Contractual Clauses:** Contracts with suppliers and service providers include penalty clauses for delays or cost overruns, ensuring accountability across all project components.

These measures collectively help maintain project discipline, ensuring that operational and financial targets are met as planned.

(g) There are a few potential critical governance issues that may affect implementation, including:

- **Inter-Agency Coordination:** Challenges in aligning the efforts of multiple agencies (BNFE, DSHE, DTE, BTEB) could lead to delays in decision-making and implementation.
- **Bureaucratic Delays:** Lengthy administrative procedures, particularly in procurement and fund disbursement, might slow project progress.
- **Accountability and Oversight:** Inadequate monitoring mechanisms could compromise timely corrective actions if issues arise during implementation.

To mitigate these risks, robust governance structures, clear inter-agency agreements, and strict performance monitoring through the Project Steering Committee are essential.

(h) Challenges Related to Cross-Cutting Issues and Mitigation Strategies

Several cross-cutting challenges could affect project implementation. These include:

- **Gender and Social Inclusion:**
 - **Challenge:** Ensuring equitable access for marginalized groups (e.g., women, persons with disabilities, and economically disadvantaged communities) is critical, given that social norms and economic constraints might limit participation.
 - **Mitigation Strategy:**
 - Implement targeted outreach and enrollment strategies to achieve at least 50% female participation.
 - Develop specific support programs (e.g., childcare, transportation subsidies) to encourage participation among vulnerable groups.
- **Digital Divide and Technological Access:**
 - **Challenge:** Varying levels of digital literacy and access to reliable internet, especially in remote or underdeveloped regions, may impede the effective deployment of digital learning platforms and real-time monitoring systems.
 - **Mitigation Strategy:**
 - Provide training and support for both learners and trainers to enhance digital literacy.
 - Invest in infrastructure improvements and partnerships with local Internet providers to ensure stable connectivity.
- **Institutional Coordination and Governance:**



Section 11: Recommendation and Conclusion

Based on the comprehensive analysis of the SKILFO Project, the following solutions are recommended to overcome critical issues that may hinder implementation:

- **Leverage Existing Infrastructure:**

Utilize pre-existing infrastructures (i.e. schools, polytechnics, and technical institutes, ect.) to minimize capital costs and accelerate rollout. Where necessary, invest in targeted retrofitting to enhance safety and capacity, especially in hazard-prone areas.

- **Adopt a Hybrid Learning Approach:**

Implement a digital/blended learning model to extend reach and flexibility. This includes developing robust digital platforms for remote learning and real-time monitoring, while addressing the digital divide through phased implementation and capacity building.

- **Enhance Capacity Building and Recruitment:**

Address gaps in managerial and technical expertise by:

- Conducting advanced training programs for existing staff.
- Recruiting additional professionals in key areas such as IT support, advanced project management, extensive monitoring and disaster risk management.
- Strengthening partnerships with agencies like DSHE, DTE, and BTEB to leverage their expertise.

- **Streamline Financial and Administrative Processes:**

Modernize procurement, fund management, and administrative procedures to ensure timely disbursement and efficient use of resources. Secure additional recurring budget allocations and establish dedicated financial oversight units to manage increased operational costs.

- **Implement Robust Risk Management:**

Develop and maintain comprehensive contingency and business continuity plans to address potential disasters, regulatory changes, and contractual risks. This includes regular drills, robust backup systems for digital platforms, and clear contractual clauses that include penalties for delays.

- **Strengthen Inter-Agency Coordination and Governance:**

Formalize inter-agency agreements and create dedicated liaison units to ensure smooth collaboration between BNFE and other key government bodies. Regular stakeholder forums and performance reviews should be instituted to monitor progress and address any governance issues promptly.



Conclusion

The SKILFO Project is strategically designed to bridge critical skill gaps among out-of-school adolescents and NEET youth, contributing significantly to social and economic development. While challenges such as capacity constraints, financial management, and risk exposure exist, the recommended solutions—rooted in leveraging existing infrastructure, embracing digital innovation, strengthening institutional capacity, and implementing robust risk management—provide a clear pathway to successful, sustainable implementation. By adopting these measures, BNFE can effectively scale up its pilot success to reach 100,000 learners nationwide, ensuring that the project's transformative benefits are realized in both the short and long term.

Section 12: Annexes

1. Concept notes of SKILFO Expansion project
2. Major Item-wise breakdown of the proposed SKILFO Expansion project
3. NFE Act 2014
4. BBS report on NEET youths (PDF copy provided)
5. Study Report on SEIP project (PDF copy provided)
6. Tracer Study Report of SEIP project (PDF copy provided)
7. Implementation, Completion and Results Report of STEP project (PDF copy provided)



Signature
09/04/2025
Md. Delwar Hossain
Consultant
Feasibility Study of SKILFO
Expansion Project.



Government of the People's Republic of Bangladesh

**Concept Note for Technical Assistance Project Proforma/Proposal
(TAPP)**

For

For Foreign Financed Projects

Estimated Project Cost: BDT 443.48 Crore

Bureau of Non-Formal Education (BNFE)
Ministry of Primary and Mass Education (MoPME)

December 2024

- Vocational Schools
- Other Govt. Tech. Institutes (TTC², etc.)

2) Enterprise Based courses

- Mostly from Informal sector
- Industry based Skills Training Providers

Direct Reach

- Out of School Adolescents & NEET Youth will receive SKILFO courses with Certification from NFE Board.
- Institutes, Master Trainer, Trainer, Assessor, Master Craft Persons will be developed and Accredited for Prevoc. Courses.

Indirect Reach

- Assessment & Certification of Prevoc. Learner other than SKILFO project
- Accreditation of additional Institutes, Trainers, Master Craft Persons for Prevoc. Courses.
- Recognition of Prior Learning (RPL) of potential youth having skills

Divisions	Districts	Upazilas	Institutions
8	16	64	160

Expected output

Out-of-School Adolescent and NEET Youth trained with Skill focused Lit. and Certified	No. of Accredited Institutes developed capacity on Prevoc. program	No. of Certified Trainers on Prevoc. Courses	No. of Certified Enterprise built capacity on prevoc. Course	No. of Certified Master Craft Persons (MCP) trained	Trained Youth as Field Monitor (FMA) for Prevoc. Prog.
100,000	160	1440	24,000	24,000+	1024

Certified Master Trainer developed	Certified Prevoc. Assessors developed	Additional Adolescent and NEET Youth Certified	Additional Youth certified through Prevoc. RPL	No. of Youth trained as Field Monitor (FMA) for Prevoc. Prog.
80	160	1000	1000	1024

Resource and Attainment of the Courses and Guidance

<u>Cross Cutting Guidance</u>	<u>Major Content of the Packages</u>
▪ Green Occupation & Green Practice ▪ Climate Challenged areas ▪ Skills Demand & Supply (of the local market)	▪ Foundational Skills (Lit. & Numeracy) ▪ Digital literacy ▪ Financial Literacy ▪ Transferable skills ▪ Occupational Skills ▪ Wellbeing Mgt. (at different level) ▪ Entrepreneurial & Employability Skills
<u>Sectoral Priorities for SKILFO</u>	
▪ Construction Sector ▪ Informal Sector ▪ IT Sector ▪ Light Engineering Sector ▪ Tourism & Hospitality Sector	

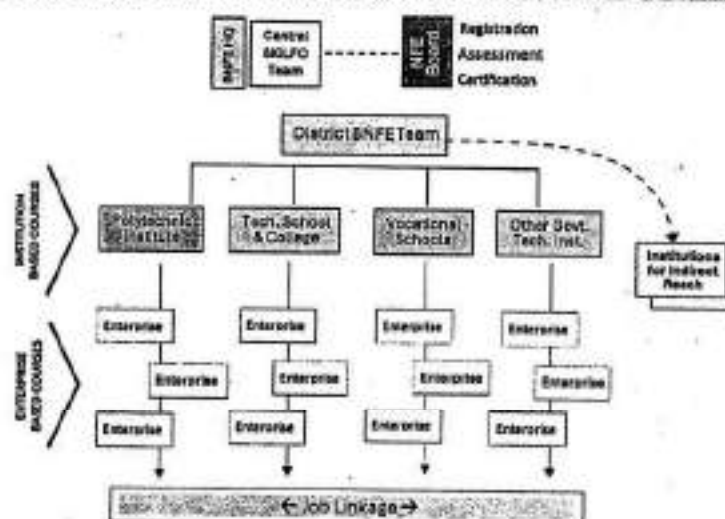
² TTC – Technical Training Centers

Cohorts and Batches (Number & Timeline)

Duration of Courses	Cohort for Inst. Based Courses	Batch for Enterprise based courses
460 hrs. 4 - 5 months	4 Cohorts	3 Batches (Single cohort)

- All Courses will be completed within around first years.
- 3rd year will be dedicated for Retention and Upskilling intervention

Partnership and Coordinated approach among key stakeholders



Ready Course Packages, Guidelines and RTM System

SKILFO: Skills Focused Literacy Project will make full advantage of using following pillars as strong footage which were developed through rigorous piloting -

- Prevocational National Competency Standards
- NFE Board Accredited Skills focused course packages on 13 potential occupations which were developed by a team of National experts.
- Standardized Operational Guideline of the Program Interventions.
- Guidelines of NFE Board to ensure Compliances for Accreditation of Institutes, Courses, Trainers & Assessors, Assessment Center Registration, and Assessment & Certification of the course completers.
- RTM System with Online Software to ensure the Real Time Monitoring of the program interventions.

Quality Compliances (NFE Board)

- BNFE and NFE Board will work parallelly for specific deliverables from their respective end through a joint planning under the leadership of DG BNFE.
- NFE Board will extend Quality Compliance support for NFE programme (Prevoc. and Lifelong Education). Accreditation of prevoc Actors (Institutes, Courses, Assessment Centers, Trainers, Assessor), and Assessment and Certification of the learners.

Digital Monitoring System

- M&E Operational Guideline with Tools
- RTM Software (Online - Offline Synchronization, Report Generation)

		▪ Training and Refresher on M&E System for all concerned. ▪ Periodical Monitoring of the courses by the assigned FMAs. Research ▪ Baseline study ▪ An Outcome study will be conducted Major Interventions 1. Project Launching Event with key authorities & actors. 2. Project Kick-off Event and Startup Workshop (Central and District level) 3. Upazila wise Need Analysis (Mapping potential communities/hotspots, Institutes focusing OoSA, Enterprises etc) 4. Make Finance & Compliance Mgt. System (FCMS) ready with guideline & Trg. 5. Hiring Field Monitoring Assistant (FMA) followed by Foundation Training. 6. Selection, MoU and Planning workshop with the selected institutes. 7. Get Printed learning material ready (CBC, CBLM, teacher & MCP Guide, etc.) 8. ToT to the Trainers of the selected Institutes (by the Technical Expert Gr). 9. Enterprises Selection and MoU (Centering convenient Literacy Center) 10. Learner selection for Institution-based and Enterprise-based Courses 11. ToT for the selected Master Craft Persons (MCPs). 12. Course Conduction (4 consecutive Cohorts and 3 Enterprise batches) 13. Get M&E Guideline and RTM System ready (software) with required training 14. Periodical Monitoring of the courses by the community wise assigned FMAs. 15. Periodical Progress review workshop for Program and FCMS 16. Periodical Reporting from institution & District level to Central level. 17. Assessment and Certification of the course completer 18. Roll out Job Linkage Interventions. 19. Intervention and Retention and Upskilling in the workstation. 20. Employers Forum and Networking for the Prevoc. Course completer. Advocacy and Communication SKILFO will adopt a Forward-looking Advocacy & Communication Strategies with explicit intervention for Expansion of Prevoc and Lifelong Education program and for NFE Board Strengthening support. Justification: Proposed to serve the marginalized youth group through – a) Aligning the National Directions: With 37% of youth aged 15–24 not engaged in education, employment, or training (NEET), the project addresses a critical national challenge. This challenge is even more pressing for young women, who make up 60% of the NEET population. By providing skill-building opportunities, the project will contribute to national development goals, boost employability, and help reduce inequalities and critical challenges including different forms of social crimes. b) Demographic Dividend: Attaining and securing the demographic dividend would be possible if Bangladesh could maximize the potential of the low-literate youth through market-relevant skills-focused literacy. c) Outcome Impact (at Individual and Community level) - Turning low literate unskilled marginalized youth into productive workforce would be worth if they are equipped with skills focused literacy and job linkage, which helps them move forward for continued skilling and skill-based occupation. - Eventually it will help to reduce social inequity and different forms of crime including child labour and child marriages, and
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		promote social stability d) <u>Alignment the Skills demand of the labour Market:</u> The project aims to improve the quality and relevance of vocational education, ensuring that skill courses meet the needs of the national and international labor markets. e) <u>Resource leverage and Innovative delivery mechanisms:</u> - Will ensure use the underutilized capacities & facilities of the government technical institutions (like occupational labs, skilled instructors, etc.) to offer the courses. - Enterprise based courses would be the most unique delivery modality to make the course available at doorsteps of the low literate adolescent & youth through utilizing the untapped potential of the enterprises. f) <u>Promote System Strengthening Strategies:</u> - Facilitate functional coordination among the NFE actors, Certifying agencies and Skills employment sectors to make capacities & facilities of the government institute and private sector available for the prevocational programme. - The proposed project will help strengthening the functional capacity of the NFE Board through Standardized Quality Assurance and Compliances for Accreditation of Prevoc. Actors (Institutions, Master trainers, Instructors and Assessors), Assessment and Certification of the Course Completers. - The project will help to strengthen the functional capacity of the SKILFO implementing partners and professionals to scale up SKILFO interventions (ie. Prevoc. program) across the country. By transforming disadvantaged youth into skilled professionals, the project contributes to economic growth, national productivity, and a more inclusive society.
6.	Relevance of the project with the Short/ Medium/ Long Term Policies/ Plans/ Programmes, etc.	The SKILFO: Skills Focused Literacy Project is closely aligned with both national and international policies, plans, and programs, particularly in relation to the Sustainable Development Goals (SDGs), and addresses key priorities for Bangladesh's socio-economic development across short, medium, and long-term timelines. <u>Short-Term Relevance:</u> In the short term, the project focuses on providing technical education and training to disadvantaged out-of-school children and NEET youth. By equipping them with relevant skills, it enhances their employability and supports their integration into the labor market. This approach directly contributes to SDG 4, aiming to provide quality education and lifelong learning opportunities, and SDG 8, which promotes economic growth through the creation of skilled workers. The immediate impact also supports poverty reduction (SDG 1) by providing the youth with the tools they need to secure stable employment. <u>Medium-Term Relevance:</u> In the medium term, the project will focus on developing skilled human resources to meet the growing demands of both the domestic and international labor markets. By training youth in relevant vocational skills, the project supports SDG 8 by promoting sustainable economic growth. Additionally, it addresses SDG 10 by focusing on creating equitable employment opportunities for disadvantaged youth, including women and marginalized

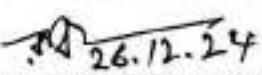
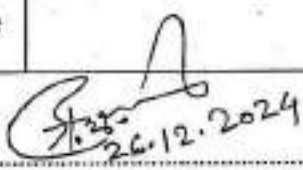
		communities. This phase will also facilitate self-employment opportunities, empowering participants to generate their own income, thus improving their livelihoods. <u>Long-Term Relevance:</u> In the long term, the project aligns with the goals of Increasing social Inclusion and equity, particularly in technical education. By promoting the inclusion of disadvantaged groups, such as women and persons with disabilities, the project directly supports SDG 10's goal of reducing inequalities. The expansion will also raise awareness about the importance of technical and vocational education and its role in achieving sustainable development. This contributes to Bangladesh's long-term vision as outlined in the Eighth Five-Year Plan, which prioritizes technical and vocational education and training (TVET) and supports the nation's broader goals of becoming an upper-middle-income country by 2031. The project also contributes to the long term development plan of Bangladesh aiming to reduce extreme poverty and promote inclusive growth in the context of the Fourth Industrial Revolution (IR-4), with a focus on promoting Science, Technology, Engineering, Arts, and Mathematics.
7.	Relevance with Other Development Programmes of the Concerned Sector	: The proposed SKILFO: Skills Focused Literacy Project has been designed and will be implemented on the basis of valuable lessons, best practices and capacities which have been emerging from the ongoing SKILFO Piloting project. The capacity includes the National Prevoc. Competency Framework, 13 Course packages on potential occupations, Course implementation Guidelines, RMT Software, and Operational Guidelines of Prevoc. Quality Compliances.
8.	Expected Socio-economic Benefits/ Outputs of the Proposed Project	: The SKILFO: Skills Focused Literacy Project is designed to bring significant socio-economic benefits by addressing the educational and skill development needs of disadvantaged youth, particularly out-of-school adolescents and NEET (Not in Education, Employment, or Training) youth aged 14-24. By providing market-relevant vocational training and education, the project is expected to yield the following key socio-economic benefits and outputs: 1. Enhanced Employability and Workforce Participation Benefit: The project will equip disadvantaged youth with the skills needed for both domestic and international labor markets. By focusing on vocational education and training, participants will gain skills that are directly relevant to current labor market needs, thus increasing their chances of securing stable and decent employment. Output: A significant increase in the number of trained and employable youth, leading to improved employment rates and a more skilled workforce. 2. Poverty Alleviation and Economic Empowerment Benefit: The project targets vulnerable groups, particularly youth from economically disadvantaged backgrounds. By providing them with marketable skills, the project will enable them to secure stable jobs or become self-employed, contributing to poverty reduction and improved livelihoods. Output: A reduction in poverty among participating youth and their families, as they gain access to income-generating opportunities through employment or entrepreneurship.

	3. Reduction in Youth Unemployment and NEET Rates Benefit: By addressing the needs of NEET youth, the project will significantly reduce the proportion of young people who are neither in education nor employment. This will help alleviate the social and economic challenges associated with youth unemployment, such as poverty, social exclusion, and lack of opportunity. Output: A measurable decrease in NEET rates, with more youth engaged in education, training, or work. 4. Promotion of Social Stability and Reduced Youth Involvement in Anti-social Activities Benefit: By providing youth with skills and education, the project helps steer them away from negative activities such as substance abuse, violence, and crime. The development of vocational skills and the promise of stable employment contribute to building self-esteem and discipline. Output: A decrease in social problems such as drug addiction, violence, and criminal activities among youth, leading to improved community safety and cohesion. 5. Strengthened National Skills Ecosystem and Capacity Building Benefit: The project will enhance the capacity of key stakeholders, including the NFE Board, vocational training institutions, and implementing partners, ensuring better coordination and service delivery. This will contribute to strengthening the overall skills development ecosystem in Bangladesh. Output: Increased capacity of vocational training institutions and stakeholders to deliver high-quality training programs, contributing to the sustainability and scalability of vocational education initiatives. 6. Increased Gender Equity and Social Inclusion Benefit: The project is gender-responsive, with a specific focus on empowering women and marginalized groups. By providing training and education to these groups, the project will help bridge gender gaps in employment and education, fostering greater inclusion. Output: Increased participation of women, persons with disabilities, and other marginalized groups in vocational education and the labor market, contributing to gender equity and social inclusion. 7. Contribution to Economic Growth and National Development Benefit: By developing a skilled workforce, the project will contribute to national economic growth and development. A skilled labor force is crucial for meeting the demands of both the local and global labor markets, and for enhancing productivity in key sectors. Output: A more skilled workforce that is able to meet the needs of the economy, boosting productivity and contributing to national economic growth. 8. Alignment with National and International Policy Frameworks Benefit: The project aligns with Bangladesh's national priorities, including the National Skills Development Policy, the NFE Act 2014, and the Bangladesh National Qualifications Framework (BNQF). It supports the implementation of key international frameworks such as
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		the Sustainable Development Goals (SDGs), particularly SDG 4 (Quality Education), SDG 8 (Decent Work and Economic Growth), and SDG 10 (Reduced Inequalities). Output: Contribution to the achievement of SDGs, enhancing Bangladesh's position in meeting international development goals and strengthening its workforce. 9. Improved Social Protection and Stability Benefit: In addition to vocational skills training, the project will provide youth with access to skill-based social protection services. This will help stabilize their livelihoods and ensure that they have a safety net during transitions into the labor market. Output: Enhanced social protection for participating youth, leading to greater economic stability and security for their families. 10. Long-term Economic and Societal Impact Benefit: Over the long term, the project will lead to a more educated, skilled, and economically independent youth population. This will have a far-reaching impact on poverty reduction, economic growth, and social stability, contributing to the realization of Bangladesh's aspirations to become an upper-middle-income country. Output: A long-term transformation of disadvantaged youth into skilled professionals, thereby driving sustained socio-economic development and contributing to national prosperity. In conclusion, the SKILFO: Skills Focused Literacy Project is expected to generate substantial socio-economic benefits by addressing key challenges such as youth unemployment, poverty, social exclusion, and the skills gap. Its focus on providing quality education, vocational training, and social protection services will lead to improved employment opportunities, increased economic empowerment, and enhanced social stability, contributing to both national development and the achievement of international development goals.								
9.	i. Estimated Cost of the Proposed Project (Taka in Lac) ii. Nature of Foreign Assistance (Loan/Grant/Others)	44394 (lac Taka) <table><tr><td>Loan</td><td>0</td></tr><tr><td>Grant</td><td>2394</td></tr><tr><td>Others (GoB)</td><td>42000</td></tr><tr><td>Total</td><td>44394</td></tr></table>	Loan	0	Grant	2394	Others (GoB)	42000	Total	44394
Loan	0									
Grant	2394									
Others (GoB)	42000									
Total	44394									
10	Likely Source of Foreign Assistance	The SKILFO: Skills Focused Literacy Project seeks financial collaboration from international development partners such as UNICEF, and the European Union (EU). Bilateral donors like FCDO and USAID are also identified as potential contributors, given their expertise in funding education and skills-based initiatives. UNICEF has already expressed their interest for this project unofficially.								
11	Other Relevant Information (If any)	The following NFE projects were implemented under DNFE/BNFE with similar age group of the marginalized community: 1) Post Literacy and Continuing Education for Human Development Project-1 (PLCEHD-1) within 32 districts: Target group of this project was 1.3 million neo-literate of 15-24 years age group. About 72 % of the target i.e. 0.97 million learners completed the post literacy and continuing education course and engaged in different type of employment or self-employment. 2) Post Literacy and Continuing Education for Human Development Project-2 within 29 districts: Target group of this project was 1.2 million neo-literate of 11-45 years age group. About 95 % of the target								

2

		i.e, 1.14 million learners completed the post literacy and continuing education course. Among them about 40% learners have been engaged in different type of employment or self-employment. 3) Basic Education for Hard To Reach Urban Working Children (BETHRUWC) Project (2nd phase): Target group of this project was 1,88,150 illiterate urban working children and adolescents of 10 to 14 years age group, where gender equity was ensured. About 88.44 % of the target i.e, 1,48,942 learners completed the life-skill based basic education course. Among them 17,604 learners (13+ years age) completed livelihood skill training course and engaged in different type of employment or self-employment.
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 26.12.24 Signature of the Officer (s) Responsible for Preparation of the Proposal with Seal and Date	
	 26.12.2024 Signature of the Head of the Agency with seal and date Md. Younus Ali Director General (Addl. Secretary) Bureau of Non-Formal Education Ministry of Primary and Mass Education
	Signature of the Sr. Secretary/ Secretary of the Sponsoring Ministry/Division with Seal and Date

SKILFO : Skills Focused Literacy Project
Proposed Budget Breakdown against Major Line Items

Conversion rate: 1 USD = 120 BDT

Cost Centers	Total Cost (Crore)	USD (Million)
1) Course Conduction (100,000 Learners)	300	25.00
2) FMA (remuneration + allowance + Data-pack support + Periodical meeting, etc.) (for 16 dist. x 64 FMA x 34 months)	84	7.01
3) Program Interventions (Events, workshops, meeting, Cap building)	5.04	0.42
4) Job linkage Interventions (including Events, Workshops at Upazila & Dist.)	0.71	0.08
5) PIMU and related Administrative cost	1.98	0.17
6) PSC, PIC, DIMC, CCC	1.08	0.08
7) Laptop, IT, Furniture, Fixtures etc. (for Central & Dist. Team) for 68 persons	1.43	0.12
8) Laptop and printer and Accessories for Institutes (160 inst.)	2.56	0.08
9) Lab development support to the implementing institutes (160 Inst.)	5.60	0.47
10) Conveyance for Field Monitoring, Supervision, Coordination for Dist. Team (16 dist. 36 months)	4.84	0.40
11) Maintenance of Equipment and fixtures (dist.)	0.72	0.06
12) Office Management Support of the Upazila office (for 64 Upazila office)	2	0.19
13) Travel and Conveyance of Upazila team (fuel++)	2.18	0.18
14) Management of Accreditation and Other Quality Compliance (with NFE Board)	6.96	0.58
Subtotal (BNFE)	420	34.96

Technical Assistance (from Development Partner)

15) Course development & Standardization, NFE Board System Strengthening, Research, RTM Maintenance, Advocacy & Communication, FCMS.	23.94	2.00
16) Strategic Events related to Quality Compliance and System strengthening (Tech. Review, Learning Sharing, KM, etc.)		
17) Coherence, Management of Quality Compliance and Partnership for Expansion & Sustainability		
GRANT TOTAL	443.48	36.96

CONCEPT NOTE FOR TECHNICAL ASSISTANCE PROJECT PROFORMA/PROPOSAL (TAPP) FOR FOREIGN FINANCED PROJECTS

1.	Project Title	: SKILFO: Skills Focused Literacy Project
2.	i. Sponsoring Ministry/Division ii. Executing Agency	i. Ministry of Primary and Mass Education (MoPME) ii. Bureau of Non-Formal Education (BNFE)
3.	Expected date of commencement and completion	- Commencement: July 2025 - Completion: June 2028
4.	Relevance of the Proposal with Concerned Sectoral Allocation	The proposed SKILFO: Skills Focused Literacy Project is closely aligned with the objectives and policies of the Ministry of Primary and Mass Education (MoPME) and key national and international frameworks, including the National Education Policy, the National Skills Development Policy, the Non-Formal Education (NFE) Act 2014, the Bangladesh National Qualifications Framework (BNQF), and the Sustainable Development Goals (SDGs). The NFE Act 2014 emphasizes the need to provide inclusive and equitable learning opportunities for out-of-school children and NEET youth. This project addresses these needs by offering structured vocational training (Prevoc. Level) and lifelong learning programs for individuals aged 14-24. Its alignment with the BNQF ensures that these programs meet standardized qualifications, enabling skills recognition and career advancement at both national and international levels. In line with SDG 4 (Quality Education), the project aims to deliver foundational and advanced learning opportunities, enhancing employability and building self-confidence among participants. Through SDG 8 (Decent Work and Economic Growth), the initiative focuses on empowering youth by developing their skills and creating employment opportunities, leading to economic independence and an improved quality of life. The project also contributes to SDG 10 (Reduced Inequalities) by targeting vulnerable groups, particularly out-of-school Adolescents and NEET youth, to reduce disparities through skill-building and social protection approach. The project supports the strategic objectives of the SDGs and 8th Five-Year Plan, such as increasing access to quality Non-Formal Education and Vocational Training (NFEVT), building a skilled workforce, improving education governance, and promoting equity in education. Its compatibility with these priorities underscores its importance in achieving MoPME's vision of equitable and inclusive education for all. By aligning with the National Education Policy and the National Skills Development Policy, the project addresses government priorities for workforce development, inclusive growth, and meeting the demands of the national labor market. Its strong emphasis on equity and inclusion further aligns with BNFE mandate to provide quality education and vocational training across all demographics. In conclusion, the SKILFO: Skills Focused Literacy Project is deep-seated in MoPME's priorities and is fully aligned with major policy frameworks, including the NFE Act 2014 and BNQF. This alignment

		ensures its relevance to sectoral allocations and MoPME's rules of business, solidifying its contribution to the overarching goals of the Ministry.
5.	Main Objectives and Brief description of the Project with Justification.	The SKILFO: Skills Focused Literacy Project aims to empower out-of-school adolescents and NEET youth, aged 14 - 24, with the market-relevant skills, required to enhance their employability, self-reliance, and participation in the workforce. Main objectives of the program: - Equip Out of School Adolescents (OoSA) and NEET youth by providing Foundational Literacy & Numeracy, Occupational skills, Vocational training and Transferable skills. - Make a "Non-formal Vocational Training and Lifelong Learning Ecosystem" functional which address the challenges of youth unemployment and emerging opportunities. Brief Description: The SKILFO: Skills Focused Literacy Project builds on the evidence and lessons of successful SKILFO piloting in Cox's Bazar, targeting disadvantaged adolescents and youth aged 14 -18 years. The project aims to address the educational and skill development needs of out-of-school adolescents and NEET youth by providing Skills Focused Literacy Courses integrating accelerated foundational skills and vocational training. It helps to bridge them into "Lifelong Education Ladder" and help them grow with potential for sustainable livelihood. In addition to the alignment with the relevant policies and Acts, the policy direction for non-formal education and vocational training as narrated in the BNQF (page 27) has been aligned in the programme design which will enhance the credibility and quality of the courses through accreditation; ensuring its relevance in both domestic and international labor markets. <u>Target Groups</u> - OoSA: Age 14-18 years and - NEET¹ Youth: Age 19-24 years - Equity responsiveness: Adolescents and youth disadvantaged by extreme poverty, gender, ethnicity, disability, geographical & social difficulties. <u>Geographical Coverage</u> A total of 16 districts from 8 divisions and 64 Upazilas will be served through the SKILFO: Skills Focused Literacy Project (phase -1) considering opportunities and vulnerability of the area. The remaining 48 districts will be reached over two consecutive follow-on phases. <u>Course Modalities and Implementing Agencies (entites)</u> 1) Institutions Based Course - Polytechnical Institutes - Technical School & Colleges

¹ NEET – Not in Education, Employment or in Training

রেজিস্টার্ড নং ডি এ-১

বাংলাদেশ



গেজেট

অতিরিক্ত সংখ্যা
কর্তৃপক্ষ কর্তৃক প্রকাশিত

বৃহস্পতিবার, নভেম্বর ২৭, ২০১৪

বাংলাদেশ জাতীয় সংসদ

ঢাকা, ১৩ অগ্রহায়ণ, ১৪২১/২৭ নভেম্বর, ২০১৪

সংসদ কর্তৃক গৃহীত নিম্নলিখিত আইনটি ১৩ অগ্রহায়ণ, ১৪২১ মোতাবেক ২৭ নভেম্বর, ২০১৪ তারিখে রাষ্ট্রপতির সম্মতিলাভ করিয়াছে এবং এতদ্বারা এই আইনটি সর্বসাধারণের অবগতির জন্য প্রকাশ করা যাইতেছে :—

২০১৪ সনের ১৪ নং আইন

শিক্ষার সুযোগ বঞ্চিত জনগোষ্ঠিকে সাক্ষরজ্ঞানদান, জীবনব্যাপী শিক্ষার সুযোগ সৃষ্টি, কারিগরি ও বৃত্তিমূলক প্রশিক্ষণের মাধ্যমে জীবিকায়ন, দক্ষ মানবসম্পদে পরিণতকরণ, আত্ম-কর্মসংস্থানের যোগ্যতা সৃষ্টিকরণ এবং বিদ্যালয় বহির্ভূত ও খরিয়া পড়া শিশুদের শিক্ষার বিকল্প সুযোগ সৃষ্টির উদ্দেশ্যে বিধান প্রণয়নকল্পে প্রণীত আইন

যেহেতু শিক্ষার সুযোগ বঞ্চিত জনগোষ্ঠিকে সাক্ষরজ্ঞানদান, জীবনব্যাপী শিক্ষার সুযোগ সৃষ্টিকরণ এবং কারিগরি ও বৃত্তিমূলক প্রশিক্ষণের মাধ্যমে উক্ত জনগোষ্ঠীর জীবিকায়ন আবশ্যিক; এবং

যেহেতু উক্ত জনগোষ্ঠীকে দক্ষ মানবসম্পদে পরিণতকরণ, আত্ম-কর্মসংস্থানের সুযোগ সৃষ্টিকরণ আবশ্যিক; এবং

যেহেতু বিদ্যালয় বহির্ভূত ও খরিয়া পড়া শিশুদের শিক্ষার বিকল্প সুযোগ সৃষ্টির উদ্দেশ্যে বিধান করা সমীচীন ও প্রয়োজনীয়;

(১৯৬৬৭)

মূল্য ৪ টাকা ১৬.০০

সেহেতু এতদ্বারা নিম্নরূপ আইন করা হইল:—

প্রথম অধ্যায়
প্রারম্ভিক

১। সংক্ষিপ্ত শিরোনাম ও প্রবর্তন।—(১) এই আইন উপানুষ্ঠানিক শিক্ষা আইন, ২০১৪ নামে অভিহিত হইবে।

(২) সরকার, সরকারি গেজেটে প্রজ্ঞাপন দ্বারা, যে তারিখ নির্ধারণ করিবে সেই তারিখে এই আইন কার্যকর হইবে।

২। সংজ্ঞা।—বিষয় বা প্রসঙ্গের পরিপন্থী কোন কিছু না থাকিলে, এই আইনে—

- (১) “অব্যাহত শিক্ষা” অর্থ সমাজের সুবিধাবঞ্চিত ব্যক্তি বা জনগোষ্ঠীর আর্থ-সামাজিক উন্নয়নের লক্ষ্যে মৌলিক শিক্ষার (সাক্ষরতা ও প্রাথমিক শিক্ষা এবং জীবনদক্ষতা) বাহিরে জীবিকায়ন, দক্ষতা উন্নয়নের জন্য প্রশিক্ষণের ব্যবস্থা ও জীবনব্যাপী শিখন-প্রক্রিয়ার আওতায় উচ্চতর শিক্ষার সুযোগ;
- (২) “উপানুষ্ঠানিক শিক্ষা” অর্থ এই আইনের আওতায় আনুষ্ঠানিক শিক্ষার বাহিরে স্বাধীন পড়া ও সুবিধাবঞ্চিত জনগোষ্ঠীর সক্ষমতা বৃদ্ধির উদ্দেশ্যে পরিচালিত এবং পদ্ধতিগতভাবে বিন্যস্ত শিখন প্রক্রিয়া দ্বারা জীবনব্যাপী শিক্ষা পর্যন্ত বিস্তৃত;
- (৩) “কম্যুনিটি লার্নিং সেন্টার” অর্থ আনুষ্ঠানিক শিক্ষা ব্যবস্থার বাহিরে শহর বা গ্রামীণ জনগোষ্ঠীর জন্য প্রতিষ্ঠিত এবং স্থানীয় লোকজনের মাধ্যমে পরিচালিত কম্যুনিটি এবং মানুষের জীবনমান উন্নয়নের জন্য চাহিদাভিত্তিক বিভিন্ন রকমের শিক্ষা ও প্রশিক্ষণ প্রদানের উদ্দেশ্যে স্থাপিত শিক্ষা কেন্দ্র;
- (৪) “চেয়ারম্যান” অর্থ উপানুষ্ঠানিক শিক্ষা বোর্ডের চেয়ারম্যান এবং চেয়ারম্যান হিসাবে দায়িত্ব পালনকারী সদস্যও ইহার অন্তর্ভুক্ত হইবেন;
- (৫) “জাতীয় দক্ষতা উন্নয়ন কাঠামো” অর্থ সরকার কর্তৃক নির্ধারিত জাতীয় দক্ষতা উন্নয়ন কাঠামো;
- (৬) “জীবনব্যাপী শিক্ষা” অর্থ প্রাতিষ্ঠানিক বা উপানুষ্ঠানিক বা অপ্রাতিষ্ঠানিক বা অনানুষ্ঠানিক কিংবা ব্যক্তিগত উদ্যোগে ব্যক্তির সমগ্রজীবনে নানা বিষয়ে শিক্ষা গ্রহণ দ্বারা চিন্তের উৎসাহিতা বৃদ্ধি, অর্জিত দক্ষতার ক্রমবিকাশ কিংবা জীবনমানের অব্যাহত উন্নয়নের সহায়ক হয় এইরূপ শিক্ষা;
- (৭) “তহবিল” অর্থ ধারা ২৪ এর অধীন গঠিত তহবিল;
- (৮) “নির্ধারিত” অর্থ বিধি বা প্রবিধান দ্বারা নির্ধারিত;
- (৯) “পরিচালক” অর্থ বোর্ডের পরিচালক;
- (১০) “প্রবিধান” অর্থ এই আইনের অধীন প্রণীত প্রবিধান;

- (১১) "বিধি" অর্থ এই আইনের অধীন প্রণীত বিধি;
- (১২) "বিশেষ চাহিদাসম্পন্ন শিশু ও যুব নারী -পুরুষ" অর্থ ঐ সকল শিশু ও যুব নারী-পুরুষ যাহাদের নিম্নরূপ যে কোন ধরনের প্রতিবন্ধিতা রহিয়াছে, যথা :—
- (ক) অটিজম ও অটিজমস্পেকট্রাম ডিসঅর্ডারস;
- (খ) শারীরিক প্রতিবন্ধিতা;
- (গ) মানসিক অসুস্থতাজনিত প্রতিবন্ধিতা;
- (ঘ) দৃষ্টি প্রতিবন্ধিতা;
- (ঙ) বাকপ্রতিবন্ধিতা;
- (চ) বুদ্ধিপ্রতিবন্ধিতা;
- (ছ) শ্রবণপ্রতিবন্ধিতা;
- (জ) শ্রবণ-দৃষ্টিপ্রতিবন্ধিতা;
- (ঝ) সেরিব্রাল পালসি;
- (ঞ) ডাউন সিনড্রোম;
- (ট) বহুমাত্রিক প্রতিবন্ধিতা; এবং
- (ঠ) অন্য কোন প্রতিবন্ধিতা;
- (১৩) "বৃত্তিমূলক প্রতিষ্ঠান বা বিদ্যালয়" অর্থ উপাদানুষ্ঠানিক শিক্ষা, জীবনব্যাপী শিক্ষা, দি-ভোকেশনাল প্রশিক্ষণ সংক্রান্ত কোর্স প্রদানকারী কোন প্রতিষ্ঠান;
- (১৪) "বোর্ড" অর্থ ধারা ১৫ এর অধীন প্রতিষ্ঠিত উপাদানুষ্ঠানিক শিক্ষাবোর্ড;
- (১৫) "বুরো" অর্থ উপাদানুষ্ঠানিক শিক্ষা বুরো;
- (১৬) "মহাপরিচালক" অর্থ বুরোর মহাপরিচালক;
- (১৭) "সদস্য" অর্থ বোর্ডের সদস্য এবং চেয়ারম্যানও ইহার অন্তর্ভুক্ত হইবেন;
- (১৮) "সমতুল্য শিক্ষা" অর্থ আনুষ্ঠানিক শিক্ষার বিভিন্ন স্তরের সঙ্গে উপাদানুষ্ঠানিক শিক্ষার সমতুল্যতা নিশ্চিত করিবার জন্য আনুষ্ঠানিক শিক্ষার প্রতি স্তরের জন্য নির্ধারিত মূল যোগ্যতার সাথে সামঞ্জস্য রহিয়া উপাদানুষ্ঠানিক শিক্ষার বিভিন্ন স্তরের জন্য নির্ধারিত যোগ্যতাসিদ্ধিক শিক্ষা;
- (১৯) "সাধারণ শিক্ষা" অর্থ Technical Education Act, 1967 (Act No. I of 1967) এর অধীনে পরিচালিত কারিগরি শিক্ষা ব্যতীত অন্যান্য সকল প্রকার আনুষ্ঠানিক শিক্ষা; এবং
- (২০) "সাক্ষরতা" অর্থ পড়া, অনুধাবন করা, মৌখিকভাবে এবং লিখিতভাবে বিভিন্ন বিষয় ব্যাখ্যা করিতে পারা, যোগাযোগ স্থাপন করিতে পারা এবং গণনা করিতে পারা।

৩। আইনের প্রাধান্য।—আগততঃ বলবৎ অন্য কোন আইনে ভিন্নরূপে বাহ্যে কিছুই থাকুক না কেন, এই আইনের বিধানাবলি প্রাধান্য পাইবে।

বিভিন্ন অধ্যায়

উপানুষ্ঠানিক শিক্ষার শ্রেণীবিভাগ, শিক্ষার আওতা ও পরিধি, ইত্যাদি

৪। উপানুষ্ঠানিক শিক্ষার শ্রেণীবিভাগ ও বয়স-সীমা।—(১) প্রকৃতি ও ধরন অনুযায়ী উপানুষ্ঠানিক শিক্ষার শ্রেণীবিভাগ হইবে নিম্নরূপ, যথা :—

- (ক) উপানুষ্ঠানিক প্রাথমিক শিক্ষা; এবং
- (খ) উপানুষ্ঠানিক বয়স্ক ও জীবনব্যাপী শিক্ষা।

(২) উপানুষ্ঠানিক প্রাথমিক শিক্ষার বয়সসীমা হইবে ৮(আট) হইতে ১৪(চৌদ্দ) বৎসর বয়সের শিশু, যাহারা কখনও স্কুলে যায় নাই বা প্রাথমিক শিক্ষা শেষ করিবার পূর্বেই স্কুল হইতে করিয়া পড়িয়াছে।

(৩) উপানুষ্ঠানিক বয়স্ক ও জীবনব্যাপী শিক্ষার বয়সসীমা হইবে ১৫(পনের) ও তদূর্ধ্ব বয়সের নারী-পুরুষ, যাহারা কখনও স্কুলে যায় নাই বা প্রাথমিক বিদ্যালয় হইতে করিয়া পড়িয়াছে বা মধ্য-শিক্ষার হইয়াছে বা চাহিদাসিদ্ধিক জীবন-দক্ষতা ও জীবিকায়ন-দক্ষতা অর্জন অব্যাহত রাখিতে চায়।

৫। উপানুষ্ঠানিক শিক্ষা।—উপানুষ্ঠানিক শিক্ষার আওতায় নিম্নবর্ণিত বিষয়াদি অন্তর্ভুক্ত হইবে, যথা :—

- (ক) সাক্ষরতা, মৌলিক শিক্ষা বা অষ্টম শ্রেণী সমতুল্যমানের উপানুষ্ঠানিক শিক্ষা ও জাতীয় দক্ষতা উন্নয়ন কর্তৃকমের গ্রি-ভোকেশনাল-২ স্তর পর্যন্ত ভোকেশনাল শিক্ষা;
- (খ) অর্জিত সাক্ষরতা, জীবিকায়ন, দক্ষতা ও মৌলিক শিক্ষাকে শাবিত, পরিমার্জন ও পরিবর্ধন;
- (গ) জীবন ও জীবিকায়ন দক্ষতা কৃষ্টির মাধ্যমে দক্ষ মানবসম্পদ উন্নয়নের জন্য অব্যাহত শিক্ষা কার্যক্রম;
- (ঘ) সকল ধরনের অব্যাহত শিক্ষা প্রদানের মাধ্যমে জীবনব্যাপী শিক্ষার সুযোগ সৃষ্টি, উপানুষ্ঠানিক শিক্ষা দ্বারা বৃত্তিমূলক, উদ্যোক্তা উন্নয়ন এবং কর্মসংস্থানমূলক প্রশিক্ষণ প্রদানে সহায়তা প্রদান;
- (ঙ) মুক্তিযুদ্ধের ইতিহাসভিত্তিক শিক্ষা কার্যক্রম;
- (চ) তথ্য প্রযুক্তি সাক্ষরতা;

(ছ) কৃষি, বাহ্য, পুষ্টি, পরিবার পরিকল্পনা, বন ও পরিবেশ, মহস্বা ও পশু পালন, কুটির শিল্প, কারিগরি ও বৃত্তিমূলক শিক্ষা ও প্রশিক্ষণ, সড়ক ব্যবহার/সড়ক নিরাপত্তা জলবায়ু পরিবর্তন, দুর্যোগ ব্যবস্থাপনা, ক্ষেত্র, গণতন্ত্র, মূল্যবোধ, প্রজনন স্বাস্থ্য শিক্ষা, এইচআইভি-এইডস বা অন্য কোন জীবনমনিষ্ক বিষয়,

(জ) প্রতিবন্ধিতা ও অটিজম।

৬। উপাদুষ্ঠানিক শিক্ষার পরিধি।—উপাদুষ্ঠানিক শিক্ষার পরিধি হইবে নিম্নরূপ, যথা:—

- (ক) যে সকল শিশু বিভিন্ন কারণে প্রাথমিক বিদ্যালয়ে আদুষ্ঠানিক শিক্ষার সুযোগ লাভে বঞ্চিত হইয়াছে তাহাদের জন্য উপাদুষ্ঠানিক শিক্ষার মাধ্যমে সমতুল্য মানের মৌলিক শিক্ষার সুযোগ সৃষ্টি;
- (খ) কিশোর-কিশোরী, যাহারা বিভিন্ন কারণে প্রাথমিক বিদ্যালয়ে ভর্তি হয় নাই কিংবা বিদ্যালয় হইতে অধিয়া পড়িয়াছে, তাহাদের জন্য উপাদুষ্ঠানিক শিক্ষার মাধ্যমে শিক্ষার সমতুল্য মানের মৌলিক শিক্ষার দ্বিতীয় বা বিকল্প সুযোগ সৃষ্টি;
- (গ) শিক্ষার সুযোগ বঞ্চিত সকল বয়স্ক নারী-পুরুষের জন্য সাক্ষরতা এবং জাতীয় দক্ষতা উন্নয়ন কাঠামোর প্রিভোকেশনাল-২ স্তর পর্যন্ত প্রোকেশনাল শিক্ষার মাধ্যমে জীবিকায়ন, দক্ষতার ব্যবস্থা করা এবং অব্যাহত শিক্ষার সুযোগ সৃষ্টি;
- (ঘ) আর্থ-সামাজিক ও ভৌগোলিক কারণে অনগ্রসর এলাকায় শিক্ষার সুযোগ বঞ্চিত ক্ষুদ্র দৃ-গোষ্ঠী, হাওড়, চর, উপকূলীয় অঞ্চল, পার্বত্য অঞ্চল, চা-বাগান, বা এইরূপ কোন অনগ্রসর এলাকার বসবাসকারী জনগোষ্ঠী;
- (ঙ) দূরস্থ জনগোষ্ঠী (যেমন: পথশিশু, বস্তিবাসী, বেকার যুব নারী-পুরুষ, স্বল্প আয়ের শ্রমিক ও কর্মজীবী নারী-পুরুষ, ইত্যাদি);
- (চ) বিশেষ চাহিদাসম্পন্ন শিশু ও যুব নারী-পুরুষের জন্য বিশেষ উপাদুষ্ঠানিক শিক্ষার সুযোগ সৃষ্টি।

৭। উপাদুষ্ঠানিক শিক্ষার মান।—(১) বোর্ড কর্তৃক আদুষ্ঠানিক শিক্ষার বিপরীতে উপাদুষ্ঠানিক শিক্ষার শ্রেণীমান নির্ধারিত হইবে।

(২) বাংলাদেশের সীমানার মধ্যে সমতুল্যমানের উপাদুষ্ঠানিক শিক্ষা পরিচালনাকারী সকল ব্যক্তি, সংস্থা এবং প্রতিষ্ঠানকে নির্ধারিত পাঠক্রম এবং বিষয়বস্তু অনুসরণ করিতে হইবে।

(৩) বাংলাদেশের সীমানার মধ্যে উপাদুষ্ঠানিক শিক্ষা পরিচালনাকারী সকল ব্যক্তি, সংস্থা এবং প্রতিষ্ঠানকে নির্ধারিত যোগ্যতাসম্পন্ন প্রশিক্ষণধারী শিক্ষক নিয়োগ করিতে হইবে।

(৪) উপানুষ্ঠানিক শিক্ষাবোর্ড সমতুল্যমানের উপানুষ্ঠানিক শিক্ষা কোর্স সমাপনকারীদের যোগ্যতা, নির্ধারিত পদ্ধতিতে, বাচাইয়ের পর সনদ প্রদান করিবে।

(৫) কোন ব্যক্তি তাহার অতীত শিক্ষণের স্বীকৃতি পাইতে চাহিলে তাকে সমতুল্যমান উপানুষ্ঠানিক শিক্ষার আওতায় নির্ধন মান বাচাই পরীক্ষার অংশগ্রহণ করিতে হইবে এবং পরীক্ষার মাধ্যমে প্রাপ্ত সনদের ভিত্তিতে পরবর্তী স্তরে ভর্তি হইতে পারিবে।

(৬) উপ-ধারা (৪) এর অধীন প্রাপ্ত সনদের ভিত্তিতে উপানুষ্ঠানিক শিক্ষার কোন শিক্ষার্থী আনুষ্ঠানিক শিক্ষা প্রতিষ্ঠানের পরবর্তী স্তরে ভর্তি হইতে পারিবে এবং অনুরূপভাবে আনুষ্ঠানিক শিক্ষার সনদপ্রাপ্ত কোন শিক্ষার্থী উপানুষ্ঠানিক শিক্ষার পরবর্তী স্তরে ভর্তি হইতে পারিবে।

৮। উপানুষ্ঠানিক শিক্ষার মাধ্যম।—(১) উপানুষ্ঠানিক শিক্ষার পাঠদানের মাধ্যম হইবে বাংলা:

তবে শর্ত থাকে যে, ক্ষুদ্র নৃ-গোষ্ঠীর জন্য তাহাদের অভিজ্ঞতা অনুযায়ী নির্ধারিত পদ্ধতিতে নিজস্ব ভাষায় পাঠদানের ব্যবস্থা করা যাইবে।

(২) বিশেষ চাহিদাসম্পন্ন শিশু ও যুব নারী-পুরুষকে বাংলা ইশারা ভাষায় এবং নির্ধারিত পদ্ধতিতে পাঠদান করা যাইবে।

(৩) উপ-ধারা (১) ও (২) তে বাহ্যে কিছুই থাকুক না কেন, শিক্ষার্থীকে প্রয়োজন অনুযায়ী ইংরেজীসহ নির্ধারিত অন্যান্য ভাষায়ও পাঠদান করা যাইবে।

তৃতীয় অধ্যায় পাঠক্রম ও সমতা স্থাপন

৯। উপানুষ্ঠানিক শিক্ষার পাঠক্রম।—(১) উপানুষ্ঠানিক শিক্ষার সমতুল্যমানের আওতাভুক্ত সকল পাঠক্রম এবং জাতীয় দক্ষতা উন্নয়ন কার্যক্রমের প্রিভোকেশনাল-১ ও ২ স্তরের পাঠক্রম ক্রমো কর্তৃক অনুমোদিত হইতে হইবে।

(২) জাতীয় দক্ষতা উন্নয়ন কার্যক্রমের প্রিভোকেশনাল-১ ও ২ স্তরের প্রতি স্তরের জন্য আনুষ্ঠানিক শিক্ষার সমতুল্যমানের মূল যোগ্যতা নিম্নলিখিত এবং সেই অনুসারে বিভিন্ন সংস্থার প্রতিনিধি এবং বিশেষজ্ঞদের সমন্বয়ে উক্ত পাঠক্রম প্রণয়ন করিতে হইবে।

(৩) জাতীয় দক্ষতা উন্নয়ন কার্যক্রমের প্রিভোকেশনাল-১ ও ২ স্তরের পাঠক্রম চাকুরীর বাজার এবং নিয়োগ প্রতিষ্ঠানের প্রয়োজনের আলোকে প্রণীত হইবে এবং সেই অনুসারে বিভিন্ন সরকারি বেসরকারি সংস্থা, নিয়োগকারী সংস্থার প্রতিনিধি এবং বিশেষজ্ঞদের সমন্বয়ে উক্ত পাঠক্রম প্রণয়ন করিতে হইবে।

(৪) উপানুষ্ঠানিক শিক্ষা বাস্তবায়নরত অথবা উপানুষ্ঠানিক শিক্ষা উন্নয়নে অগ্রহী ব্যক্তি, প্রতিষ্ঠান ও সংস্থা চাহিদাভিত্তিক নতুন পাঠক্রম, প্রশিক্ষণ কর্মসূচি এবং তদসংশ্লিষ্ট বিষয়বস্তু নির্ধারণ ও উন্নয়ন

করিতে পারিবে এবং পরবর্তী ৩ (তিন) বৎসরের মধ্যে ব্যুরো বহালকর উহা অনুমোদনের জন্য পেশ করিতে হইবে।

১০। সমতামান :—(১) আনুষ্ঠানিক শিক্ষার বিভিন্ন স্তরের সঙ্গে উপানুষ্ঠানিক শিক্ষার সমতামান নিশ্চিত করা হইবে।

(২) আনুষ্ঠানিক শিক্ষার প্রতি স্তরের জন্য নির্ধারিত মূল যোগ্যতার সাথে সামঞ্জস্য রাখিয়া উপানুষ্ঠানিক শিক্ষার জন্য যোগ্যতা নির্ধারণ করা হইবে এবং উক্ত মূল যোগ্যতার ভিত্তিতে পাঠক্রম প্রণীত হইবে।

চতুর্থ অধ্যায় বাস্তবায়ন কাঠামো

১১। উপানুষ্ঠানিক শিক্ষা ব্যুরো :—(১) এই আইনের উদ্দেশ্য পূরণকল্পে, সরকার উপানুষ্ঠানিক শিক্ষা ব্যুরো নামে একটি ব্যুরো স্থাপন করিবে, যাহার প্রধান হইবেন মহাপরিচালক।

(২) মহাপরিচালক সরকার কর্তৃক নিযুক্ত হইবেন এবং তাহার চাকুরির শর্তাদি সরকার কর্তৃক স্থিরীকৃত হইবে।

(৩) ব্যুরোর কার্যাবলী সুষ্ঠুভাবে সম্পাদনের জন্য প্রয়োজনীয় সংখ্যক কর্মকর্তা ও কর্মচারী বিধি দ্বারা নির্ধারিত পদ্ধতি ও শর্তে নিয়োগ করা যাইবে।

(৪) ব্যুরোর প্রধান কার্যালয় ঢাকায় থাকিবে এবং সরকার বাংলাদেশের যে কোন স্থানে ইহার শাখা কার্যালয় স্থাপন করিতে পারিবে।

(৫) এই আইন প্রবর্তনের অব্যবহিত পূর্বে সরকারি শিক্ষান্তে প্রতিষ্ঠিত বিদ্যমান উপানুষ্ঠানিক শিক্ষা ব্যুরো উপ-ধারা (১) এর অধীন স্থাপিত ব্যুরো বলিয়া গণ্য হইবে এবং উক্ত ব্যুরোতে কর্মরত মহাপরিচালক ও অন্যান্য কর্মকর্তা ও কর্মচারী এই আইনের অধীন নিযুক্ত মহাপরিচালক, কর্মকর্তা ও কর্মচারী বলিয়া গণ্য হইবেন।

১২। ব্যুরোর কার্যাবলী :—এই আইনের অধীন ব্যুরোর কার্যাবলী হইবে নিম্নরূপ, যথা:—

- (৩) উপানুষ্ঠানিক শিক্ষা প্রদানকারী বিভিন্ন সরকারি সংস্থা, অংশীদারী বেসরকারি সংস্থা, প্রশিক্ষণ প্রদানকারী সংস্থা, বাণিজ্যিক প্রতিষ্ঠান, নিয়োগকর্তা বা সংস্থা, উদ্যোগ উন্নয়ন ও বাজারজাতকরণে সহায়তা প্রদানকারী সংস্থা বা প্রতিষ্ঠানসমূহের মধ্যে সমন্বয়ের মাধ্যমে সহযোগিতামূলক কর্মপদ্ধতি প্রণয়ন ও বাস্তবায়ন;
- (৪) উপানুষ্ঠানিক শিক্ষা ক্ষেত্রে কার্যরত বা অগ্রাহী সকল সরকারি সংস্থা, বিভাগ ও বেসরকারি সংস্থাসমূহকে পরামর্শ, প্রশিক্ষণ, অনুকূল পরিবেশ সৃštisহ নক্ষতা বৃদ্ধির সকল প্রকার সহযোগিতা প্রদান;

- (গ) সকল সরকারি সংস্থা, বিভাগ এবং বেসরকারি সংস্থা পরিচালিত উপানুষ্ঠানিক শিক্ষা কার্যক্রম সংক্রান্ত প্রয়োজনীয় তথ্য-উপাত্ত সংগ্রহ ও সংরক্ষণের জন্য একটি তথ্য-ভান্ডার এবং তথ্য ব্যবস্থাপনা পদ্ধতি (Management Information System) প্রতিষ্ঠা ও পরিচালনা;
- (ঘ) উপানুষ্ঠানিক শিক্ষা, জীবনব্যাপী শিক্ষা ও অব্যাহত শিক্ষা প্রদানে নিয়োজিত ব্যক্তি, প্রতিষ্ঠান বা সংস্থা উপানুষ্ঠানিক শিক্ষা দ্বারা কর্তৃত্ব উপানুষ্ঠানিক শিক্ষার তথ্য ব্যবস্থাপনা পদ্ধতি (Management Information System) এর জন্য যেইরূপ তথ্য যে পদ্ধতিতে চাহিবেন সেইরূপ তথ্য প্রদান;
- (ঙ) বিভিন্ন পরিবেশের, বিভিন্ন ধরনের এবং বিভিন্ন বয়সের শিক্ষার্থীদের সহজ অংশগ্রহণের সুযোগ সঞ্চিত উপানুষ্ঠানিক শিক্ষার যথাযথ বাস্তবায়ন পদ্ধতি প্রণয়ন;
- (চ) উপানুষ্ঠানিক শিক্ষার কার্যক্রম উন্নয়নের জন্য গবেষণা পরিচালনা, প্রশিক্ষণ, পরিকল্পনা প্রণয়ন, পরিবীক্ষণ এবং মূল্যায়ন কার্যক্রম পরিচালনা;
- (ছ) উপানুষ্ঠানিক শিক্ষা কার্যক্রম বাস্তবায়নের জন্য প্রয়োজনে বিষয়ভিত্তিক কমিটি ও উপ-কমিটি গঠন।

১৩। স্থানীয় সমন্বয়।—(১) জেলা পর্যায়ে জেলা প্রশাসক, উপানুষ্ঠানিক শিক্ষা কর্মকর্তা এবং উপজেলা পর্যায়ে উপজেলা নির্বাহী অফিসার ও উপজেলা উপানুষ্ঠানিক শিক্ষা কর্মকর্তা এবং স্থানীয় সরকার বীর অধিক্ষেত্রে উপানুষ্ঠানিক শিক্ষা কার্যক্রমে প্রয়োজনীয় সমন্বয় সাধন এবং সরকার নির্দেশিত সহযোগিতা প্রদান করিবে।

(২) উপ-ধারা (১) এর অধীন সমন্বয় সংক্রান্ত বিষয়াদি বিধি দ্বারা নির্ধারিত হইবে।

১৪। সরকারি বেসরকারি অংশীদারিত্ব।—উপানুষ্ঠানিক শিক্ষা কার্যক্রমে সরকারি, বেসরকারি সংস্থা, প্রতিষ্ঠান এবং সমাজের শিক্ষানুরাগী ব্যক্তিগণকে সম্পৃক্তকরণসহ বেসরকারি অংশীদারিত্বকে উৎসাহিত করা হইবে।

পঞ্চম অধ্যায়

উপানুষ্ঠানিক শিক্ষা বোর্ড প্রতিষ্ঠা, ইত্যাদি

১৫। উপানুষ্ঠানিক শিক্ষা বোর্ড প্রতিষ্ঠা।—(১) এই আইন প্রবর্তনের পর, যখনই সম্ভব, সরকার এই আইনের উদ্দেশ্য পূরণকল্পে সরকারি গেজেটে প্রজ্ঞাপন দ্বারা এক বা একাধিক উপানুষ্ঠানিক শিক্ষা বোর্ড প্রতিষ্ঠা করিতে পারিবে।

(২) বোর্ড একটি সংবিধিবদ্ধ সংস্থা হইবে এবং ইহার স্থায়ী ধারাবাহিকতা ও একটি সাধারণ নীলমোহর থাকিবে এবং ইহার স্থাবর ও অস্থাবর উভয় প্রকার সম্পত্তি অর্জন করিবার, অধিকারে রাখিবার ও হস্তান্তর করিবার ক্ষমতা থাকিবে এবং বোর্ড ইহার নিজ নামে মামলা দায়ের করিতে পারিবে এবং ইহার বিরুদ্ধেও মামলা দায়ের করা যাইবে।

১৬। উপানুষ্ঠানিক শিক্ষা বোর্ড গঠন :—(১) নিম্নবর্ণিত সদস্য সমন্বয়ে উপানুষ্ঠানিক শিক্ষা বোর্ড গঠিত হইবে, যথা :—

- (ক) ব্যারোম মহাপরিচালক, পদাধিকার বলে, যিনি ইহার চেয়ারম্যানও হইবেন;
- (খ) প্রাথমিক ও গণশিক্ষা মন্ত্রণালয় কর্তৃক মনোনীত উক্ত মন্ত্রণালয়ের অনূন যুগ্ম-সচিব পদমর্যাদার একজন কর্মকর্তা;
- (গ) উপানুষ্ঠানিক শিক্ষা বোর্ডের সচিব, পদাধিকার বলে, যিনি ইহার সদস্য-সচিবও হইবেন;
- (ঘ) উদ্ভুক্ত বিশ্ববিদ্যালয় কর্তৃক মনোনীত উক্ত বিশ্ববিদ্যালয়ের একজন অধ্যাপক;
- (ঙ) মাধ্যমিক ও উচ্চশিক্ষা অধিদপ্তর কর্তৃক মনোনীত উক্ত অধিদপ্তরের পরিচালক বা সমপদমর্যাদার একজন কর্মকর্তা;
- (চ) প্রাথমিক শিক্ষা অধিদপ্তর কর্তৃক মনোনীত উক্ত অধিদপ্তরের পরিচালক বা সমপদমর্যাদার একজন কর্মকর্তা;
- (ছ) কারিগরি শিক্ষা অধিদপ্তর কর্তৃক মনোনীত উক্ত অধিদপ্তরের পরিচালক বা সমপদমর্যাদার একজন কর্মকর্তা;
- (জ) মাদ্রাসা শিক্ষা বোর্ড কর্তৃক মনোনীত উক্ত বোর্ডের পরিচালক বা সমপদমর্যাদার একজন কর্মকর্তা;
- (ঝ) জাতীয় প্রতিদ্বন্দ্বী উন্নয়ন ফাউন্ডেশনের ব্যবস্থাপনা পরিচালক বা তদুপকর্তৃক মনোনীত পরিচালক বা সমপদমর্যাদার একজন কর্মকর্তা;
- (ঞ) সরকার কর্তৃক মনোনীত উপানুষ্ঠানিক শিক্ষা বিষয়ে অভিজ্ঞ তিনজন প্রতিনিধি;
- (ট) সরকার কর্তৃক মনোনীত উপানুষ্ঠানিক শিক্ষা পরিচালনাকারী বেসরকারি সংগঠনসমূহের প্রতিনিধিত্বকারী কেন্দ্রীয় সংস্থার নির্বাহী পরিচালক।

(২) উপ-ধারা (১) এর দফা (ঞ) ও (ট) এর অধীন মনোনীত সদস্যগণ মনোনয়নের তারিখ হইতে ৩(তিন) বৎসর মেয়াদে খাঁয় পলে বহাল থাকিবেন:

তবে শর্ত থাকে যে, সরকার যে কোন সময় কোন কারণে ব্যক্তিরকে তাহার মনোনয়ন বাতিল করিতে পারিবে।

(৩) উপ-ধারা (১) এ উল্লিখিত মনোনীত কোন সদস্য চেয়ারম্যান এর নিকট লিখিত স্বাক্ষরযুক্ত পত্রযোগে স্বীয় পদ ত্যাগ করিতে পারিবেন :

তবে শর্ত থাকে যে, চেয়ারম্যান কর্তৃক গৃহীত না হওয়া পর্যন্ত কোন পদত্যাগ কার্যকর হইবে না।

১৭। মনোনীত সদস্যগণের অযোগ্যতা ও অপসারণ।—ধারা ১৬ এর উপ-ধারা (২) এর বিধান সত্ত্বেও সরকার বোর্ডের যে কোন মনোনীত সদস্যকে লিখিত আদেশের মাধ্যমে যে কোন সময় অপসারণ করিতে পারিবে, যদি তিনি—

- (ক) এই আইনের অধীন তাহার উপর অর্পিত দায়িত্ব সম্পাদনে ব্যর্থ হন বা অস্বীকার করেন বা সরকারের বিবেচনায় দায়িত্ব সম্পাদনে অক্ষম হন; বা
- (খ) সরকারের বিবেচনায় সদস্য হিসাবে তাহার পদের অপব্যবহার করেন; বা
- (গ) বোর্ডের লিখিত অনুমতি ব্যতীত প্রত্যেক বা পরোক্ষভাবে নিজে বা কোন অংশীদারের মাধ্যমে জ্ঞাতসারে বোর্ডের পক্ষে সম্পাদিত কোন চুক্তি বা চাকুরি সংক্রান্ত বিষয়ে কোন শেয়ার বা স্বার্থ অর্জন করেন বা অধিকারে রাখেন।

১৮। সদস্যপদে শূন্যতার কারণে কার্য বা কার্যধারা অবৈধ না হওয়া।—কুমুমার কোন সদস্যপদে শূন্যতা বা বোর্ড গঠনে ত্রুটি থাকিবার কারণে বোর্ডের কোন কার্য বা কার্যধারা অবৈধ হইবে না বা তৎসম্পর্কে কোন প্রশ্ন বা আপত্তি উত্থাপন করা যাইবে না।

১৯। বোর্ডের সভা।—(১) এই ধারার অন্যান্য বিধানাবলী সাপেক্ষে, বোর্ড উহার সভার কার্যপদ্ধতি নির্ধারণ করিতে পারিবে।

(২) বোর্ডের সভা উহার চেয়ারম্যান কর্তৃক নির্ধারিত স্থানে ও সময়ে অনুষ্ঠিত হইবে।

(৩) প্রতি ত্রি(তিন) মাসে বোর্ডের অনূন ১(এক)টি সভা অনুষ্ঠিত হইবে, তবে জরুরী প্রয়োজনে অল্পতম সময়ের নোটিশে সভা আহ্বান করা যাইবে।

(৪) বোর্ডের সভায় কোরাম গঠনের জন্য উহার মোট সদস্য সংখ্যার অনূন এক-তৃতীয়াংশ সদস্যের উপস্থিতির প্রয়োজন হইবে, তবে মূলতঃ সভার ক্ষেত্রে কোন কোরামের প্রয়োজন হইবে না।

(৫) চেয়ারম্যান বোর্ডের সকল সভায় সভাপতিত্ব করিবেন এবং তাহার অনুপস্থিতিতে সভায় উপস্থিত সদস্যগণের মধ্য হইতে মনোনীত কোন সদস্য সভায় সভাপতিত্ব করিবেন।

(৬) বোর্ডের প্রত্যেক সদস্যের একটি করিয়া ভোট থাকিবে এবং সংখ্যাগরিষ্ঠ ভোটে সভায় সিদ্ধান্ত গৃহীত হইবে, তবে প্রদত্ত ভোটের সমতার ক্ষেত্রে সভায় সভাপতিত্বকারী ব্যক্তির দ্বিতীয় বা নির্ণায়ক ভোট প্রদানের ক্ষমতা থাকিবে।

২০। বোর্ডের কার্যাবলী।—বোর্ডের কার্যাবলী হইবে নিম্নরূপ, যথা :—

- (ক) জাতীয় দক্ষতা উন্নয়ন কাঠামোর প্রিভোকেশনাল-১ ও ২ স্তরের প্রতি স্তরের জন্য আনুষ্ঠানিক শিক্ষার সমতুল্যমানের মূল যোগ্যতার ভিত্তিতে সমতুল্যমান কাঠামো অনুমোদন;
- (খ) আনুষ্ঠানিক শিক্ষার বিভিন্ন স্তরের সাথে সমতুল্যমানের উপানুষ্ঠানিক শিক্ষা প্রদানে অগ্রহী সরকারি, বেসরকারি সংস্থা বা প্রতিষ্ঠানসমূহের যোগ্যতা ও অবকাঠামোগত সুবিধা বিবেচনা করিয়া উপানুষ্ঠানিক শিক্ষা এবং প্রিভোকেশনাল প্রশিক্ষণ কার্যক্রম বাস্তবায়নের অনুমোদন প্রদান;
- (গ) মানসম্মত সমতুল্যমানের উপানুষ্ঠানিক শিক্ষা কর্মসূচি বাস্তবায়নের লক্ষ্যে শিক্ষকদের জন্য আনুষ্ঠানিক শিক্ষার বিভিন্ন পর্যায়ের শিক্ষকদের অনুরূপ শিক্ষাগত যোগ্যতা ও দক্ষতার নির্দিষ্টমান নির্ধারণ এবং উক্তরূপ নির্ধারিত মানের শিক্ষকদের অনুমোদন প্রদান;
- (ঘ) জাতীয় দক্ষতা উন্নয়ন কাঠামোর প্রিভোকেশনাল-১ ও ২ স্তরের প্রশিক্ষকদের দক্ষতার নির্দিষ্টমান নির্ধারণ এবং উক্তরূপ নির্ধারিত মানের শিক্ষকদের অনুমোদন প্রদান;
- (ঙ) প্রতিষ্ঠানসমূহের যোগ্যতা ও অবকাঠামোগত সুবিধা বিবেচনা করিয়া প্রিভোকেশনাল টেস্টিং সেন্টার অনুমোদন প্রদান এবং ব্যক্তির দক্ষতা, যোগ্যতা এবং বিশ্বাসযোগ্যতা বিবেচনায় পরীক্ষক হিসাবে অনুমোদন প্রদান;
- (চ) সরকার কর্তৃক নির্ধারিত উপানুষ্ঠানিক শিক্ষার বিভিন্ন স্তরে এবং জাতীয় দক্ষতা উন্নয়ন কাঠামোর প্রিভোকেশনাল শিক্ষার ১ ও ২ স্তরে পরীক্ষা গ্রহণ এবং সনদ প্রদান;
- (ছ) উপানুষ্ঠানিক শিক্ষা প্রদানকারী প্রতিষ্ঠানসমূহের শিক্ষক ও পঞ্চাশি বোর্ড বা ম্যানেজিং কমিটির মধ্যকার বিরোধ নিষ্পত্তির বা সালিশির ব্যবস্থা গ্রহণ;
- (জ) নিয়ন্ত্রণকারী কর্তৃপক্ষকে সংশ্লিষ্ট কোন বিষয় সম্পর্কে মতামত প্রদান;
- (ঝ) বিদ্যমান সরকারি বিধি বিধান অনুসরণক্রমে পদ সৃষ্টি ও বিলুপ্ত করা সহ সকল প্রশাসনিক বিষয় নিয়ন্ত্রণ ও তৎসম্পর্কিত সিদ্ধান্ত গ্রহণ;
- (ঞ) বিধি দ্বারা নির্ধারিত পদ্ধতিতে ফি নির্ধারণ, দাবি ও গ্রহণ;
- (ট) এই আইন, বিধি ও প্রবিধান দ্বারা ইহার উপর অর্পিত ক্ষমতা প্রয়োগ ও দায়িত্ব পালন করিবার জন্য চুক্তি সম্পাদন ও উহা বাস্তবায়ন।

২১। কমিটি, ইত্যাদি।—(১) এই আইনের উদ্দেশ্য পূরণকল্পে, বোর্ড প্রয়োজনীয় সংখ্যক কমিটি গঠন করিতে পারিবে।

(২) উপ-ধারা (১) এ উল্লিখিত কমিটির গঠন, দায়-দায়িত্ব ও কর্তব্য, সভা এবং আনুষঙ্গিক অন্যান্য বিষয়াদি বিধি দ্বারা নির্ধারিত হইবে।

৬ষ্ঠ অধ্যায়

বোর্ডের প্রধান নির্বাহী, কর্মকর্তা ও কর্মচারী, ইত্যাদি

২২। বোর্ডের প্রধান নির্বাহী ও সচিব।—(১) চেয়ারম্যান বোর্ডের প্রধান নির্বাহী হইবেন।

(২) বোর্ডের একজন সচিব থাকিবেন, যিনি সরকারের অন্তর্গত যুগ্ম-সচিব পদমর্যাদাসম্পন্ন কর্মকর্তা হইবেন এবং তিনি সরকার কর্তৃক নির্দিষ্ট শর্তে নিযুক্ত হইবেন।

(৩) সচিব বোর্ডের সার্বজনিক কর্মকর্তা হইবেন।

(৪) সচিব বোর্ড এবং চেয়ারম্যান কর্তৃক সময় সময় তাহার উপর অর্পিত দায়িত্বসহ নির্ধারিত কার্যাবলী সম্পাদন করিবেন।

(৫) সচিব এর পদ শূন্য হইলে কিংবা অনুস্থতা বা অন্য কোন কারণে তিনি তাহার দায়িত্ব পালনে অসমর্থ হইলে শূন্য পদে নবনিযুক্ত সচিব কার্যভার গ্রহণ না করা পর্যন্ত কিংবা সচিব পুনরায় দায়িত্ব পালনে সমর্থ না হওয়া পর্যন্ত সরকার সচিব এর দায়িত্ব পালনের লক্ষ্যে তদ্বিবেচনায় যথাযথ ব্যবস্থা গ্রহণ করিবে।

২৩। কর্মকর্তা ও কর্মচারী নিয়োগ, ইত্যাদি।—(১) সরকার কর্তৃক অনুমোদিত সাংগঠনিক কাঠামো অনুযায়ী বোর্ড তাহার কার্যাবলী সুষ্ঠুভাবে সম্পাদনের উদ্দেশ্যে, প্রয়োজনীয় সংখ্যক কর্মকর্তা ও কর্মচারি নিয়োগ করিতে পারিবে এবং তাহাদের চাকুরির শর্তাবলী প্রবিধানমালা দ্বারা নির্ধারিত হইবে।

(২) উপ-ধারা (১) এ যাহা কিছুই থাকুক না কেন চেয়ারম্যান, জরুরী প্রয়োজনে, আউটসোর্সিং এর মাধ্যমে অনধিক ৩(তিন) মাসের জন্য অস্থায়ীভাবে প্রয়োজনীয় সংখ্যক কর্মচারি নিয়োগ করিতে পারিবেন।

সপ্তম অধ্যায়

বোর্ডের তহবিল, ইত্যাদি

২৪। বোর্ডের তহবিল, ইত্যাদি।—(১) বোর্ডের একটি তহবিল থাকিবে এবং উহাতে নিম্নবর্ণিত উৎস হইতে অর্থ জমা হইবে, যথা:—

(ক) সরকার কর্তৃক প্রদত্ত অনুদান;

(খ) সরকারের পূর্বানুমোদনক্রমে কোন বিদেশী সরকার, সংস্থা বা আন্তর্জাতিক সংস্থা হইতে প্রাপ্ত অনুদান;

- (গ) বোর্ডের সম্পত্তি বিনিয়োগ হইতে অর্জিত আয়;
 - (ঘ) এই আইনের অধীন বোর্ড কর্তৃক প্রদত্ত সেবা বাবদ আদায়কৃত কি; এবং
 - (ঙ) সরকার কর্তৃক অনুমোদিত অন্য কোন উৎস হইতে প্রাপ্ত অর্থ।
- (২) তহবিল হইতে বোর্ডের প্রয়োজনীয় ব্যয় নির্বাহ করা হইবে।
- (৩) বোর্ড কর্তৃক অনুমোদিত কোন তফসিলি ব্যাংকে তহবিলের অর্থ জমা রাখা যাইবে।
- (৪) তহবিলের অর্থ সরকার কর্তৃক অনুমোদিত ব্যাংকে বিনিয়োগ করা যাইবে।
- (৫) সচিব এবং বোর্ডের প্রধান হিসাবরক্ষণ কর্মকর্তার যৌথ স্বাক্ষরে তহবিলের হিসাব পরিচালিত হইবে।

২৫। বাজেট।—বোর্ড প্রতি বৎসর সরকার কর্তৃক নির্ধারিত সময়ের মধ্যে পরবর্তী অর্থবৎসরের বার্ষিক বাজেট এবং রাজস্ব বাজেট বিবরণী সরকারের নিকট পেশ করিবে এবং উহাতে উক্ত অর্থবৎসরে সরকারের নিকট হইতে কি পরিমাণ অর্থ প্রয়োজন হইবে উহার উল্লেখ থাকিবে।

অষ্টম অধ্যায় উপদেষ্টা পরিষদ

২৬। উপদেষ্টা পরিষদ।—(১) সরকার, সরকারি গেজেটে প্রজ্ঞাপন দ্বারা, জাতীয় পর্যায়ে নীতি নির্ধারণে সরকারকে উপানুষ্ঠানিক শিক্ষা বিষয়ে পরামর্শ প্রদান ও চলমান কাজ মূল্যায়নের জন্য পেশাজীবী, বিশেষজ্ঞ, সরকারি, বেসরকারি সংস্থার প্রতিনিধি এবং সংশ্লিষ্ট ব্যক্তিবর্গের সমন্বয়ে একটি জাতীয় উপদেষ্টা পরিষদ গঠন করিবে।

(২) প্রাথমিক ও গণশিক্ষা মন্ত্রণালয়ের ন্যায়িত্তে নিয়োজিত মন্ত্রী উপদেষ্টা পরিষদের সভাপতি হইবেন।

(৩) উপদেষ্টা পরিষদের কার্যপরিধি ও সভা বিধি দ্বারা নির্ধারিত হইবে।

নবম অধ্যায় হিসাবরক্ষণ ও নিরীক্ষা, ইত্যাদি

২৭। হিসাবরক্ষণ ও নিরীক্ষা।—(১) সরকার কর্তৃক নির্দেশিত পদ্ধতিতে বোর্ড উহার অর্থ ব্যয়ের যথাযথ হিসাবরক্ষণ করিবে এবং হিসাবের বার্ষিক বিবরণী প্রস্তুত করিবে।

(২) বাংলাদেশের মহাহিসাব নিরীক্ষক ও নিয়ন্ত্রক, অতঃপর মহাহিসাব নিরীক্ষক নামে অভিহিত, প্রতি বৎসর বোর্ডের হিসাব নিরীক্ষা করিবেন এবং নিরীক্ষা প্রতিবেদনের একটি কপি করিয়া অনুলিপি সরকার ও বোর্ডের নিকট প্রেরণ করিবেন।

(৩) উপ-ধারা (২) অনুযায়ী হিসাব নিরীক্ষার উদ্দেশ্যে মহাহিসাব নিরীক্ষক কিংবা তাহার নিকট হইতে এতদুদ্দেশ্যে ক্ষমতাপ্রাপ্ত কোন ব্যক্তি বোর্ডের সকল রেকর্ড, মালি-দস্তাবেজ, নগদ বা ব্যাংকে গচ্ছিত অর্থ, জামানত, ভান্ডার এবং অন্যবিধ সম্পত্তি পরীক্ষা করিয়া দেখিতে পারিবেন এবং বোর্ডের যে কোন সদস্য, কর্মকর্তা ও কর্মচারিকে জিজ্ঞাসাবাদ করিতে পারিবেন।

(৪) উপ-ধারা (২) এ উল্লিখিত নিরীক্ষা ছাড়াও বোর্ড কর্তৃক প্রত্যেক অর্থবৎসরে একবার Bangladesh Chartered Accountants Order, 1973 (P.O. No. 2 of 1973) এর Article 2(1)(b) তে সন্নিবেশিত চার্টার্ড একাউন্টেন্ট দ্বারা বোর্ডের হিসাব পরীক্ষিত ও নিরীক্ষিত হইবে।

(৫) প্রত্যেক অর্থ বৎসর সমাপ্তির ৬ (ছয়) মাসের মধ্যে বোর্ডের হিসাব নিরীক্ষা প্রতিবেদন অনুমোদিত হইতে হইবে।

দশম অধ্যায়

অপরাধ ও দণ্ড

২৮। অপরাধ ও দণ্ড।—যদি কোন ব্যক্তি এই আইনের কোন বিধান লঙ্ঘন করেন বা এই আইনের অধীন দায়িত্বশালনকারী কোন কর্মকর্তা বা কর্মচারীকে তাহার দায়িত্ব বা কর্তব্য পালনে ইচ্ছাকৃতভাবে বাধা প্রদান করেন, তাহা হইলে উহা হইবে একটি অপরাধ এবং তজ্জন্য তিনি অনধিক ৬(ছয়) মাস বিনামূল্য কারাবন্ড, বা অনধিক ৫০,০০০ (পঞ্চাশ হাজার) টাকা অর্থদণ্ড, বা উভয় দণ্ডে দণ্ডিত হইবেন।

২৯। স্বৈচ্ছিক কার্যবিধির প্রয়োগ।—এই আইনের অন্যান্য বিধানাবলী সাপেক্ষে, এই আইনের অধীন কোন অপরাধের তদন্ত, বিচার, আপীল এবং আনুষঙ্গিক সকল বিষয়ে Code of Criminal Procedure, 1898 (Act V of 1898) এর বিধানাবলী প্রযোজ্য হইবে।

৩০। অপরাধ বিচারার্থ গ্রহণ।—মহাপরিচালক বা তদ্বিকর্তৃক ক্ষমতাপ্রাপ্ত কোন কর্মকর্তার লিখিত অভিযোগ ব্যতীত কোন আদালত এই আইনের অধীন কোন মামলা বিচারার্থ গ্রহণ করিবে না।

একাদশ অধ্যায়

বিবিধ

৩১। বার্ষিক প্রতিবেদন।—(১) বোর্ড প্রতি অর্থ বৎসরে উহার সম্পাদিত কার্যাবলীর বিবরণ সম্বলিত একটি বার্ষিক প্রতিবেদন পরবর্তী অর্থ বৎসরের ৩১ শে জানুয়ারি এর মধ্যে সরকারের নিকট দাখিল করিবে।

(২) সরকার প্রয়োজনমত বোর্ডের নিকট হইতে যে কোন সময় উহার যে কোন বিষয়ের উপর বিবরণী, রিটার্ন ও প্রতিবেদন আস্থান করিতে পারিবে এবং বোর্ড উহা সরকারের নিকট সরবরাহ করিতে বাধ্য থাকিবে।

৩২। ক্ষমতা অর্পণ।—(১) বোর্ড এই আইন বা ইহার অধীন প্রণীত বিধি বা প্রবিধান নির্ধারিত শর্তাবলীতে, চেয়ারম্যান বা কোন কর্মকর্তাকে ইহার যে কোন ক্ষমতা অর্পণ করিতে পারিবে।

(২) চেয়ারম্যান এই আইন বা ইহার অধীন প্রণীত বিধি বা প্রবিধান অনুযায়ী তাহার উপর অর্পিত, উপ-ধারা (১) এর অধীন চেয়ারম্যানকে প্রদত্ত ক্ষমতা ব্যতীত, যে কোন ক্ষমতা বোর্ডের যে কোন কর্মকর্তাকে অর্পণ করিতে পারিবে।

৩৩। বিধি প্রণয়নের ক্ষমতা।—এই আইনের উদ্দেশ্য পূরণকল্পে, সরকার, সরকারি গেজেটে প্রজ্ঞাপন দ্বারা, বিধি প্রণয়ন করিতে পারিবে।

৩৪। প্রবিধান প্রণয়নের ক্ষমতা।—এই আইনের উদ্দেশ্য পূরণকল্পে, বোর্ড, সরকারের পূর্বানুমোদনক্রমে, সরকারি গেজেটে প্রজ্ঞাপন দ্বারা, এই আইন বা বিধির সহিত অসামঞ্জস্যপূর্ণ নহে এইরূপ প্রবিধান প্রণয়ন করিতে পারিবে।

৩৫। ইংরেজিতে অনূদিত পাঠ প্রকাশ।—(১) এই আইন প্রবর্তনের পর সরকার, সরকারি গেজেটে প্রজ্ঞাপন দ্বারা, এই আইনের ইংরেজিতে অনূদিত একটি নির্ভরযোগ্য পাঠ (Authentic English Text) প্রকাশ করিবে।

(২) বাংলা পাঠ ও ইংরেজি পাঠের মধ্যে বিরোধের ক্ষেত্রে বাংলা পাঠ প্রাধান্য পাইবে।

মোঃ আশরাফুল মকসুদ
সিনিয়র সচিব।