



Bangladesh: Skills Development Project

Project Name	Skills Development Project								
Project Number	39408-013								
Country	Bangladesh								
Project Status	Approved								
Project Type / Modality of Assistance	Loan								
Source of Funding / Amount	<table><tr><td colspan="2">Grant 0140-BAN: Skills Development Project</td></tr><tr><td>Swiss Grant (Cofinancing)</td><td>US\$ 3.60 million</td></tr><tr><td colspan="2">Loan 2425-BAN: Skills Development Project</td></tr><tr><td>Asian Development Fund</td><td>US\$ 50.00 million</td></tr></table>	Grant 0140-BAN: Skills Development Project		Swiss Grant (Cofinancing)	US\$ 3.60 million	Loan 2425-BAN: Skills Development Project		Asian Development Fund	US\$ 50.00 million
Grant 0140-BAN: Skills Development Project									
Swiss Grant (Cofinancing)	US\$ 3.60 million								
Loan 2425-BAN: Skills Development Project									
Asian Development Fund	US\$ 50.00 million								
Strategic Agendas	Inclusive economic growth								
Drivers of Change	Governance and capacity development Partnerships								
Sector / Subsector	Education - Technical and vocational education and training								
Gender Equity and Mainstreaming	Gender equity								
Description	<p>The Project has four outputs: (i) enhanced relevance of and access to technical and vocational education and training (TVET) programs, (ii) improved capacity for good quality TVET delivery, (iii) delivery of relevant skills training, and (iv) project management.</p> <p>To enhance the relevance of TVET, the Project will support the (i) establishment of partnerships with industry; (ii) development of competency and training standards; (iii) development of curricula, teacher guides, learning materials and assessment tools; and (iv) capacity development in external competency assessment. With a view to improving the capacity to deliver good quality training programs, the Project will assist in (i) providing in-service training to government and nongovernment TVET teachers; (ii) revitalizing two public TVET teacher training institutions; (iii) strengthening the capacity for short training programs in selected public and private training institutions; and (iv) strengthening the capacity of the Directorate of Technical Education (DTE) for planning, research, and social marketing.</p> <p>To increase the delivery of relevant skills training, the Project will support (i) the delivery of skills training (market-responsive skills training) needed in the labor market, and (ii) the delivery of skills training in poor communities.</p>								

Project Rationale and Linkage to Country/Regional Strategy	<p>The TVET system has a large role to play in economic growth and social development as a provider of (i) trained human resources to the labor market and (ii) skills to those looking for employment. Bangladesh's national poverty reduction strategy (NPRS) recognizes the potential contribution of TVET to poverty reduction while supporting economic growth by providing employable skills, particularly to those who dropped out of school early and are already of employable age, and to the large pool of unemployed and underemployed adults.</p> <p>The current formal TVET system lacks linkage with and, therefore, relevance to the labor market. The capacity of the system to meet the needs of the labor market is small. Employers are looking for more workers who can meet their semiskilled and skilled requirements. The outputs of the TVET system and the needs of the employment sectors are mismatched in at least three areas: (i) trades or occupations where programs are offered, (ii) competencies acquired do not meet industry or selfemployment requirements, and (iii) practical experience opportunities for students. The practical component of the curriculum is not effectively taught. The majority of TVET teachers lack pedagogical training and practical skills, and have no industrial experience. In addition, TVET institutions have poorly equipped workshops; and lack teaching and training materials, and adequate classrooms and workshops.</p> <p>The formal TVET system provides limited opportunities to the primary target beneficiaries of the NPRS. Successful completion of class (or grade) 8 is required for entry into formal TVET programs in the secondary school certificate (vocational) and thus excludes the majority of the poor. Its main clientele are young adolescents who complete class 8, can afford to stay more years in school, and have strong white-collar job aspirations. The NPRS calls for a reform of the TVET system to make it more market-responsive; address training needs of the underprivileged who do not complete class 8; collaborate with the private sector and nongovernment organizations (NGOs); and make its training programs more flexible in terms of duration, curriculum and students' academic qualifications, among others.</p>
Impact	Increased wage and self-employment of skills training graduates
Project Outcome	
Description of Outcome	Strengthened TVET capacity to provide market-responsive, short-term relevant skills training
Progress Toward Outcome	Project is extended until 30 June 2015. Successful partnerships with industries are being implemented. Project is focusing in its final stages on identifying and sharing lessons learned and handing over results
Implementation Progress	
Description of Project Outputs	<ol style="list-style-type: none"> 1. Enhanced Relevance and Access of TVET Programs <ol style="list-style-type: none"> 1.1 Industry-led framework of partnership established 1.2 Competency and training standards developed 1.3 CBT curricula, teacher guides, learning materials and assessment tools developed 1.4 Capacity for external competency assessment developed 2. Improved Capacity for Good Quality TVET Delivery <ol style="list-style-type: none"> 2.1 In-service training provided to TVET teachers 2.2 Teacher training facilities upgraded 2.3 Training providers strengthened 2.4 DTE research, development, and social marketing capacity strengthened 3. Relevant Skills Training Delivered <ol style="list-style-type: none"> 3.1 Market-responsive skills training delivered 3.2 Skills training delivered in poor communities 4. Project Management <ol style="list-style-type: none"> 4.1 Project is well managed
Status of Implementation Progress (Outputs, Activities, and Issues)	<p>Progress on outputs has been good after restructuring. The project supported establishment of four Industry Skills Councils, who are now becoming entities by itself under the aegis of the National Skills Development Council. With support from the Councils, and its industry representatives and the Bangladesh Technical Education Board, standards and curricula were developed. Over 3,700 teachers were sensitized in Competency Based Training. Support to 64 Technical Schools and Colleges both in terms of materials, additional classrooms and workshops, and training of teachers is almost completed. Regional offices, Headquarter and the Teacher Training institutions from the Directorate of Technical Education are strengthened.</p> <p>Seven different market responsive training modalities have been implemented in close collaboration with industries. Over 7,000 trainees have completed the training. Over 900 poor girls, including several from small ethnic communities, have been trained in garments, and provided with jobs. The lessons learned are currently being summarized and to be shared</p>
Geographical Location	Whole country
Safeguard Categories	
Environment	C

Involuntary Resettlement	C
Indigenous Peoples	B

Summary of Environmental and Social Aspects

Environmental Aspects	Minimum or no impact on environment.
Involuntary Resettlement	The Project will not require any land acquisition. All civil works will be on current premises. No involuntary resettlement is envisaged for the proposed construction of a new building, additional offices, classrooms, and toilets.
Indigenous Peoples	Potentially limited impact. The Project is market-responsive in design. The training admission eligibility standards will be specified in coordination with industry associations according to the occupations' skill standards. Training programs will be open to everyone who would qualify and will be held in venues that do not restrict admission to any group, including by religion and by ethnicity. For members of poor/disadvantaged groups that meet the admission criteria and are accepted into the skills training programs, the Project will provide daily training allowances, as appropriate. The Project is not targeting any specific group by religion or ethnicity.

Stakeholder Communication, Participation, and Consultation

During Project Design	Consultation with a variety of stakeholders was undertaken using focus group discussions, workshops, and interviews. Focus group discussions included TVET students, parents, TVET teachers and trainers, and employers in the six divisions of Bangladesh. Employers, industry associations, and development partners were also consulted.
During Project Implementation	Consultation and participation of representatives of industries and major NGOs is undertaken in the Project. Members of the Industry Skills Councils will mostly be from industries and employers to identify the needed skills training. TVET institutions that will receive funds for upgrading their program facilities will have advisers from the industries and employers. In working with poor communities, the Project will work with NGOs to identify their training needs. Information dissemination activities, among others, will be undertaken and will include the use of popular media to reach out to youth and project a positive image of productive TVET. A social marketing plan was prepared and implemented.

Business Opportunities

Consulting Services	97 person-months of international consultants and 282 person-months of national consultants. Most of the services will be engaged through a firm to be selected using the quality- and cost-based selection method, and a full technical proposal will be used for the recruitment. To facilitate timely project implementation some of the international and local consultants will be hired on an individual basis.
Procurement	Procurement of goods, works and services will be in accordance with ADB's Procurement Guidelines (2007, as amended from time to time).

Responsible ADB Officer	Rudi Louis Hendrikus Van Dael
Responsible ADB Department	South Asia Department
Responsible ADB Division	Bangladesh Resident Mission
Executing Agencies	<i>Ministry of Education Md. Babar Alibpi_apacc@yahoo.com Directorate of Technical Education, Shikkah Bhaban (Ground Floor), 16 Abdul Gani Road, Dhaka 1000</i>

Timetable

Concept Clearance	16 Mar 2011
Fact Finding	29 Jul 2007 to 16 Mar 2011
MRM	16 Mar 2011
Approval	06 Jun 2008
Last Review Mission	-
PDS Creation Date	02 Nov 2005
Last PDS Update	29 Mar 2015

Grant 0140-BAN

Milestones

Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
17 Dec 2008	18 Jan 2009	18 Jan 2009	30 Nov 2013	31 Dec 2014	-

Financing Plan			Grant Utilization			
	Total (Amount in US\$ million)		Date	ADB	Others	Net Percentage
Project Cost	3.60		Cumulative Contract Awards			
ADB	0.00		17 Dec 2008	0.00	3.36	93%
Counterpart	0.00		Cumulative Disbursements			
Cofinancing	3.60		17 Dec 2008	0.00	3.36	93%

Loan 2425-BAN

Milestones					
Approval	Signing Date	Effectivity Date	Closing		
			Original	Revised	Actual
06 Jun 2008	18 Jun 2008	20 Nov 2008	30 Nov 2013	30 Jun 2015	-

Financing Plan			Loan Utilization			
	Total (Amount in US\$ million)		Date	ADB	Others	Net Percentage
Project Cost	60.70		Cumulative Contract Awards			
ADB	50.00		06 Jun 2008	12.67	0.00	97%
Counterpart	10.70		Cumulative Disbursements			
Cofinancing	0.00		06 Jun 2008	11.59	0.00	89%

Status of Covenants						
Category	Sector	Safeguards	Social	Financial	Economic	Others
Rating	Satisfactory	-	-	-	-	Satisfactory

Project Page	http://www.adb.org/projects/39408-013/main
Request for Information	http://www.adb.org/forms/request-information-form?subject=39408-013
Date Generated	22 August 2015

ADB provides the information contained in this project data sheet (PDS) solely as a resource for its users without any form of assurance. Whilst ADB tries to provide high quality content, the information are provided "as is" without warranty of any kind, either express or implied, including without limitation warranties of merchantability, fitness for a particular purpose, and non-infringement. ADB specifically does not make any warranties or representations as to the accuracy or completeness of any such information.