

TVET Policy (DRAFT)

Practicing Only

FOREWORD

ACRONYMS

- **BTEB:** Bangladesh Technical Education Board
- **BMET:** Bureau of Manpower, Employment and Training
- **CBT&A:** Competency-Based Training and Assessment
- **DTE:** Directorate of Technical Education
- **GoB:** Government of Bangladesh
- **ISC:** Industry Skills Council
- **NSDA:** National Skills Development Authority
- **NTVQF/NSQF :** National Technical and Vocational Qualifications Framework
- **NHDF:** National Human Resource Development Fund
- **RPL:** Recognition of Prior Learning
- **TMED:** Technical and Madrasah Education Division
- **TVET:** Technical and Vocational Education and Training
- **TTC:** Technical Training Centre

1.0 INTRODUCTION

- 1.1. Bangladesh stands at a critical economic juncture, poised to graduate from Least Developed Country (LDC) status and become a developed nation by 2041. To achieve the ambitious targets set out in Vision 2041 and the Delta Plan 2100, the country must transition from a labor-surplus economy to a skill-intensive economy. This policy outlines a strategic framework to transform the nation's human capital into a high-productivity workforce capable of driving industrial growth and attracting foreign investment.
- 1.2. In the face of the Fourth Industrial Revolution (4IR), the definition of employability is rapidly evolving. This TVET Policy prioritizes a demand-driven approach, ensuring that training curricula are directly aligned with industrial requirements. It emphasizes the integration of advanced technical competencies with essential soft skills, digital literacy, and green skills, creating a resilient workforce ready for both domestic industries and the international labor market.
- 1.3. To overcome the historical challenges of a fragmented skills landscape—where over 20 ministries operated with disparate standards—this policy establishes a cohesive national governance structure. By enforcing a unified National Technical and Vocational Qualifications Framework (NTVQF/NSQF), the Government aims to eliminate skills mismatches, standardize certification, and ensure that qualifications earned in Bangladesh are recognized and valued globally.
- 1.4. Remittances from overseas employment constitute a vital pillar of Bangladesh's economy. However, the current migration flow is predominantly comprised of low-skilled labor. To maximize the benefits of the global labor market, this policy prioritizes the "skilling-up" of potential migrants. By aligning domestic training standards with international requirements and introducing mutual recognition agreements with destination countries, we aim to transition from exporting labor to exporting skilled human capital, thereby significantly increasing per-capita remittance inflows.
- 1.5. Sustainable development requires inclusive growth that leaves no citizen behind. Recognizing that over 80% of the workforce operates in the informal economy, this policy places a strong emphasis on the Recognition of Prior Learning (RPL). It creates pathways for uncertified skilled workers to gain formal recognition, enhancing their mobility and wage potential. Furthermore, it mandates specific interventions to increase female participation in non-traditional trades and ensures accessible infrastructure for persons with disabilities, aligning with the Sustainable Development Goals (SDGs).
- 1.6. The disconnect between academic training and industrial reality has long hindered productivity. This policy fundamentally shifts the TVET paradigm from a supply-driven model to a demand-driven, industry-led system. It empowers **Industry Skills Councils (ISCs)** to take a leading role in curriculum development, standard setting, and assessment. By fostering robust Public-Private Partnerships (PPPs), we ensure that TVET institutions evolve into dynamic centers of excellence that respond directly to the pulse of the market.

2.0 POLICY AND LEGAL FRAMEWORK

- 2.1. The Constitution of Bangladesh (Article 17) obligates the State to relate education to the needs of society and produce properly trained and motivated citizens.
- 2.2. This Policy builds upon the foundations of the National Education Policy 2010 and the National Skills Development Policy 2011, upgrading them to meet contemporary challenges. It aligns with the National Skills Development Authority Act, 2018, which established the NSDA to coordinate all skills development activities.
- 2.3. The policy is aligned with the Sustainable Development Goals (SDGs), specifically SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). It also supports the 8th Five Year Plan, which targets the creation of 11.33 million jobs, mostly in the manufacturing and service sectors.
- 2.4. The policy is firmly grounded in the Bangladesh Technical Education Board Act, 2018, which empowers the Board to control, supervise, and regulate the quality of technical and vocational education. This legal provision ensures that all training providers, public and private—adhere to a unified standard of quality assurance, accreditation, and certification under the National Technical and Vocational Qualifications Framework (NTVQF/NSQF).
- 2.5. Recognizing the vital link between training and employment, this policy aligns with the Bangladesh Labour Act, 2006 (as amended). Specifically, it operationalizes the provisions regarding Apprenticeships (Chapter XVIII), mandating industries to engage apprentices and establishing a legal basis for work-based learning, occupational safety and health (OSH), and decent working conditions for trainees.
- 2.6. To support the extensive workforce engaged in overseas employment, this policy integrates with the Overseas Employment and Migrants Act, 2013. It emphasizes the need for mutual recognition of qualifications with destination countries and standardizing training curricula to meet international benchmarks, thereby protecting the rights and enhancing the wages of Bangladeshi migrant workers.
- 2.7. In alignment with the National Industrial Policy 2022, this framework prioritizes skills development for high-growth sectors such as ICT, pharmaceuticals, light engineering, and shipbuilding. It facilitates the transition to the Fourth Industrial Revolution (4IR) by providing legal backing for Industry Skills Councils (ISCs) to lead curriculum development and validate occupational standards.
- 2.8. Commitment to inclusive growth is legally reinforced by the Rights and Protection of Persons with Disabilities Act, 2013 and the National Women Development Policy 2011. This TVET policy mandates specific quotas, accessible infrastructure, and gender-responsive budgeting to ensure equitable access to skills training for women and persons with disabilities, fulfilling the state's constitutional obligation to equality of opportunity.
- 2.9. In pursuit of a "Smart Bangladesh," this policy integrates with the National ICT Policy 2018 and the Smart Bangladesh ICT Master Plan 2041. It mandates the incorporation of digital literacy and Information and Communication Technology (ICT) competencies into every TVET curriculum, regardless of trade. This ensures that the workforce is prepared for the digital economy and the Fourth Industrial Revolution (4IR).

- 2.10. To address the challenges posed by climate change, this framework aligns with the Bangladesh Delta Plan 2100 and the National Adaptation Plan (NAP). It institutionalizes "Green TVET" by embedding environmental sustainability standards into competency frameworks. This promotes skills for green jobs in renewable energy, waste management, and sustainable agriculture, contributing to a climate-resilient economy.
- 2.11. Recognizing that TVET graduates are prime candidates for self-employment, this policy supports the SME Policy 2019. It establishes a collaborative framework with the SME Foundation and Bangladesh Small and Cottage Industries Corporation (BSCIC) to provide entrepreneurship training, incubation support, and access to start-up capital for TVET graduates, fostering a culture of job creation rather than job seeking.
- 2.12. This policy is also guided by the National Youth Policy 2017, which identifies skills development as a primary tool for youth empowerment. It specifically targets the "Not in Education, Employment, or Training" (NEET) population, mandating outreach programs and flexible training modalities to reintegrate disengaged youth into the productive workforce.

3.0 PROBLEM STATEMENT

- 3.1. An ideal TVET system is industry-led, where employers define the occupational standards. Currently, industry participation in Bangladesh is growing but remains inconsistent. Many curricula are outdated, and training equipment in public institutions often lags current industrial technology.
- 3.2. Governance remains a challenge. While the NSDA has been established, coordination between the DTE, BTEB, BMET, and other ministries needs strengthening to avoid duplication of efforts and resources.
- 3.3. There is a severe shortage of qualified TVET trainers and assessors, particularly those with industrial experience. The social stigma attached to TVET ("blue-collar" work) discourages high-performing students from entering the sector. Furthermore, female participation in non-traditional trades remains low, and access for persons with disabilities is limited by infrastructure and social barriers.
- 3.4. Most of the workforce (over 80%) is employed in the informal sector. These workers largely acquire skills through informal apprenticeships without any certification. The lack of a robust Recognition of Prior Learning (RPL) mechanism limits their career progression and wages.
- 3.5. Quality assurance mechanisms are fragmented and often ineffective. While the Bangladesh Technical Education Board (BTEB) accredits institutions, post-accreditation monitoring is weak due to a lack of manpower and digitized systems. This has led to a proliferation of private training providers delivering sub-standard training with little accountability for employment outcomes.
- 3.6. There is a significant geographic disparity in access to quality TVET. High-quality institutions and polytechnics are concentrated in major urban centers like Dhaka and Chittagong. Remote and vulnerable areas—such as the Haor basins, Char lands, and the Chittagong Hill Tracts—suffer from a lack of infrastructure, qualified instructors, and relevant trade courses, exacerbating regional inequality.
- 3.7. The linkage between TVET institutions and the international labor market is weak. Despite being a major exporter of manpower, Bangladesh struggles to cater to the demand for higher-skilled workers overseas due to a lack of globally

- recognized certification and language proficiency training within the standard TVET curriculum. This limits the remittance potential of migrant workers.
- 3.8. Emerging sectors driving the economy, such as ICT, light engineering, and pharmaceuticals, face acute skills shortages because the current TVET system is slow to respond to market signals. The curriculum development cycle is often lengthy and bureaucratic, resulting in graduates who are trained in obsolete technologies rather than the skills required for the Fourth Industrial Revolution (4IR).
 - 3.9. Public financing for TVET remains inadequate and heavily reliant on development partner support. The recurrent budget for consumables, raw materials, and machinery maintenance in public institutions is often insufficient to support practical, hands-on training. This forces institutions to prioritize theoretical instruction over practical exercises, severely compromising the competency of graduates.
 - 3.10. There is a critical lack of a comprehensive and real-time Labor Market Information System (LMIS). Without reliable data on current and future skills demand, TVET planning is often based on historical trends rather than actual industry needs. This disconnects leads to the oversupply of graduates in saturated trades (e.g., general electrical, sewing) while high-demand sectors face acute shortages.
 - 3.11. Employers frequently cite a lack of foundational and soft skills among TVET graduates as a major barrier to recruitment. While technical competencies may be adequate, graduates often lack essential workplace skills such as communication, industrial safety awareness, work ethics, and basic numeracy/literacy. This "employability gap" hinders their productivity and career progression.
 - 3.12. The current TVET system is predominantly designed to produce job seekers rather than job creators. There is limited integration of entrepreneurship education, financial literacy, or incubation support within the standard curriculum. As a result, graduates often struggle to launch their own enterprises or engage in self-employment, which is crucial given the limited capacity of the formal job market to absorb all entrants.

4.0 POLICY RATIONALE

- 4.1. Bangladesh requires a "skills revolution" to graduate from Least Developed Country (LDC) status. This policy provides the rationale for shifting investment from general education to technical education to reduce youth unemployment.
- 4.2. The Policy establishes a framework for Public-Private Partnerships (PPP), encouraging industries to manage and utilize public training infrastructure. It rationalizes the certification system under the NTVQF/NSQF, ensuring that a certificate earned in Chittagong has the same value as one earned in Dhaka, and is recognized by employers overseas.
- 4.3. Benefits of the Policy:
 - 4.3.1. **Unified System:** Harmonizes training standards across all ministries and private providers.
 - 4.3.2. **Global Mobility:** Enhances the employability of Bangladeshi migrant workers through globally recognized certification.
 - 4.3.3. **Inclusivity:** Mandates quotas and support mechanisms for women and vulnerable groups.

- 4.3.4. **Flexibility:** Institutionalizes RPL, allowing workers to get certified for skills learned on the job.
- 4.4. **Capitalizing on the Demographic Dividend:** Bangladesh is currently experiencing a "youth bulge," where the working-age population outnumbers dependents. This demographic dividend is a time-bound opportunity that will close around 2040. This policy provides the necessary framework to rapidly skill this youth population, transforming a potential demographic burden into a powerful engine for economic acceleration before the window of opportunity closes.
- 4.5. **Mitigating 4IR Risks:** The Fourth Industrial Revolution (4IR) poses a significant threat to Bangladesh's primary export sectors, particularly Ready-Made Garments (RMG), where automation threatens low-skilled jobs. This policy rationalizes the shift towards high-tech and mid-level technical skills (e.g., mechatronics, CAD/CAM, industrial maintenance) to protect employment and move the nation up the global value chain.
- 4.6. **Reducing Dependency on Foreign Experts:** Despite high domestic unemployment, industries in Bangladesh annually remit billions of dollars hiring foreign mid-level managers and technical experts due to a local skills gap. This policy aims to bridge this "middle-management void" by producing locally certified supervisors and technologists, thereby retaining foreign currency within the national economy.
- 4.7. **Social Equity and Poverty Reduction:** Evidence suggests that technical training offers a faster return on investment for the poor compared to general education. By prioritizing short-term, employment-oriented training and Recognition of Prior Learning (RPL), this policy serves as a direct tool for poverty alleviation, offering immediate income-generating opportunities for the landless and urban poor.
- 4.8. **Supporting Economic Diversification:** Bangladesh's export basket is heavily reliant on the Ready-Made Garment (RMG) sector. To sustain economic resilience, the country must diversify into pharmaceuticals, light engineering, shipbuilding, and ICT. This policy provides the rationale for shifting TVET resources toward these emerging sectors, ensuring a steady supply of skilled technicians to support industrial diversification and reduce economic vulnerability.
- 4.9. **Balanced Regional Development:** Economic activity in Bangladesh is currently skewed toward the Dhaka-Chattogram corridor. This policy emphasizes the establishment of specialized TVET institutes in underserved regions (e.g., the northern districts, coastal belt). By creating local skills ecosystems aligned with regional economies (e.g., agro-processing in the north, blue economy skills in the south), the policy aims to curb rural-urban migration and foster balanced national development.
- 4.10. **Standardization of Skills:** Currently, a "welder" certified by one ministry may have different competencies than one certified by another. This fragmentation confuses employers and lowers wages. By enforcing the National Technical and Vocational Qualifications Framework (NTVQF/NSQF), this policy rationalizes the entire skills landscape. It ensures that a Level 1 certificate has a uniform meaning across all 20+ ministries and private providers, creating a transparent labor market where skills are valued consistently.

5.0 POLICY DIRECTION

- 5.1. The TVET Policy establishes an Industry-Led, Competency-Based TVET system.
- 5.2. **Vision:** "A highly skilled, innovative, and productive workforce that drives the socio-economic development of Bangladesh and is competitive in the global labor market."
- 5.3. **Mission:** "To establish a demand-driven, flexible, and inclusive TVET system that ensures quality assurance, promotes lifelong learning, and aligns skills supply with current and future industry needs."
- 5.4. **Specific Objectives:**
 - 5.4.1. Ensure 100% implementation of the National Technical and Vocational Qualifications Framework (NTVQF/NSQF).
 - 5.4.2. Increase TVET enrollment to 30% of total secondary enrollment by 2030.
 - 5.4.3. Strengthening the role of Industry Skills Councils (ISCs) in curriculum development and assessment.
 - 5.4.4. Institutionalize Recognition of Prior Learning (RPL) for the informal sector.
 - 5.4.5. Promote Green Skills and digital literacy across all trades.
- 5.5. **Guiding Principles:**

The implementation of the TVET policy is guided by the following core principles:

 - 5.5.1. **Industry-Led:** Employers play a leading role in setting occupational standards and curriculum to ensure skills match market demand.
 - 5.5.2. **Inclusivity:** Equal access for all citizens regardless of gender, disability, or geographic location, with affirmative action for marginalized groups.
 - 5.5.3. **Quality Assurance:** Adherence to the unified National Technical and Vocational Qualifications Framework (NTVQF/NSQF) to ensure consistency and credibility.
 - 5.5.4. **Flexibility:** Provision of multiple entry and exit pathways, supporting lifelong learning and the transition between work and education.
 - 5.5.5. **Decent Work:** Training that leads to safe, productive, and rightfully enumerated employment, upholding labor rights.
- 5.6. **Key Policy Priority Areas**
 - 5.6.1. Modernization of Curriculum: Transitioning 100% of TVET courses to Competency-Based Training and Assessment (CBT&A) methodology by 2030.
 - 5.6.2. Teacher Development: Establishing a mandatory "Industrial Attachment" program for all TVET instructors to update their practical knowledge.
 - 5.6.3. Industry Linkages: Operationalizing Industry Skills Councils (ISCs) in all major sectors (e.g., RMG, ICT, Agro-Food, Light Engineering).
 - 5.6.4. Digital Transformation: Integrating "Smart Bangladesh" pillars into TVET by establishing digital labs and e-learning platforms in every polytechnic.
 - 5.6.5. Overseas Employment: Aligning training standards with the requirements of key destination countries (e.g., Saudi Arabia, Malaysia, Japan) to boost skilled migration.

- 5.6.6. Green TVET: Embedding environmental sustainability and green skills into all trade courses to support the Delta Plan 2100.
- 5.7. **Policy Target Groups**
 - 5.7.1. **Youth:** Specifically, the "NEET" (Not in Education, Employment, or Training) population.
 - 5.7.2. **Women:** Targeting a 40% enrollment rate for females in TVET, especially in non-traditional trades.
 - 5.7.3. **Informal Sector Workers:** Providing pathways for certification via Recognition of Prior Learning (RPL).
 - 5.7.4. **Persons with Disabilities:** Ensuring 5% quota and accessible infrastructure in all new TVET projects.
 - 5.7.5. **Migrant Workers:** Aspiring and returning migrants requiring upskilling or skills recognition.
 - 5.7.6. **Small and Medium Enterprises (SMEs):** Providing customized training to boost productivity in the SME sector.
- 5.8. **Anticipated Impact**
A streamlined, world-class TVET ecosystem that transforms Bangladesh's population density into a productivity dividend. This will result in reduced youth unemployment, increased foreign currency remittances through skilled migration, and the domestic industrial capacity required to sustain a developed economy by 2041.

6.0 . POLICY OBJECTIVES AND STRATEGIES

6.1. Promote Economic Relevance

- 6.1.1. Strategy: Empower ISCs to develop Industry Competency Standards (ICS).
- 6.1.2. Strategy: Establish a Labor Market Information System (LMIS) under NSDA to forecast skills demand.
- 6.1.3. Strategy: Promote apprenticeship programs in accordance with the Labor Act.

6.2. Improve Access and Equity

- 6.2.1. Strategy: Introduce flexible, modular courses allowing "multi-entry, multi-exit" for learners.
- 6.2.2. Strategy: Provide stipends and stipendiary support for female students and persons with disabilities.
- 6.2.3. Strategy: Establish specialized TVET institutions in unserved/remote districts (Haor, Char, and Hill Tracts areas).

6.3. Improve Quality of TVET

- 6.3.1. Strategy: All Registered Training Organizations (RTOs) must be accredited by BTEB/NSDA.
- 6.3.2. Strategy: (Levels Pre-Vocational to Level 6/Diploma).
- 6.3.3. Strategy: Mandatory industrial attachment for all TVET instructors (Industry Assessor Certification).
- 6.3.4. Strategy: Implement Competency-Based Training and Assessment (CBT&A) methodology across all public and private institutes.

6.4. Sustainable Financing

- 6.4.1. Strategy: Operationalize the National Human Resource Development Fund (NHDF) to finance skill development activities.

- 6.4.2. Strategy: Encourage industries to contribute to training costs through tax incentives.
- 6.4.3. Strategy: Allow public TVET institutions to retain generated revenue for maintenance and development.
- 6.5. Effective Management**
 - 6.5.1. Strategy: Strengthen NSDA as the regulatory authority and DTE as the implementing agency.
 - 6.5.2. Strategy: Grant greater administrative and financial autonomy to polytechnics and Technical School and Colleges (TSCs).
- 6.6. Digital Transformation and 4IR Readiness**
 - 6.6.1. Strategy: Establish "Smart TVET Labs" in every polytechnic institute equipped with AR/VR simulators for high-risk and high-cost trade training (e.g., welding, heavy machinery operation).
 - 6.6.2. Strategy: Mandate the inclusion of a "Digital Competence" core module (coding, data literacy, digital safety) in all NTVQF/NSQF levels, regardless of the trade.
 - 6.6.3. Strategy: Develop a national e-Learning platform to facilitate blended learning and continuous professional development for remote learners.
- 6.7. Skills for Global Migration**
 - 6.7.1. Strategy: Align curricula with the occupational standards of key destination countries (e.g., KSA, Japan, Malaysia) and pursue Mutual Recognition Agreements (MRAs) for certification.
 - 6.7.2. Strategy: Establish dedicated "Language and Culture Wings" within Technical Training Centres (TTCs) to provide mandatory soft-skills training for aspiring migrant workers.
 - 6.7.3. Strategy: Create a "Returning Migrant Reintegration Program" that offers RPL certification and entrepreneurship support to utilize the skills of returning workers.
- 6.8. Environmental Sustainability (Green TVET)**
 - 6.8.1. Strategy: Integrate "Green Skills" and environmental safety standards into every Competency Standard (CS) developed by Industry Skills Councils.
 - 6.8.2. Strategy: Launch specific "Green Trade" courses (e.g., Solar Panel Installation, E-Waste Management, Effluent Treatment Plant Operation) to support the Delta Plan 2100.
 - 6.8.3. Strategy: Transform TVET campuses into "Green Campuses" (rainwater harvesting, renewable energy use) to serve as live demonstration sites for students.
- 6.9. Rebranding TVET and Social Awareness**
 - 6.9.1. Strategy: Launch a nationwide "Skills are Strength" (Dakhshota-e-Shakti) campaign to combat social stigma and position TVET as a premier career choice.
 - 6.9.2. Strategy: Institutionalize the "National Skills Competition" leading to participation in WorldSkills, celebrating top technical talent as national heroes.
 - 6.9.3. Strategy: Introduce "Career Guidance and Counseling" cells in all secondary schools to educate students and parents about TVET career pathways early on.
- 6.10. Research, Innovation, and Development**

- 6.10.1. Strategy: Establish a dedicated "TVET Research Cell" under the DTE to conduct longitudinal tracer studies on graduate employability and income.
- 6.10.2. Strategy: Allocate a specific "Innovation Fund" for student-led projects that solve local industrial or community problems (e.g., low-cost agriculture mechanization).
- 6.10.3. Strategy: Create a "TVET Policy Review Committee" comprising industry and academia to review and update the policy every 5 years based on labor market data.

7.0 IMPLEMENTATION FRAMEWORK

7.1. Institutional Arrangements

TVET implementation will be a multi-stakeholder effort coordinated by the NSDA under the Prime Minister's Office, with implementation led by the Technical and Madrasah Education Division (TMED).

7.2. Roles and Responsibilities

- 7.2.1. **National Skills Development Authority (NSDA)**
 - Apex coordination body.
 - Responsible for national skills strategy, approving competency standards, and managing the National Human Resource Development Fund (NHDF).
 - Monitor and evaluate the quality of training across all ministries.
- 7.2.2. **Bangladesh Technical Education Board (BTEB)**
 - Regulatory body for quality assurance.
 - Responsible for accreditation of training providers (RTOs), assessment centers, and issuing NTVQF/NSQF certificates.
 - Develop curricula based on Industry Competency Standards.
- 7.2.3. **Directorate of Technical Education (DTE)**
 - Manage public TVET institutions (Polytechnics, TSCs).
 - Recruit and train teachers/instructors.
 - Ensure infrastructure development and procurement.
- 7.2.4. **Industry Skills Councils (ISCs)**
 - Represent the demand side (Employers).
 - Identify skills gaps in 12+ key sectors (e.g., RMG, IT, Construction, Agro-food).
 - Validate competency standards and assessment tools.
- 7.2.5. **Bureau of Manpower, Employment and Training (BMET)**
 - Focus on skills training specifically for overseas employment via Technical Training Centres (TTCs).
 - Align training with the specific requirements of destination countries.
- 7.2.6. **Other Ministries and Departments**
 - Role: Ministries such as Youth & Sports, Women & Children Affairs, Textiles & Jute, Industries, and Social Welfare will continue to implement skills training programs aligned with their specific mandates.
 - Standardization: All training delivered by these ministries must be accredited by the BTEB and aligned with the National Technical

and Vocational Qualifications Framework (NTVQF/NSQF) to ensure uniformity in certification.

7.2.7. **Private and NGO Training Providers**

- **Role:** Deliver most of the skills training, particularly for the informal sector and marginalized groups.
- **Compliance:** Must register as Registered Training Organizations (RTOs) with the BTEB. They are responsible for maintaining quality standards, engaging with industry for placement, and updating equipment to match industry needs.
- **Incentives:** Eligible for performance-based grants from the National Human Resource Development Fund (NHDF) upon meeting placement targets.

7.3. **Coordination Mechanisms**

7.3.1. **National Skills Development Council (NSDC)**

- **Chair:** Prime Minister.
- **Function:** The highest policy-making body. It meets biannually to set the national strategic direction, resolve inter-ministerial conflicts, and review the overall progress of the skills sector against Vision 2041 goals.

7.3.2. **Executive Committee of the NSDA (EC-NSDA)**

- **Chair:** Principal Secretary to the Prime Minister.
- **Function:** Oversees the execution of NSDC decisions, approves competency standards, and coordinates day-to-day operations between ministries and the private sector.

7.3.3. **District Skills Development Committees (DSDC)**

- **Chair:** Deputy Commissioner (DC).
- **Function:** Coordinates skills development at the local level. Responsible for identifying district-specific skills needs (e.g., tourism in Cox's Bazar, tea in Sylhet), monitoring local training institutions, and facilitating industry-institute linkages within the district.

7.4. **Decentralization and Autonomy**

- **Institutional Autonomy:** Public polytechnics and TSCs will be granted greater financial and administrative autonomy. They will have the authority to generate revenue (through production centers or short courses) and retain a portion for facility maintenance and instructor incentives.
- **Local Planning:** TVET plans will be decentralized to the Upazila level to ensure training is relevant to the local economic geography and available resources.

8.0 MONITORING AND EVALUATION

- 8.1. A robust M&E framework will be established by the NSDA. All Registered Training Organizations (RTOs) must submit real-time data to the National Skills Portal.
- 8.2. Performance of institutions will be measured not just by enrollment, but by employment rates of graduates.
- 8.3. An annual "Skills Gap Analysis" report will be published to adjust training targets.

- 8.4. **Graduate Tracer Studies**
- 8.4.1. **Mandate:** All public and private TVET institutions must conduct annual "Graduate Tracer Studies" to track the career progression, income levels, and job retention of their alumni for at least 3 years post-graduation.
- 8.4.2. **Methodology:** These studies will utilize digital tools (SMS surveys, app-based tracking) integrated with the National Skills Portal to ensure data accuracy and prevent manipulation.
- 8.5. **Third-Party Auditing**
- 8.5.1. **Mechanism:** To ensure impartiality, the NSDA will commission independent third-party auditors (academic institutions or specialized NGOs) to validate the training quality and infrastructure of Registered Training Organizations (RTOs) every two years.
- 8.5.2. **Outcome:** Institutions failing to meet quality standards during these audits will face de-registration or suspension of government stipends.
- 8.6. **Digital Monitoring & LMIS Integration**
- 8.6.1. **System:** A comprehensive Labor Market Information System (LMIS) will be operationalized under the NSDA. This system will aggregate real-time data from industry associations (demand side) and training providers (supply side).
- 8.6.2. **Usage:** This data will be used to dynamically update the list of "Priority Trades" every year, ensuring public funding is channeled only to high-demand sectors.
- 8.7. **Performance-Based Funding**
- 8.7.1. **Incentives:** Future government grants and access to the National Human Resource Development Fund (NHDF) will be strictly linked to an institution's "Job Placement Rate."
- 8.7.2. **Sanctions:** Institutions with a placement rate below a set threshold (e.g., 40%) for three consecutive years will undergo mandatory management restructuring or closure.
- 8.8. **Employer Satisfaction Surveys**
- 8.8.1. **Mechanism:** The NSDA will mandate annual "Employer Satisfaction Surveys" across major industries (RMG, Pharma, IT, etc.) to gauge the real-world performance of TVET graduates.
- 8.8.2. **Feedback Loop:** This qualitative data will directly influence curriculum revisions. If employers consistently report a lack of specific skills (e.g., industrial safety or English proficiency), the relevant Industry Skills Council (ISC) must update the Competency Standards within 6 months.
- 8.9. **Regional Equity Monitoring**
- 8.9.1. **Focus:** M&E indicators will be disaggregated by division and district to identify regional disparities.
- 8.9.2. **Intervention:** If a district (e.g., Kurigram or Sunamganj) falls below the national average in TVET enrollment or placement for two consecutive years, a "Special Development Grant" will be triggered to upgrade infrastructure and attract qualified trainers to that specific region.
- 8.10. **SDG Alignment and Reporting**

- 8.10.1. Framework: The national M&E framework will be aligned with SDG 4.3 (equal access to technical education) and SDG 4.4 (increase in youth with relevant skills).
- 8.10.2. Reporting: A "National Skills Report" will be presented to Parliament annually, detailing progress against these international benchmarks and the 8th Five Year Plan targets.

8.11. Public Accountability and Transparency

- 8.11.1. Open Data: Key performance indicators (KPIs) for all public and private TVET institutions—including pass rates, dropout rates, and job placement statistics—will be made publicly available on the National Skills Portal.
- 8.11.2. Empowerment: This transparency empowers students and parents to make informed choices about which institution to attend based on actual performance data rather than marketing.

9.0 TVET FINANCING

- 9.1. Government will progressively increase the budget allocation for TVET.
- 9.2. The National Human Resource Development Fund (NHDF) will provide grants to private training providers and industry associations based on performance (job placement).
- 9.3. Public-Private Partnership (PPP) models will be used to establish and operate new high-tech polytechnics.

9.4. Industry Contribution & Tax Incentives

- 9.4.1. **Mechanism:** To foster shared responsibility, the Government will introduce fiscal incentives for industries that invest in workforce development.
- 9.4.2. **Incentive:** Enterprises that establish accredited Enterprise Based Training (EBT) centers or employ registered apprentices will be eligible for a corporate tax rebate (e.g., 5-10% of training costs), subject to verification by the NSDA.

9.5. Student Financial Support

- 9.5.1. **Stipends:** The existing stipend program will be expanded to cover 100% of tuition and living costs for female students, persons with disabilities, and students from the poorest deciles in public institutes.
- 9.5.2. **Skills Loans:** A "TVET Education Loan" scheme will be launched in partnership with state-owned banks (e.g., Sonali, Agrani). This will offer low-interest, collateral-free loans specifically for high-cost, high-tech courses (e.g., Marine Engineering, Aviation Technology).

9.6. Income Generation by Institutions

- 9.6.1. **Autonomy:** Public TVET institutions (Polytechnics and TSCs) will be authorized to generate internal revenue through short courses, production centers (e.g., selling furniture made in carpentry workshops), and consultancy services.
- 9.6.2. **Retention:** Institutions will be allowed to retain up to 50% of this generated revenue in a separate "Institutional Development Fund" to be used strictly for equipment maintenance and raw material purchase, reducing dependency on the central budget.

9.7. Donor & Development Partner Coordination

- 9.7.1. **Alignment:** All external funding from development partners (e.g., World Bank, ADB, ILO, EU) must be aligned with the National Skills Development Policy and the NTVQF/NSQF.
- 9.7.2. **Sustainability:** All donor-funded projects must include a mandatory "Exit Strategy" and "Sustainability Plan" to ensure that training activities continue after the project period ends.

9.8. Green Financing Window

- 9.8.1. **Focus:** A dedicated financing window within the National Human Resource Development Fund (NHDF) will be established for "Green Skills."
- 9.8.2. **Priority:** Training providers offering certified courses in climate-resilient trade (e.g., Renewable Energy, Waste Management, Green Construction) will receive priority funding and higher per-trainee grants.

9.9. Skills Development Levy

- 9.9.1. **Mechanism:** To ensure sustainable long-term financing, the Government will explore the introduction of a Skills Development Levy (e.g., 1% of the wage bill) on large enterprises in specific high-growth sectors.
- 9.9.2. **Utilization:** These funds will be ring-fenced within the National Human Resource Development Fund (NHRDF) and used exclusively to fund training programs relevant to the contributing sectors, ensuring a direct return on investment for the industry.

9.10. Institutional Revenue Generation

- 9.10.1. **Production Centers:** Public polytechnics and Technical Schools and Colleges (TSCs) are authorized to establish "Production Centers" (e.g., automobile repair shops, furniture manufacturing, soil testing services) utilizing their existing machinery and student labor.
- 9.10.2. **Retained Earnings:** Institutions will be allowed to retain a significant portion (up to 50%) of the revenue generated. This fund must be used for equipment maintenance, raw material procurement, and instructor incentives, reducing dependence on the central revenue budget.

9.11. Student Financing & Microfinance

- 9.11.1. **Skills Loans:** A low-interest "TVET Education Loan" scheme will be launched in partnership with state-owned banks (e.g., Sonali, Agrani) to support students in high-cost trade courses (e.g., Marine Engineering, Mechatronics).
- 9.11.2. **Informal Sector Support:** The government will partner with NGOs to provide micro-credit and training vouchers to informal sector workers and rural youth, enabling them to access accredited training without upfront costs.

9.12. Performance-Based Budgeting

- 9.12.1. **Shift:** The Ministry of Finance will transition TVET funding from a traditional "input-based" model (funding based on number of students/teachers) to a "performance-based" model.
- 9.12.2. **Criteria:** Future budget allocations for institutions will depend on Key Performance Indicators (KPIs) such as Course Completion Rates, National Certification Rates (NTVQF/NSQF), and Graduate Employment Rates.

9.13. Incentives for Industry Investment

- 9.13.1. Tax Rebates: Industries that establish accredited "Enterprise-Based Training" (EBT) centers or employ registered apprentices under the Labor Act will be eligible for corporate tax rebates.
- 9.13.2. Duty-Free Import: Training providers will be granted duty-free import privileges for high-tech training equipment (e.g., CNC machines, simulators) that are not available domestically.
- 9.14. **Green Financing Window**
 - 9.14.1. Dedicated Fund: A special "Green Skills Window" will be created within the NHRDF.
 - 9.14.2. Priority Access: Training providers proposing courses in climate-smart trades (e.g., Solar Panel Installation, Effluent Treatment Plant Operation, E-waste Recycling) will receive priority grant funding to support the implementation of the Bangladesh Delta Plan 2100.

10.0 PROMOTING TVET ENTREPRENEURSHIP

- 10.1. **Objective:** To **transform** the mindset of TVET graduates from "jobseekers" to "job-creators" by establishing a comprehensive support ecosystem that nurtures innovation, provides access to capital, and ensures market linkages for technical startups.
- 10.2. **Entrepreneurship in Curriculum**
 - 10.2.1. Mandatory Module: A robust, credit-bearing "Entrepreneurship and Financial Literacy" module will be embedded in all NTVQF/NSQF levels (from Pre-Vocation to Level 6). This will move beyond theory to include practical business modeling, digital marketing, and trade license acquisition.
 - 10.2.2. Business Plan Projects: As a prerequisite for graduation in Level 5 and 6 (Diploma) courses, students must develop and pitch a viable business plan related to their trade (e.g., an automated irrigation service for agriculture students).
- 10.3. **Institutional Incubation Centers**
 - 10.3.1. **Establishment:** Every public polytechnic will establish a "TVET Business Incubation Center" in partnership with the SME Foundation and BSCIC (Bangladesh Small and Cottage Industries Corporation).
 - 10.3.2. **Function:** These centers will provide workspace, high-speed internet, mentorship from industry leaders, and access to institute machinery (e.g., CNC machines, 3D printers) for prototyping product ideas.
- 10.4. **Access to Seed Capital and Finance**
 - 10.4.1. **Start-Up Fund:** A dedicated "TVET Innovation Fund" will be created under Startup Bangladesh Limited to provide equity-free seed grants (up to BDT 5 Lakh) to the top 100 student projects annually.
 - 10.4.2. **Collateral-Free Loans:** The government will sign MoUs with state-owned banks to offer collateral-free "Uddokta Loans" to certified TVET graduates, using their NTVQF/NSQF certificate as a guarantee.
- 10.5. **Market Linkage and Digital Integration**

- 10.5.1. **E-Commerce Integration:** Training on utilizing digital platforms will be mandatory, enabling rural entrepreneurs to sell products directly to national markets.
- 10.5.2. **Public Procurement:** A "Preferential Procurement Policy" will be introduced, mandating that government offices source at least 5% of their procurement (e.g., furniture, IT maintenance, uniforms) from local TVET graduate-led SMEs.
- 10.6. **Support for Targeted Groups**
 - 10.6.1. **Women Entrepreneurs:** Specialized "Women in Tech" incubation wings will be established in Female Polytechnics, offering additional mentorship and a 6-month tax holiday for registered female-led startups.
 - 10.6.2. **Returning Migrants:** A "Reintegration Entrepreneurship Program" will be launched to help returning migrant workers invest their capital and skills into establishing local workshops and service centers.

11.0 GOVERNANCE AND COORDINATION

- 11.1.1. **Apex Body Oversight:** The National Skills Development Authority (NSDA), under the Prime Minister's Office, will serve as the apex regulatory body. It will ensure that all entrepreneurship initiatives are aligned with the SME Policy 2019 and Vision 2041.
- 11.1.2. **Inter-Ministerial Collaboration:** A "TVET Entrepreneurship Coordination Committee" will be formed, comprising representatives from the:
 - 11.1.2.1. Ministry of Industries (SME Foundation, BSCIC)
 - 11.1.2.2. Ministry of Youth and Sports
 - 11.1.2.3. ICT Division (Startup Bangladesh)
 - 11.1.2.4. Bangladesh Bank (Financial Inclusion Department)
- 11.1.3. **Industry-Institute Linkage:** Industry Skills Councils (ISCs) will act as the bridge between academia and the market. They will be responsible for identifying "Sunrise Sectors" for entrepreneurship (e.g., Light Engineering, Agro-Food Processing) and connecting student startups with corporate supply chains.

12.0 RESEARCH, INNOVATION, AND DIGITALIZATION

- 12.1. TVET Research and Development (R&D) To ensure the system remains responsive to changing technology, a dedicated "TVET Research Cell" will be established under the Directorate of Technical Education (DTE).
- 12.2. Mandate: This cell will conduct longitudinal tracer studies (tracking graduates for 3-5 years), labor market analysis, and efficacy studies of different teaching methodologies (e.g., dual training vs. center-based training).
- 12.3. Innovation Grants: An annual "TVET Innovation Fund" will be allocated to polytechnics that develop low-cost, high-impact solutions for local industries (e.g., automated jute processing, low-cost agri-machinery).
- 12.4. Digitalization of TVET (Smart TVET) Aligned with the "Smart Bangladesh 2041" vision, the entire TVET ecosystem will undergo digital transformation.

- **e-Learning Platforms:** The platform will include accredited TVET courses, allowing remote learners to complete theoretical components online.
- **Digital Assessment:** NTVQF/NSQF assessments for theoretical knowledge will be shifted to Computer-Based Testing (CBT) to ensure transparency and reduce grading time.
- **Smart Campus:** All new polytechnics will be designed as "Smart Campuses" with high-speed internet, digital libraries, and AR/VR labs for high-risk trade training (e.g., welding, high-voltage electrical).

13.0 CONCLUSION

This National TVET Policy represents a bold commitment by the Government of Bangladesh to transform its population into its greatest asset. By shifting from a supply-driven, fragmented system to an industry-led, competency-based framework, we are laying the foundation for a prosperous, middle-income nation.

The successful implementation of this policy requires unwavering commitment from all stakeholders—government ministries, private industry, development partners, and civil society. Together, we will build a TVET system that does not just train workers, but nurtures the innovators, entrepreneurs, and leaders who will build **Smart Bangladesh 2041**.