



## **B-SkillFUL**

*Building Skills for Unemployed and Underemployed Labour*

### **Future Directions for Skills Training of Differently Abled People (DAP) in Bangladesh – Lessons From B-SkillFUL Pilot**

*Authors: Amit Mitra and Md. Shaikul Hasan*

16 August 2020

The project is jointly funded by SDC and EU



Schweizerische Eidgenossenschaft  
Confédération Suisse  
Confederazione Svizzera  
Confederaziun Svizra

Swiss Agency for Development  
and Cooperation SDC



European Union

Implemented by

  
**swisscontact**

### *Acknowledgement*

We would like to thank Sandra Rothboeck, Head of Skills Development and Alessandra Pellegrini, Advisor Gender from Swisscontact for their support and guidance. We would also like to thank the B-SkillFUL team members Fazle Razik, Team Leader; Manib E Eram, Specialist Gender & Social Inclusion; and especially Makbul Hossain, Senior Manager- Training Operations and Md. Ferdous Bhuiyan, Coordinator – Informal Economy, for their unconditional support during this study.

We also would like to thank the Centre for the Rehabilitation of the Paralysed (CRP) research team including Md. Tauhidul Islam, National consultant; Data collectors Md. Zihad Chowdhury; Khadiza Akter; Rokshana Pervin; Tania Mansura; Tazmina Islam; Tahmina Akter and external facilitators Laibi Akter for their tremendous work in the data collection and entry processes. We would also like to thank the others who are not in the list but virtually attached with the entire study. A special thanks to all the respondents who agreed to participate in the study braving the COVID-19 pandemic. Without them the study would not have been possible.

Contents

<b>Glossary .....</b>	<b>v</b>
<b>List of Abbreviations.....</b>	<b>vi</b>
<b>Executive Summary .....</b>	<b>7</b>
<b>Section 1: Introduction .....</b>	<b>10</b>
1.1 Introduction .....	10
1.2 TVET for DAPs.....	10
1.3 The Bangladesh Context of DAPs and TVET.....	11
1.4 The B-SkillFUL Project Context .....	12
1.5 B-SkillFUL’s Pilot Project for DAPs and Study Rationale .....	12
1.6 Study Objectives.....	13
1.7 Study Methodology.....	14
1.8 Structure of the Report .....	15
<b>Section 2: Pilot Project Design .....</b>	<b>16</b>
2.1 Background of the Pilot Project.....	16
2.2 Support in Setting up a CPC.....	17
2.3 Trainee Selection and Enrolment .....	17
2.4 The Training of Trainers (ToT) .....	18
2.5 Training and implementation support for Pilot Project .....	19
2.6 The Courses .....	19
2.7. Monitoring and Evaluation.....	20
2.8 Results based Financing .....	20
<b>Section 3: Implementation of the Pilot Project .....</b>	<b>22</b>
3.1 Profile of the Trainees .....	22
3.2. Marital Status of the Trainees .....	23
3.3 Religion of the Trainees.....	23
3.4. Educational Status of the Trainees .....	23
3.5. Disability Status of the Trainees .....	25
3.6 The Courses for Trainees .....	26
3.7 Employment .....	26
3. 8. Linkages between course attended and occupation of the trainees.....	27
3.9 Incomes .....	29
3.10. Impact of COVID 19 on Employment.....	29
3.11 Some general observations: .....	30
<b>4: Conclusions and Recommendations.....</b>	<b>31</b>
The Non-Negotiables.....	31
For Specialised TSPs .....	32
For non-specialised TSPs .....	34
Ensuring Participation of Employers .....	35
Innovative Experiments.....	35

Potential innovative pilot led by Swisscontact ..... 36

Replication and Scaling..... 36

## Glossary

Terms	Explanation
<b>Cerebral Palsy (CP)</b>	Cerebral Palsy is considered in this study as those who had problems in body movement, muscle control, muscle coordination, muscle tone, reflex, posture and balance and verbal communication.
<b>Employability</b>	It is a set of achievements – skills, understanding and personal attributes – that makes graduates more likely to gain employment and be successful in their chosen occupations, which benefits themselves, the workforce, the community and the economy.
<b>Intellectual disability (ID)</b>	Intellectual disability is a disability characterized by significant limitations in both intellectual functioning and in adaptive behaviour, which covers many everyday social and practical skills.
<b>Mental illness</b>	Mental illness, also called mental health disorders, refers to a wide range of mental health conditions — disorders that affect the mood, thinking and behaviour and failure in keeping contextual attention.
<b>Mild disability</b>	People who face fewer difficulties to do functional activities but do not need any aids considered as mild disability.
<b>Moderate disability</b>	People who face much problem in doing functional activities and use aids (e.g. crutches) are considered as moderate disability.
<b>Physical disability</b>	Physical disability means the limitation of a person's physical functioning, mobility, dexterity or stamina and physical capacity.
<b>Reproductive work</b>	Reproductive work or labour is usually associated with care giving and domestic roles including cleaning, cooking, childcare, and the unpaid domestic labour force. In most societies it is usually attributed as women’s work.
<b>Severe disability</b>	People who are unable to perform functional activities without the help of others or any aids (wheelchair, hearing aids) are considered severely disabled.

## List of Abbreviations

BBDN	Bangladesh Business and Disability Network
BDT	Bangladesh Taka (1 BDT = 0.012 US \$)
BEF	Bangladesh Employers Federation
B-SkillFUL	Building Skills for Unemployed and Underemployed Labour
CPC	Counselling and Placement Cell
CRP	Centre for Rehabilitation of the Paralysed
CRPD	Convention on the Rights of Persons with Disabilities
DAP	Differently Abled People
ERCPH	Employment and Rehabilitation Centre for Physically Handicapped
EU	European Union
HIES	Household and Income Expenditure Survey
GMO	Garment Machine Operator
GOB	Government of Bangladesh
ILO	International Labour Organization
LRDW	Labour Rights and Decent Work
MIS	Management Information System
MPT	Mobile Phone Technician
NTVQF	National Training and Vocational Qualifications Framework
RBF	Results Based Financing
SDC	Swiss Agency for Development and Cooperation
SDGs	Sustainable Development Goals
TIG	Training Implementation Guideline
TOT	Training of Trainers
TSP	Training Service Provider
TVET	Technical and Vocational Education and Training
WBT	Workplace Based Training

## Executive Summary

This study seeks to document the learnings from a pilot project for technical and vocational education and training (TVET) for differently abled people (DAP) implemented by Building Skills for Unemployed and Underemployed Labour (B-SkillFUL) in collaboration with a specialised government training service provider (TSP), Employment and Rehabilitation Centre for Physically Handicapped (ERCPH), between May 2019 and March 2020. The pilot was co-funded by the Swiss Agency for Development and Cooperation (SDC) and the European Union (EU) and implemented by Swisscontact. B-SkillFUL's support to ERCPH included introducing the team to demand driven training, training of trainers (TOT), financial and MIS management training along with the setup of a counselling and placement cell (CPC), orientation on training and implementation guideline (TIG) during preparatory period. ERCPH's role was to impart the training and to make the links with the enterprises for both the workplace-based training (WBT) and the final job placement/employment. Over a period of five months (May-October 2019, 118 (42 women and 76 men) DAPs were imparted training in two courses -Garment Machine Operator (GMO) and Mobile Phone Technician (MPT).

## Study Methods

The study relied on mixed methods. After surveying the relevant literature and documents, B-SkillFUL's database on the training was analysed. A field survey of 51 respondents was undertaken in the last week of June 2020. Additionally, relevant stakeholders, including employers, trainers, and management of TSPs were interviewed. Some trainees were also contacted for case studies. A major limitation of the study is that it was conducted during a period of lockdown due to the COVID-19 pandemic. Many relevant organisations, including ERCPH, were closed. Some of the interviews had to be conducted on the phone.

## Salient Findings

The major findings are as follows:

### *Design*

- a) Each course was for 192 hours. A compulsory common module of 50 hours that included labour rights and decent work (LRDW) was a part of each course. At this point issues and rights of the DAP is not included but should be included in this module in future.
- b) Workplace based training (WBT) could not be provided to the participants of the GMO course due to the restrictions of the garments industry in Bangladesh. The MPT trainees on the other hand were provided WBT. For SC WBT is critical for a well-balanced and relevant training offer so that employability can be enhanced and should therefore be a condition for conducting the training.
- c) There has been significant understaffing in CPC. The number of staff in the CPC could be expanded in future.

### *Implementation*

- a) The field survey found that among the disabilities, physical disabilities dominated. However, there were some cases of intellectual and mental disabilities too. In the sample of 51, there were 10 cases on people with severe disability which might have affected their learning acquisition as well as employability. This points to the need for prior identification of the kinds and levels of disability and designing interventions accordingly in future.
- b) The sample survey found that educational backgrounds of the trainees varied from being illiterate to being masters' degree holders. This potentially can create teaching problems unless the trainers are trained in multi-grade teaching methods.
- c) The above also points to the need for remedial education, prior to TVET for those without basic education.

### *Employment*

- a) The pilot project had a target of placing 70 percent of the trainees in jobs or self-employment. Against this, prior to COVID-19, 80 percent graduates were gainfully employed. Of the remaining, some like those severely disabled, were perhaps unemployable or did not feel that



the job found for them matched their aspirations or performance capacities due to their disability.

- b) However, there was considerable job switching. Moitree Shilpo, a government enterprise manufacturing plastic consumer goods and bottled water emerged as the biggest employer, absorbing 30.5 percent of the graduates from the two courses. The switching was 48.7 percent among the MPT graduates and 21.5 percent among the GMO graduates. Moitree Shilpo employs only DAP and the pilot project graduates could have been placed there by ERCPH. It is also a possibility that the graduates joined after short stints elsewhere because they could meet the job requirements due to their disability.
- c) Many of the graduates, as was found in the field survey and the case studies, lost their jobs due to the pandemic. However, this study found that they had not lost hope and were confident that they would find jobs once the crisis eased.

### Study Recommendations

The major recommendations of the study are as follows:

- a) Identification of the kinds and levels of disability and designing courses accordingly, based on market analyses and training needs of learners, is a necessity for inclusive TVET for DAP.
- b) Rehabilitation and remedial classes need to be provided for many DAPs. This can be done by the active collaboration of specialised and non-specialised TSPs.
- c) Networking with potential employers, industry associations and between specialised and non-specialised TSPs will contribute substantially to the success of future interventions.
- d) Innovative TVET that build the resilience of the graduates to shocks, e.g. in food supply chains, need to be promoted.
- e) An area-based approach involving all stakeholders and industries/enterprises, based on collaborations, might go a long way in providing inclusive TVET to DAP.

## Section 1: Introduction

### 1.1 Introduction

The UN Convention on the Rights of People with Disabilities (CPRD, 2006) defines the disabled as, “Persons with disabilities include those who have long term physical, mental, intellectual or sensory impairments which in interaction with various barriers may hinder their full and effective participation in society on an equal basis as others.”<sup>1</sup>

The differently abled persons (DAPs) form an estimated 15 percent of the world population. About 785 million of them are of the working age group (ILO, 2017)<sup>2</sup>. Constituting a marginalised group globally, they are far more likely to be unemployed, underemployed, or economically inactive than those without disabilities (ILO, 2017). DAP are generally involved in low paid jobs with scarce promotional prospects and poor working conditions. The International Labour Organisation (ILO) estimates that the labour market conditions of DAP cause social and economic losses of about 3 to 7 percent of country’s GDP. Employed DAP are usually the first to be retrenched during recessionary periods or other economic crises (ILO, 2017).

DAPs face many forms of discrimination in the labour market. Socially, they are often not allowed to participate in community activities, denied access to education and even deprived of food. In some cultures, they are considered a divine curse. Moreover, female DAPs generally face aggravated forms of discrimination due to their gender and disability. In developing countries, there is a strong two-way relationship between poverty and disability. Poverty creates disability and disability creates poverty. Among poor DAPs, women are poorer than men (ILO, 2017).

### 1.2 TVET for DAPs

Internationally, DAP participation in technical and vocational education training (TVET) often takes place in segregated settings. TVET courses and support services usually focus on learning requirements which are related to rehabilitation or remedial education and life skills development. DAP employability remains low as their skills and competences are often not linked to job market requirements of employers (ILO, 2017). Making TVET relevant and yet inclusive is an integral part of linking with the needs of employers, to attune DAPs to perform in the labour market. This underscores the need to address issues related to the marginalisation of DAPs in labour markets as well as society in general.

The recognition of the importance of inclusive TVET is highlighted in Target 4.5 of the 2030 Sustainable Development Goals (SDG). Target 4.5 seeks to ensure equal access to lifelong learning and TVET at all levels for DAPs and other vulnerable groups at any time of their life (ILO,2017).

The CPRD also emphasises the importance of inclusive TVET. Article 24 requires signatory states to ensure DAPs have access to general tertiary education, TVET, adult education and lifelong learning without discrimination and at par with those without disabilities. Article 27 requires the states to

---

<sup>1</sup> UNCPDR, Article 1:<https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>, last accessed 25/06/2020.

<sup>2</sup> ILO, 2017: *Making TVET and Skills Systems Inclusive of Persons with Disabilities*, (Policy Brief)

enable DAPs to have effective access to TVET guidance programs, placement services and continuing TVET programs at par with the non-disabled (ILO, 2017).

Article 6 of the CRPD highlights the multiple discriminations faced by women and girl DAPs. Signatory states are required to take corrective measures, including the right to TVET (ILO,2017).

How to address the complexities of disability, including identifying the kind and level of disability and issues related to social inclusion, except by the small community dealing with DAPs, has not been given much attention in the literature. The severely disabled might not be able to access education, TVET or work. This group of DAP will need specifically tailored support services. This will have to be combined with incentives to employers so that they find it beneficial to hire them. However, designing and delivering TVET to the severely disabled is challenging for many reasons, including the sufficiency of the number of such people in a specific area for viable classes, the lack of funds and suitable trainers and equipment. As such, DAP inclusion is particularly difficult in countries which already face challenges of unemployment or underemployment. Against this brief in the global context, the situation of DAPs and TVET in Bangladesh is analysed next.

### 1.3 The Bangladesh Context of DAPs and TVET

There is a wide divergence in estimates of the DAP population in Bangladesh probably due to reporting and definitional issues. The estimates vary from 10 percent of the country's population (2004) to 6.94 percent in 2016.<sup>3</sup> The Government of Bangladesh (GOB) signed and ratified the UN Convention on the Rights of Persons with Disabilities (CRPD) in 2007. In 2013, GOB passed the Persons with Disabilities Rights and Protection Act. According to the ILO Vision 2016 document, in Bangladesh<sup>4</sup>:

- National equal opportunity campaigns have resulted in a 50 percent increase since 2011 in TVET enrolment of DAPs
- The number of instructors with disabilities to support DAP students has risen
- Technical and vocational up skilling for DAP is a government priority
- Both public and private TVET organisations have documented equal opportunities policies with a focus on DAP
- Several private companies have developed and successfully implemented employment programmes for DAP

Despite the existence of a favourable policy environment, inclusion of DAPs in practice remains an aspirational goal for many reasons. These include negative and superstitious societal perceptions about disabilities, lack of conducive general educational and TVET environment (despite efforts of some NGOs and government bodies), reluctance of employers to recruit DAPs and lack of finances. Most of the interventions are confined to urban areas<sup>5</sup>. Stereotypes of women's capabilities in non-traditional jobs increase them being stereotyped in TVET institutions and

---

3

[https://en.wikipedia.org/wiki/Disability\\_in\\_Bangladesh#:~:text=There%20are%20an%20estimated%2016,among%20those%20above%20that%20age](https://en.wikipedia.org/wiki/Disability_in_Bangladesh#:~:text=There%20are%20an%20estimated%2016,among%20those%20above%20that%20age). (accessed 20/07/2020) and Bangladesh 2016 Household and Income Expenditure Survey (HIES)[ <https://catalog.ihns.org/index.php/catalog/7399> ]

<sup>4</sup> ILO,2016 : *Technical and Vocational Education and Training, Bangladesh, Vision 2016*

<sup>5</sup> In South Asia, this is true of TVET in general, including for non-DAP as well. See for instance <https://www.adb.org/sites/default/files/publication/167320/tvet-hrd-south-asia-bangladesh.pdf> ( last accessed 26/07/20)

workplaces, a phenomenon prevalent in most of South Asia. Most importantly, the heterogeneity of disability poses a major dilemma and challenge for inclusivity.

#### 1.4 The B-SkillFUL Project Context

The Building Skills for Unemployed and Underemployed Labour (B-SkillFUL) Phase I (November 2015 –July 2020) project, co-funded by the Swiss Agency for Development and Cooperation (SDC) and European Union (EU) and implemented by Swisscontact, sought to reduce poverty and improve the lives of 40,000 poor and disadvantaged men and women. This was to be achieved by improving their employability and their access to the labour market and enhancing their incomes, while safeguarding their fundamental rights at work. The target group included 60 percent disadvantaged men and women (e.g. ethnic and religious minority, DAPs, widowed women, and single mothers), and 55 percent women.

The project facilitated implementation of vocational training and labour market insertion through local Training Service Providers (TSPs) who delivered demand driven skills and post training support for employment and self-employment. It also supported the linkage of skilled graduates with the labour market and financial institutions in case they aspire for self-employment. Additionally, B-SkillFUL sought to increase awareness amongst the trainees and informal sector enterprises on issues of Labour Rights and Decent Work (LRDW).

Although DAPs were not a central focus of the B-SkillFUL project, they were included among the target disadvantaged group. Twenty-two of B-SkillFUL non-specialised partner TSPs, during the phase 1 provided training to 112 (50 women and 62 men) DAPs. This was across six districts of Bangladesh<sup>6</sup>. According to the B-SkillFUL team, the disabilities were mostly mild and included physical, visual, audio, speech, and learning impairments.

Effectively addressing the access and support barriers faced by DAPs, given their specific training and learning needs, necessitates providing additional specialised additional infrastructure, curricula, training delivery adaptations and support services to most DAPs. DAPs are often unable to attend general education and training courses because it is physically challenging for them to endure long training hours. Also, they tend to drop out more likely than the non-disabled trainees. Such barriers make them particularly vulnerable for exclusion if they are not addressed in a sensitive way by considering the level of disability. Given the complexity and heterogeneity of disability and relevant learning needs, such services are therefore often provided by specialised organisations.

#### 1.5 B-SkillFUL's Pilot Project for DAPs and Study Rationale

Good training and employment results could be achieved overall in B-SkillFUL project Phase I. As far as training was concerned, mildly disabled trainees were also enrolled by non-specialised TSPs. To reach out specifically to DAPs and to better understand and address barriers they face regarding TVET and labour market insertion services, a pilot project was implemented during the last year of Phase I of the B-SkillFUL. The pilot project was implemented between May 2019 and March 2020 together with a specialised TSP, the Employment and Rehabilitation Centre for Physically Handicapped (ERCPH),

---

<sup>6</sup> The six districts were: Bogura, Dinajpur, Gazipur, Jashore, Joypurhat, Tangail. The data has been compiled from B-SkillFUL's MIS

located in Gazipur, under the Department of Social Services, Ministry of Social Welfare, GOB. ERCPH has its own regular training system and curricula as well.

ERCPH provides vocational training in 10 trades and provide employment support service to DAP graduates only for the Garment Machine Operator (GMO) course.<sup>7</sup> However, as per training design, no support is provided to the graduates who aspire for self-employment (except in the course on developing small businesses). No rehabilitation facility is given to the trainees. Most of the disabilities among trainees are mild in nature.

The B-SkillFUL pilot project sought to equip DAPs with more relevant technical and social skills so that they could successfully enter the labour market. B-SkillFUL's support to ERCPH included introducing the team to more demand driven training, training of trainers (TOT), financial and MIS management training along with training on how to make the counselling and placement cell (CPC) functional, orientation on training and implementation guideline (TIG) during preparatory period. ERCPH's role was to provide the TVET and to make the links with the enterprises for both the workplace-based training (WBT) and the final job placement/employment. There were 118 trainees (42 women and 76 men) in the pilot project (see section 3.1). Two courses, GMO, and Mobile Phone Technician (MPT) were offered (see section 2.1)

The TVET in the pilot project took place for five months (15<sup>th</sup> May to 3<sup>rd</sup> October 2019). B-SkillFUL's financial support to ERCPH covered tools and equipment expenses and all training related expenses (instructors' salary, training material costs, travel allowance to trainees, partial management cost, CPC establishment and running costs). B-SkillFUL also monitored the project implementation.

This study seeks to capture the lessons learnt from the pilot and develop a learning document. The focal areas of the study are to review of project design, implementation and monitoring and evaluation. It is hoped that this document will help strengthen future interventions for inclusive TVET for DAPs, labour market insertion and scaling up and replicating the pilot project (see TOR Annexure 1).

## 1.6 Study Objectives

**The overall objectives of the study were to:**

- a)** Assess the initiatives taken by B-SkillFUL and identify gaps that can be addressed to promote vocational training for DAP considering the national context
- b)** Determine potential entry points for furthering the effort through evaluating the effectiveness of B-SkillFUL's initiatives

The specific objectives of the study include the following:

---

<sup>7</sup> <http://www.ercph.gov.bd/>, last accessed 29/06/2020. ERCPH currently offers training in 10 courses: 1) Mechanical Workshop (6 months); 2) Dress making and tailoring (3 months); 3) Poultry and Dairy (3/6 months); 4) Plant nursery (6 months); 5 ) Woodwork (6 months); 6 ) Computers & Applications –Hardware, Software, Programming (3,6,12 months); 7 ) Garments (3/6 months); 8) Telephone, PABX and Call Centre (6/12 months); 9) Mobile Servicing (6 months) ; 10 ) Developing small businesses (6 months. Grants between BDT 10,000 to 30,000 are also given for this course).

- Develop an understanding on similarities and differences among various training models designed for DAP inclusion in TVET in Bangladesh
- Identify and assess the strengths and weakness of B-SkillFUL's support to ERCPH
- Explain the nexus between ERCPH and local employers for providing employment support to graduates
- Identify the areas of technical assistance required for designing comprehensive training model for DAP

There are many specialised and non-specialised TSPs providing TVET to DAPs in Bangladesh today. Presumably, there are differences and similarities in the models they follow for DAP inclusion. A limitation of this study is that a mapping exercise of these models to bring out their similarities and differences could not be undertaken. Not much literature regarding this is available in the public domain. Visits to TSPs was not possible due to the lockdown caused by the pandemic. However, the Centre for the Rehabilitation of the Paralysed (CRP), the national consultant for this study, felt that such a comparative study could form the topic of a research study in the future.

B-SkillFUL's pilot intervention was a time-bound project (10 months). Operational flexibility was therefore restricted. These two factors made the design of a universal and inclusive training intervention difficult. This study is not an end of project evaluation. Rather, by critically examining the strengths and weaknesses in design, implementation and monitoring and evaluation of the pilot project, this study draws out pragmatic recommendations for future programmes to ensure that TVET in Bangladesh will be more inclusive of DAPs.

## 1.7 Study Methodology

The study began by reviewing the relevant literature and was followed by an analysis of B-SkillFUL's database relating to the trainees in the pilot project. The study relied on mixed methods combining quantitative and qualitative data.

The quantitative data from B-SkillFUL's database of the pilot project was analysed and supplemented with findings from the field level data collected by the CRP from a survey of 51 trainees in the last week of June 2020.

The qualitative data was obtained from a) case studies of five trainees, c) key informant interviews (KII) of employers, trainers, the management of ERCPH and B-SkillFUL and two specialised TSPs from the NGO sector.

The study was undertaken during the COVID- 19 pandemic. Therefore, FGDs could not be held due to the lockdown. Severe restrictions on mobility often ruled out face to face contacts. Many shops, establishments, and institutions, including the ERCPH, were not open. A lot of the data had to be collected telephonically, a special procedure due to the pandemic. Only 51 of the 118 graduates of the pilot project could be traced telephonically and were willing to be interviewed. Some of these respondents agreed to be interviewed on the phone only. Some of them, however, came to ERCPH office for this purpose. The enumerators were all CRP staff with advanced qualifications in disabilities. A semi-structured questionnaire was used for the interviews. Additional information, including most of the KIIs were collected through phone calls. The overall procedure of a respondent's selection is

attached in the annexes.<sup>8</sup> Enterprises providing WBT, all of the mobile repair establishments, could not be contacted as they were all closed due to the lockdown.

## 1.8 Structure of the Report

The report is divided into the following sections. Following the introductory section 1, section 2 is about the Pilot Project Design and feedback from various stakeholders. Section 3 discusses Project Implementation and feedback from, trainees, enterprises, and other stakeholders. Section 4 includes conclusions and recommendations, which are followed by annexures (TOR, Methods).

---

<sup>8</sup>. Annexes 2: Methodological processes.

## Section 2: Pilot Project Design

### 2.1 Background of the Pilot Project

The purpose of the pilot project was to broaden disability inclusion in the B-SkillFUL Phase 1 project. The project used its well tested training modality as a basis for the collaboration with ERCPH. Choosing an agency specialising in TVET for DAPs has several advantages. They address access and inclusion and provide rehabilitation and support services tailored to the level of disabilities and individual needs. Specialised TSPs ERCPH's focus more on empowerment and less on demand-oriented VET and labour market insertion. This is where B-SkillFUL project phase 1 provided added value in this pilot. The collaboration with ERCPH was to learn from each other's strengths.

B-SkillFUL and ERCPH decided to use the design earlier used to provide TVET to 40,000 trainees including DAPs and other disadvantaged groups. No modifications were made for DAPs in the processes of trainee enrolment, training delivery/pedagogy, post training support and monitoring and evaluation. The financial management pattern, results-based financing, also remained the same. ERCPH managed the training activities according to the Training Implementation Guidelines (TIG).

The Gazipur – Tongi belt, where ERCPH is located, is the industrial hub also for the readymade garments industry in Bangladesh. This and some prior market research by B-SkillFUL highlighted the job potential in this sector and geographical area. Another profession with potential was mobile phone repairs. Accordingly, the pilot project provided training in Garment Machine Operator (GMO) and Mobile Phone Technicians (MPT). Both courses had been tested by other TSPs, so that curricula and training materials were already available.

Each course comprised 192 hours of classroom-based training (CLBT), spread over two months. Out of the 192 hours, 50 hours were devoted to a common module and four hours were earmarked for assessment of the trainees. At the end of the CLBT, the MPT trainees underwent a one-month long WBT. B-SkillFUL, observed that WBT was not possible for garments as the industries do not allow it.<sup>9</sup> ERCPH does have the necessary machinery and equipment for hands on training in the GMO course, however, trainees had only limited workplace-based exposure. On the successful completion of the training in both the courses, ERCPH gave all the graduates a certificate. According to the TIG, the certification would be done by a three-member assessment committee including the Training In-Charge, Counselling and Placement Officer (CPO) and the relevant instructor.

The following section briefly discusses the various processes and interventions set up for the pilot project. They include setting up of CPC, TOT for pedagogy, technical skills and common module, trainee enrolment (selection), training delivery, monitoring and evaluation and job placement and results based financing. The courses have been also discussed. While the contents of this section are

---

<sup>9</sup> According to the B-SkillFUL management, the trainees are supposed to carry with them a logbook daily to record their daily activities during the WBT and discuss the same with the respective trainers. However, the garment factories do not allow any worker to carry anything to the premises nor are they allowed to take anything out of the premises. This was a reason for WBT not being possible in readymade garments. If this be the sole reason, alternatives to the logbook, like the factory floor manager/supervisor of the trainee maintaining a record of the progress and discussing periodically with the course trainer, can be worked out. Future projects will need to work on this issue, including advocacy with the industries.



as stipulated, where possible the feedback of the relevant stakeholders for improvement are incorporated.

## 2.2 Support in Setting up a CPC

The counselling and placement cell (CPC), set up within ERCPH with the help of B-SkillFUL played a vital role in the entire training process. The CPC is headed by a counselling and placement officer (CPO). The CPO's role, according to the job description is to provide career counselling; guidance during training; post-training counselling and arranging WBT; assisting in wage employment and self-employment and finally to follow-up all those who have been placed in wage and self-employment.

It was learnt from the B-SkillFUL team that the project trained one of ERCPH's deputed staff as the CPO on how to make CPC cell functional. Under this training, the CPO learnt about CPC activities such as providing pre-counselling, guiding trainees during training, ensuring post-counselling, organising WBT, using logbook, assisting wage employment and self-employment, and monitoring. The CPO also had received comprehensive training on Management Information System (MIS) from the project. Considering the nature of tasks to be performed and the number of trainees, it might be a strenuous job for one person.

ERCPH was closed due to the lockdown so the CPO could not be contacted. It would have been interesting to get his views, especially on how dropouts were prevented, and employment was arranged.

Yet it goes to the credit of the CPO that 46 persons acknowledged that they needed the help of the CPC in getting a job/self-employment.<sup>10</sup>

### *Observations*

Given its crucial role, in inclusive TVET interventions, future projects could put in place at the very inception an adequately staffed CPC. The staff will comprise people trained in DAP counselling, with linkages to other partners and placements. The CPC should also have rapport with employers. Since there will be women trainees, there has to be a gender balance in the CPC. The CPC can offer appropriate mixes between group coaching and individual counselling to the trainees in addition to the other prescribed tasks such as job placements and follow ups.

## 2.3 Trainee Selection and Enrolment

To draw candidates to the PP, ERCPH launched a campaign that involved newspaper and local cable television advertisements, distributed leaflets and put up posters. The prospective candidates had to fill in a prescribed application form. To be eligible for the pilot, the candidate had to be:

- A DAP
- Between 18-40 years old
- Have functional literacy (that is being able to read and write basic Bangla) and some numeracy. Those with education above 12 years (Higher Secondary Certificate) were not eligible.

---

<sup>10</sup> This has been computed from B-SkillFUL MIS. Note that out of these 46 trainees, 15 were employed in Moitree Shilpo, a water bottling enterprise under the Ministry of Social Welfare. Another three were in occupations not related to their training. Still, the CPC got them employment.

- Living in poverty (household per-capita daily income below USD 1.90).

Women candidates were given preference, the target being 55 percent of the total number of trainees.

*Observations (from KIIs):*

- Need to identify the kind and level of disability by trained professionals and constitute the class accordingly.
- The age and educational background of the trainees need to be considered in composing a class. Putting everyone together in the same classroom makes the teaching and learning process difficult.

The above issues, like the difficulties of multi-age teaching and how to include more DAPs in a project will be discussed further in Section 3.

## 2.4 The Training of Trainers (ToT)

TSPs recruit trainers considering trade related experience and qualification. B-SkillFUL's TIG outlines trainers' required qualifications and experience in general. However, TIG does not have a specific DAP focus in the requirements or experience of the trainers since it was developed for general TVET provisioning of B-SkillFUL Phase I. Interviews with the B-SkillFUL team revealed that a) there is a dearth of government certified TVET instructors in Bangladesh and b) hands on skills of the trainers are more important than formal qualifications. The ERCPH trainers may not have been certified under the National Training and Vocational Qualifications Framework (NTVQF) but could impart the training in GMO and MPT following the curricula. Some trainers knew how to communicate in sign language and use the braille script.

Two TOTs for the pilot (one each at the beginning of a batch) were provided by B-SkillFUL through its own master trainers for both the courses. Training in the common module was imparted to the trainers by B-SkillFUL staff who had been involved in developing and implementing the common module during Phase I. However, the trainers are mostly specialised in vocational training but not in soft skills training. Hence, ERCPH should focus more on facilitating refreshers courses on pedagogy and hands-on skills training for trainers and instructors on regular basis. Furthermore, common module should have special focus during the pedagogy trainings.

*Observation*

Interestingly, tracer studies of B-SkillFUL's bigger project (not the pilot project) revealed that employers could recall the labour rights and decent work agenda better than the employees (trainees). The possible reasons could be:

1. Employers were oriented on LRDW aspects by expert trainers through day-long workshops and had better receiving capacity.
2. Employers are more experienced and as entrepreneurs responsible to comply to LRDW aspects, while youth has not yet been exposed to the day to day working reality.
3. TSP instructors lacked the capacity to deliver soft skills to the trainees and LRDW issues.
4. Trainers are not familiar with LRDW norms at workplace because they lack experience working in industries.

## 2.5 Training and implementation support for Pilot Project

A total of 118 trainees were selected for the pilot project (details in section 3). The two courses, as mentioned earlier had the overall duration of 192 hours for Classroom Based Training (CLBT). Only for MPT, CLBT was followed by a 1-month WBT. The trainer student ratio was kept at a maximum of 1:20. There were two batches in each course of two months each. Each batch had a morning and afternoon shift (four hours duration). The ratio of theory and practical classes was 20:80 according to the TIG. ERCPH provided the training on its premises.

## 2.6 The Courses

Each course had a common module and a technical module.

### The Common Module

The common module comprises 50 hours of classroom training. This is almost 25 percent of the total module time of 192 hours. It has four components:

1. Life skills: 13.5 hours
2. Social Issues: 7 hours
3. Labour Rights and Decent Work: 14 hours
4. Small enterprise development: 15.5 hours.

#### *Observations from KIIs:*

- For DAP inclusion, a section on DAP rights, including the UNCRPD and the 2013 Act needs to be included in the future in the common module.
- The common module will have to be modified for DAP trainees. A simplified shorter version could be made for DAP trainees to raise the general awareness on these issues and build up a momentum for inclusive TVET.
- A poster summarising the common module should also be made and circulated widely for awareness raising.

### The Technical Modules

The training modules start with the component of occupational safety and accident prevention measures (6 hours). This is followed by trade-specific instructions.

#### *Observations (Based on the KIIs)*

1. The TSPs will need to be trained on how to develop inclusive TVET courses. This would include instructions on how to adapt and design courses and the teaching methods for specific needs of DAPs, according to their level of disability and the capacity to do practical work.
2. The project design did not mention classifying the nature and level of the disability of a trainee and linking it with a course. Courses need to be designed considering the type and level of disability.

3. Standard fixed time courses might work for the non-DAPs or even the mildly disabled. Future projects for TVET will need to build in greater flexibility in every aspect, including adapting to the differential time needs.
4. Those with severe levels of disabilities may not be best suited for inclusion in courses that require operating machinery or sitting long hours. There is a need to match the disability and the workload of a course.
5. Presently, the training modules are for basic entry level learners. Continuous upgradation of the modules in consultation with employers might be needed in future keeping in mind the capabilities and limitations of the DAPs for a specific trade or tasks in a trade.
6. To make the training DAP inclusive, especially for those who have somewhat higher levels of disability, modifications in the equipment, pedagogy, course design and timings may be needed. This indicates budgets need to be increased and reallocated accordingly. Future projects will have to build in the required financial flexibility.
7. The pilot did not have any provisions for entrepreneurship development or linkages with financial institutions. This is an area that can be explored in the future. Courses need to be designed based on regular market analyses and changes in technology. Industry representatives could be involved in designing the courses.

## 2.7. Monitoring and Evaluation

ERCPH does not have structured system in place for monitoring and evaluation. B-SkillFUL effectively set up the monitoring and evaluation mechanism for the pilot, which is based on the overall MRM system for B-SkillFUL. A monitoring officer from B-SkillFUL regularly visited ERCPH to ensure that everything was on track and the stipulated guidelines of the project were being followed. Towards the end, B-SkillFUL's MIS captured detailed profiles of the trainees. At the same time, ERCPH maintains the attendance records of the trainees and instructors which is checked and verified by B-SkillFUL. For courses requiring WBT, like the MPT, ERCPH had to provide a logbook to the trainees for them to record their activities. To judge the progress of the trainee in the WBT, the logbooks were supervised and monitored by enterprise master craft person and the CPO respectively.

A detailed database was maintained by B-SkillFUL.<sup>11</sup> However, since ERCPH was closed due the lockdown caused by COVID- 19, their records could not be checked for this study.

### *Observations s from KIIs:*

ERCPH will need further training in data collection, monitoring and evaluation methods. This includes not only maintaining a database of the trainees and post training tracking but also evaluation of the learning acquisition.

## 2.8 Results based Financing

The project followed Results Based Financing (RBF) system. Essentially, this meant that in ERCPH was provided money for tools, equipment, and establishment of CPC upon the signing of the contract. 40 percent of the training costs were given upon training batches being registered in the MIS with trainee profiles. Rest of the training costs (40 percent) was given upon getting the training completion report.

---

<sup>11</sup> This has been extensively used in this study.

The final instalment of training costs (20 percent) was paid upon receiving the employment record (70 percent of trainees had to be in wage or self-employment, earning at least BDT 5000/month).

For purposes of financial administration, a Finance Officer performed the overall financial activities like bookkeeping, accounting, procurement, and bank transactions. B-SkillFUL has also prepared a financial and administration guideline at the onset of the Phase I. Subsequently, ERCPH management was trained on the guideline for the smooth implementation of financial and administrative issues.

## Section 3: Implementation of the Pilot Project

This section analyses the essential elements of the implementation of the pilot project. These are related to the enrolment and selection of trainees (according to the specified criteria of age, education and DAP status) employment and employability. The analysis is based on data from B-SkillFUL's MIS and the field survey of 51 respondents. Besides, the report tries to analysis trainees' ability to withstand shocks like that of the lockdown due to COVID-19 through KII and case studies.

### 3.1 Profile of the Trainees

42 women (36 percent) and 76 men (64 percent) participated in the pilot project.<sup>12</sup>The majority of the trainees were young adults in the age group 18-22 years (57.6 percent). However, the proportion of men in this age group is the highest amongst all men (65.8 percent). For the women too this is the highest (42.9 percent). Among the women, 47.6 percent are aged between 28 to 37 years, reflecting the engagement of women in reproductive tasks between 23 to 27 years and generally not being in the paid labour market (Table 1).

**Table 1. Age Groups of the Trainees according to Gender**

Age Group (Years)	Women	Men	Total
18-22	18 (42.9)	50 (65.8)	68 (57.6)
23-27	3 (7.1)	14 (18.4)	17 (14.4)
28-32	11 (26.2)	6 (7.9)	17 (14.4)
33-37	9 (21.4)	5 (6.6)	14 (11.9)
>= 38	1 (2.4)	1 (1.3)	2 (1.7)
<b>Total</b>	<b>42 (100)</b>	<b>76 (100)</b>	<b>118 (100)</b>

Source: Computed from B-SkillFUL MIS. Figures in brackets are percentages

#### *Observations:*

The age range of the trainees 18-40 years is quite large for effective teaching learning. According to the three ERCPH trainers, contacted for KII, highlighted the fact that trainers must be skilled in handling multi-age classes for effective teaching learning.<sup>13</sup> One of them said, "Older people sit quietly but face problems in understanding. The younger trainees understand better and participate more actively in the class."

<sup>12</sup> The MIS shows 120 trainees, but one was a duplicate case and the other was disqualified for not having a birth or national identity certificate.

<sup>13</sup> Of these three, only one was involved in the pilot project as a trainer in the GMO.

### 3.2. Marital Status of the Trainees

As table 2 shows, the majority of the trainees (79.7 per cent) were unmarried. However, 47.6 per cent of the women trainees were married, while among the men just 5.3 per cent were so. This partly reflects societal patterns of marriage in Bangladesh. According to 2011 data, the mean age at first marriage for men was 25.2 years.<sup>14</sup> For women it was 16 years.<sup>15</sup>

**Table 2: Marital Status of the Trainees**

Marital Status	Women	Men	Total
Married	20 (47.6)	4 (5.3)	24 (20.3)
Single	22 (52.4)	72 (94.7)	94 (79.7)
<b>Total</b>	<b>42 (100)</b>	<b>76 (100)</b>	<b>118 (100)</b>

Source: Computed from B-SkillFUL's MIS. Figures in brackets are percentages to the total in each category

There are several possible reasons for a higher number of women being married including the social attitudes towards women DAPs who are considered a burden and hence should be married off as early as possible.<sup>16</sup> This is also evident from two of the case studies of women DAPs (see below). Also, DAP men find it difficult to get married due to their disability and often they do not find adequate opportunities to earn a livelihood to support a family (see Cases 2 and 4 below).

### 3.3 Religion of the Trainees

The pilot project had emphasised the inclusion of minorities (religious and ethnic). As is seen from the table 3, 5.1 per cent of the trainees belonged to religious minorities. There were two Chakmas (ethnic minority) amongst the 118 trainees. The rest were all Bengalis.

**Table 3: Religion of the Trainees**

Religion	Number
Buddhism	2 (1.7)
Christianity	1 (0.8)
Hinduism	3 (2.5)
Islam	112 (94.9)
<b>Total</b>	<b>118 (100)</b>

Source: Computed from B-SkillFUL MIS. Figures in brackets represent the percentages to the total

### 3.4. Educational Status of the Trainees

The pilot design had specified that the level of education of the trainees be between functional literacy (the ability to read and write basic Bangla and some numeracy) to 12 years of education (Higher secondary certificate). The field survey of the trainees' educational background is given in Table 4.

**Table 4: Educational Status of the Trainees**

<sup>14</sup> <https://tradingeconomics.com/bangladesh/mean-age-at-first-marriage-male-wb-data.html>, last accessed 10/07/2020

<sup>15</sup> [https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_age\\_at\\_first\\_marriage](https://en.wikipedia.org/wiki/List_of_countries_by_age_at_first_marriage), last accessed 10/07/2020

<sup>16</sup> <https://www.girlsnotbrides.org/girls-become-old-when-they-turn-20-the-social-pressure-behind-child-marriage-in-bangladesh/#:~:text=Indeed%2C%20the%20average%20age%20for,before%20the%20age%20of%2018>, last accessed 10/07/2020).

<b>Educational Status</b>	<b>Women</b>	<b>Men</b>	<b>Total</b>
<b>Masters</b>	0 (0)	3 (5.9)	3 (5.9)
<b>Bachelors</b>	0 (0)	5 (9.8)	5 (9.8)
<b>Diploma</b>	0 (0)	1 (2.0)	1 (2.0)
<b>Class 11-12</b>	2 (3.9)	2 (3.9)	4 (7.8)
<b>Class 5-10</b>	14 (27.5)	12 (23.5)	26 (51.0)
<b>Illiterate</b>	6 (11.8)	6 (11.8)	12 (23.5)
<b>Total</b>	22 (43.1)	29 (56.9)	51 (100)

Source: Field Survey, June 2020.

The majority of the trainees have studied between class 5 and 10. The sample consists of 12 persons who are illiterate (those who cannot read or write and use thumb impression instead of signing). There are an equal number of women and men in the group. Having illiterate persons in a class can lead to challenges while teaching and are discussed further below (cf. Observations below).

The stipulated trainee selection criteria, as laid down in the TIG, were not rigid about the educational levels at the lower end. As long as the trainee could understand the class, lack of education was not a disqualification. However, at the upper end, the TIG clearly debar those who have qualifications higher than the Higher Secondary Certificate (HSC). Those who are still studying, in school or college, would not be selected.

Yet, of the 51 trainees sampled, three men have completed their masters, five their bachelors and one a diploma after HSC. They are over-qualified according to the selection criteria of the pilot project. All of them completed the training course, except a bachelor's degree holder, were in employment prior to the pandemic, though not always in the course they were trained. Additionally, four trainees were found who had completed a computer course in ERCPH before joining the B-SkillFUL pilot project.<sup>17</sup>

All the three trainers mentioned above raised the issue of the varying education levels of the trainees. One said that the illiterate should be excluded as those with higher qualifications understand better. He said he divides the class into groups according to their educational backgrounds. However, this study observed that the illiterate trainees should be provided remedial education before they start the training. Future projects should emphasise this.

One ERCPH trainer (not a part of the pilot project) had found an innovative solution. He encourages the better educated to help the less educated to understand. This functional peer to peer teaching-learning can be further built upon to impart literacy and numeracy to those in need.

### *Observations*

B-SkillFUL verified the trainees' data through the MIS. However, some misinformation was provided by trainees during enrolment. In such cases, there are some limitations for proper verification. Having overqualified people in this case was against the pilot project norms. In general, it can lead to teaching-learning problems. On the other hand, there is a need to impart basic literacy and numeracy training (remedial education) to illiterate/semi-literate trainees along with the TVET training. This can be

<sup>17</sup> Of these four, one had a master's degree, one a bachelors, another diploma and the fourth one did not complete school. He was not a DAP. Of the remaining three, two were mildly disabled while the third one was severely disabled physically and wheel chair bound.



achieved through peer to peer teaching-learning also. The age and educational diversity, along with the different kinds and levels of disability also points to the need to equip the trainers with skills in multi-age, grade, and disability teaching methods.

### 3.5. Disability Status of the Trainees

After adjustments based on field observations, the related data from the B-SkillFUL MIS of the pilot project trainees, 102 out of the 118 trainees were found to have a disability. Thirty of them were women and 72 (70.6 percent) were men. However, the MIS does not give the kind and level of disability for each trainee.

CRP's trained professionals attempted to determine the kind and level of disability of the sampled 51 trainees. Out of the 51, 40 were disabled. Eleven had no disability.

The kind and level of the disability of the 40 DAPs is given in Table 5.

**Table 5: Kind of Disability According to Levels (Field Survey)**

Kind of Disability	Level of Disability			Total
	Mild	Moderate	Severe	
<b>Physical</b>	11	5	4	20 (50.0)
<b>Mental</b>	2	2	0	4 (10.0)
<b>Visual</b>	2	0	0	2 (5.0)
<b>Intellectual</b>	3	0	0	3 (7.5)
<b>Hearing</b>	2	1	4	7 (17.5)
<b>Cerebral Palsy</b>	1	1	2	4 (10.0)
<b>Total</b>	21 (52.5)	9 (22.5)	10 (25.0)	40 (100)

Source: Field Survey. Figures in brackets are percentages

Trainees with physical disabilities are the highest in the sample, followed by the trainees with hearing disabilities. Out of the 40 disabled in the sample, 21 are mildly disabled.

DAPs have different training needs according to the kind and level of their disability. A trainer with ERCPH, who was involved with the pilot project pointed out that having such diverse kinds of DAPs in the same class created difficulties for her. Some learnt fast while others take much longer due to their disability. This points to the need for flexibility in designing a course and highlights the problems trainers face.

A mobile shop owner said he welcomes DAPs as they perform better than non-DAPs. But he prefers to employ those with physical disabilities of the lower limbs. He spoke about a pilot project trainee who he had hired. The trainee had completed the MPT course but had problems of motor coordination of his fingers due to which he could not do the fine work required to repair mobile phones. After some time, he had to leave the job as he could not work properly.

Due to their disability, some trainees might not be suitable for a particular course. Even if they complete the course, employers might find them unsuitable as they cannot perform the required tasks (as for instance the MPT course graduate mentioned above). Thus, the severely physically disabled trainees might have problems in being able to perform at the workplace due to the intensity of the work and the long hours involved.

### Observations

As emerges from the profiles and the DAP status, while TVET should be open to all, the trainees' demographic, educational and disability need to be considered (along with market considerations) when designing and delivering a course. The identification of the kind and level of disability is crucial to the formulation of a TVET programme for the differently abled. The skill sets have to be matched with the kind and level of disability as well as the requirements of the workplace.

### 3.6 The Courses for Trainees

Table 6 presents the gendered distribution of trainees according to the course. In keeping with the job market trends of Gazipur, 79 trainees (67 per cent) opted for the GMO course. In Bangladesh, the garments sector offers a steady job market mainly for women but also for men (see table 6). Out of the 42 women trainees, 41 opted for the GMO course). Contemporary development projects, like B-SkillFUL's and the pilot project, emphasise women taking up professions that are considered men's occupations. However, many factors, including social barriers, household conditions, localised market conditions and labour demand also become critical in the determination of the trade choices of women.

**Table 6: Trainees in Each Course**

Course	Women	Men	Total
<b>Mobile Phone Technician</b>	1 (2.6)	38 (97.4)	39 (100)
<b>Garments Machine Operator</b>	41 (51.9)	38 (48.1)	79 (100)
<b>Total</b>	42 (35.6)	76 (64.4)	118 (100)

Source: Computed from B-SkillFUL's MIS. Figures in brackets are percentages.

All the trainees in the MPT course mandatorily underwent a month's WBT in a mobile shop in 2019. Out of the 51 trainees interviewed for the field survey, 16 were in the MPT. However, the field survey could not get any feedback from them about the WBT.<sup>18</sup> Establishments who provided WBT to the trainees in the mobile repairs course could not be contacted as they were shut due to the lockdown caused by COVID 19. There was no WBT in the garments course.

At the end of the course, all the trainees graduated and got a certificate of completion from ERCPH. Interestingly, all the 118 trainees, irrespective of the kind and levels of disability they had, seem to have completed the course and were given certificates.

### 3.7 Employment

The pilot project had set a target of 70 per cent trainees getting wage or self-employment within a period of six months after the training was completed. Against this target, about 80 per cent of the trainees, as derived from the MIS, were gainfully employed (Table 7). This indicates that the training improved the overall employability of learners and labour market insertion significantly increased their employment opportunities.<sup>19</sup> As apparent through the case studies, employment leads in most

<sup>18</sup> Of the 16 MPT graduates in the sample, six never got a job and did not want to discuss WBT. Another six had just been laid off from their jobs due the pandemic. They said they found it rather traumatic to discuss work/jobs due to the uncertainty they were facing. Of the remaining four, one was about to lose his job and the other three were no longer in the mobiles sector and were rather vague about their WBT experience.

<sup>19</sup> Unfortunately, none of the gainfully employed persons could be contacted for a detailed case study due to the pandemic.

cases to financial autonomy and social recognition, which is reflected in an increased decision-making power and influence within the family. The importance of such employment becomes even more apparent when considering that most DAP trainees face extremely precarious economic conditions in their families and are often financially fully dependent on their family members. However, all of this happened before the Covid-19 pandemic. The situation has changed drastically after that. Many micro-enterprises have been forced to shut down. Even bigger enterprises have laid off workers.

Table 7 shows that 84 (71.2 percent) of the trainees were in full-time employment (before the pandemic). The full-time employment rate of the two courses (71.8 percent and 70.9 percent) was almost the same.

**Table 7: Employment Status of the Trainees According to Course Attended (Pre-Covid19)**

Course	Full-Time Employed	Wage	Self-Employed	Unemployed	Total
Mobile Repair Technician	28 (71.8)		5 (12.8)	6 (15.4)	39 (100)
Garment Machine Operator	56 (70.9)		5 (6.3)	18 (22.8)	79 (100)
<b>Total</b>	<b>84 (71.2)</b>		<b>10 (8.5)</b>	<b>24 (20.3)</b>	<b>118 (100)</b>

Source: Computed from B-SkillFUL's MIS. The figures in brackets are percentages

The unemployment rate of the trainees in the garments course (22.8 percent) was much higher than those in the mobile technician course. This is because of the higher level of self-employed in the latter.

Excluding the unemployed (24 persons, 20 percent), 47 persons (39.8 percent) who were employed or self-employed said they did not use the help of the CPC. 41 persons (38.9 percent) did use the help of the CPC. As discussed in Section 2, this points to the need to increase the staff strength of the CPC and also train them to perform their tasks better.

### 3. 8. Linkages between course attended and occupation of the trainees

It is expected that trainees of a particular trade course will continue in the same profession. Table 8 links occupations of the trainees according to the course, as given in the MIS<sup>20</sup>.

**Table 8: Training and Employment Mismatch**

Course Attended	Employed in				Unemployed	Total
	Garments	Mobile Repairs	Moitree Shilpo	Others		
Mobile phone Technician	0 (0)	10 (25.6)	19 (48.7)	4 (10.3)	6 (15.4)	39 (100)
Garment Machine Operator	36 (45.6)	6 (7.6)	17 (21.5)	2 (2.5)	18 (22.8)	79 (100)
<b>Total</b>	<b>36 (30.5)</b>	<b>16 (13.6)</b>	<b>36 (30.5)</b>	<b>6 (5.1)</b>	<b>24 (20.3)</b>	<b>118 (100)</b>

<sup>20</sup> The classification of the kind of enterprise was done through field verification of the names given in B-SkillFUL's MIS.

Source: Computed from B-SkillFUL's MIS. Figures in brackets are percentages to the total.

Out of 39 MPT trainees, 10 participants (25.6 per cent) continued in the same profession. Among the 79 trainees in the GMO course 35 (44.3 per cent) remained in the garments sector and 15.4 per cent remained unemployed. Some trainees in both the professions took up jobs in sectors not related to the course they took up, including in an insurance company and a pharmaceuticals firm.

**Moitree Shilpo is the biggest employer of ERCPH graduates.** It is a government owned enterprise for DAPs that manufactures bottled water and consumer plastic goods like mugs and jugs. It has been observed that a very few enterprises provide a favourable working environment for DAP graduates. ERCPH collaborated with Moitree Shilpo to comply with the obligation of 70 percent graduates' employment. It was also observed that most of the graduates opted to get employed in this enterprise despite being trained in other occupations. About 30.5 percent of graduates, trained in GMO, joined Moitree Shilpo due to the favourable terms and conditions of the organisation. The management is also empathetic to DAPs. Furthermore, there is the notion of having a secure job among employees as the organisation is a government one. It also becomes apparent in the case study (Case 4), Moitree Shilpo offers good working conditions and harassment free environment for DAP.

Moitree Shilpo could not be contacted during the study as it was closed due to the pandemic. Hence the terms and conditions under which the pilot project graduates were employed could not be ascertained. But it would be interesting to find out how these graduates have adapted to the job requirements, including that of handling totally different kinds of machinery. Clearly, there is a transfer of employability skills. Moitree Shilpo also gives some training that the graduates picked up given their exposure to skills in the pilot project.

Future projects would need to identify such organisations and how they function to increase the employability of DAPs. In the design stage, if they are identified as potential employers, projects can determine their training needs and provide them accordingly. On the other hand, if they have their own training processes, a just a labour insertion programme can be undertaken.

To sum up, the training programme clearly benefitted 80 percent of the trainees to access gainful employment and self-employment. Forty-five trainees (10 in MPT and 35 in GMO), or 38 per cent of all the trainees stuck to the professions they were trained in by increasing their skills and employability.

But this was before the pandemic. It has to be kept in mind that in general youth, particularly DAPs, find it difficult to get jobs in general. The current pandemic has increased their vulnerability. However, because of the training the DAPs received in the pilot project, their self-confidence has increased tremendously. Trainees have been impacted by the lockdown due to the COVID-19 pandemic; some have lost their jobs but not given up hope. They are looking for opportunities and felt confident of finding one. This was also reflected in the field survey of 51 graduates. After excluding the 10 severely disabled DAPs (cf. Table 5) it was found that 29 of graduates (71 percent) were confident of finding employment after the impact of the pandemic slowed down.

Most of the trainees attended a TVET course for the first time. This boosted their self-image and confidence. Incomes brought them social recognition both among peers and in the family. This is a very important gain of the pilot project.

### 3.9 Incomes

The minimum wages in Bangladesh's garment sector in 2019-20 was 8000 BDT per month, which is the only stipulated minimum wage. Usually, this is taken as the reference point for setting a minimum wage standard. The pilot project had set a target of minimum 5000 BDT per month, which was applicable for all the 40000 graduates of all occupations across the project areas.

Compiled data from B-SkillFUL's MIS is presented in Table 9.

<b>Table 9 : Mean Monthly Incomes in BDT (Pre-COVID 19)</b>			
		<b>Women</b>	<b>Men</b>
Number		36	58
Mean Monthly Income (BDT)		8686.0278	8660.3103
Minimum Income earned (BDT/PM)		8000.00	8000.00
Maximum Income earned (BDT/PM)		9500.00	9300.00

Computed from B-SkillFUL's MIS.

However, earning an income does make a difference not only in terms of finance but also social. Some DAPs highlighted that they earned the respect of his family.

### 3.10. Impact of COVID 19 on Employment

The field study tried to assess the impact of COVID 19 on the graduates and enterprises. The respondents were asked what about the impact of COVID 19 on their jobs/employment/earnings. It is expected that people will lose employment, particularly in the manufacturing sector. The results are shown in Table 10. However, even those self-employed have been adversely impacted, with many forced to shut down their businesses/establishments.

**Table 10: Impact of COVID 19 on Employment**

<b>Impact</b>	<b>Number of trainees</b>	<b>Per cent</b>
<b>Loss of job</b>	13	25.5
<b>Lower wages</b>	1	2.0
<b>Lower earnings (self-employed)</b>	2	3.9
<b>Not applicable (unemployed)</b>	14	27.5
<b>No impact</b>	9	17.6
<b>Uncertain</b>	12	23.5
<b>Total</b>	51	100.00

Source: Field Survey (June 2020)

As evident from Table 10, 25.5 percent of those who were gainfully employed, mostly in the garments sector, have lost their jobs. Another 23.5 percent were uncertain in the sense that though they had got the previous (May 2020) salary, they had been told that if the situation worsens, they might be laid off. Only nine persons (17.6 percent) said there had been no impact till the time of the survey.

Under the present circumstances of the COVID-19 pandemic, calculations about the incomes do not hold much meaning. The 25.5 percent who lost jobs reported zero incomes. Not many inferences about the future can be drawn on the basis of just nine respondents who remained unaffected as of June 2020, at the time of the survey. With the situation worsening, they might have lost their jobs/businesses.

In addition to the income that is possible to generate through employment, the government of Bangladesh issues disability cards to eligible persons, which entitles card holders to BDT 800 a month. All the respondents in the case studies are card holders and said they received some relief from this meagre amount. In the field survey out of the 51 respondents, 11 were not DAPs. However, 30 of the 40 DAPs had these cards. Due to the lockdown, this study could not determine the exact process by which these cards are issued. Also, it could not be ascertained how and when the amount of BDT 800 per month was fixed. Future projects could ensure that all the trainees in a course have these cards if they are entitled. TSPs could lobby with the government to revise this amount from time to time, linking it with the relevant price index.

### 3.11 Some general observations:

- While conclusive statements about employment are difficult to make due to the impact of the COVID 19 pandemic, the pilot project has increased tremendously the self-confidence of the graduates. Not only are they confident of finding jobs once the crisis is over, they have gained respect in the family and society.
- It is observed that most DAP trainees come from households that are in dire poverty. The DAPs being dependent on family members financially and sometimes even physically, are often discriminated against due to their disability within the household. Generally, they are withdrawn from school at an early age. They often do not get medical treatment. Women DAPs are married off in their childhood.
- Most DAPs have suffered from social exclusion, harassment (in various forms), and bullying both in the family, among peers, and at the workplaces.
- Decent working conditions are an essential dimension to look at besides employment.
- The link to the private sector is essential and partners in the private sector need to be properly sensitised on integrative workplace management.
- The role of DAP-exclusive institutions (Moitree Shilpo) needs to be critically assessed and if necessary, links need to be strengthened to such institutions. The placement in DAP-exclusive institutions or integrative settings needs to be based on expert knowledge and the consideration of type and level of disability.
- Remedial education prior to or during the TVET (depending on the level of the education of the trainee) must be considered in designing projects.

## 4: Conclusions and Recommendations

*Sharmin, 28 one of the respondents of the study, narrated her story of suffering from childhood due to uneven sized legs, the deprivations, and the taunts she had to put up with daily. She graduated from the GMO course, found a job and because of that her husband, who had abandoned her with a girl child, came back. There was rice at home daily. A child got her father back. Then there were others who said that their standing in the household and society had increased, disability notwithstanding. Some said mothers-in-law have stopped being abusive. New clothes could be bought for children.*

Such instances, as narrated by various trainee respondents in the interviews make up for all the lacunae of a short time pilot project that amongst other things did not build in the time needed to design TVET courses and programmes for DAPs.

It used the same design, implementation and monitoring and evaluation processes as for projects for non-DAPs that though included DAPs at times, was implemented by non-specialised TSPs. In this section, based on the KIIs, feedback from the B-SkillFUL team, the field survey and the case studies, the major recommendations for the future TVET for DAPs are suggested.

Indeed, in terms of design, delivery and enabling environment, future interventions to be inclusive must take the time for need-based design and need to be very flexible, including in terms of financing. The recommendations of this study for future actions take this as the starting point. Also, a distinction must be made between specialised TSPs that cater to DAPs only and those that have started to integrate DAPs as a part of their agenda of inclusiveness. They might have different needs, as will be discussed below. However, the needs of the DAPs have to be prioritised and the entire planning and implementation processes will have to put them first. There are some non-negotiables involved in this.

### The Non-Negotiables

There are some non-negotiables relating to inclusive TVET for DAPs, irrespective of whether specialised or non-specialised TSPs deliver the training. These are:

- All DAPs, irrespective of their gender, ethnicity, religion and educational backgrounds or where they stay (rural or urban areas) be given respect, treated equally and given their rights and entitlements as envisaged in the CRPD and the Bangladesh Disabilities Rights and Protection Act, 2013.
- Bangladesh has in place a disability card system that entitles DAPs to BDT 800 per month. Efforts should be made to ensure that all trainees in a particular programme have such cards to realise their entitlements.
- While universal accessibility is difficult to achieve in practice, every effort has to be made to ensure that the facilities related to training, including accommodation if provided, are accessible and available.
- Non-discrimination within TSPs and enterprises needs to be actively promoted.

- Identification of the kind and level of the disability is important in the formulation of any intervention. This may be done by specialised DAP organisations through a diagnosis and rehabilitation if necessary.
- Prior educational levels and skills (soft and hard) need to be identified.

These are important aspects of any future project planning.

### Considerations in formulating DAP sensitive project design, implementation, and monitoring

Formulating DAP sensitive design, implementation and monitoring will need to:

- Take into account the type of disability.
- Consider the level of disability.
- Have a flexible project financing, to accommodate the different time and hardware requirements of the learners.
- Based on the identified learning needs and aspirations of the DAPs that are well documented, the TSPs will need to define clearly which aspect of inclusion they seek to address.
- Take into account the various forms of marginalisation and disadvantage that DAPs have faced before they enter vocational training. During the selection for TVET in a particular course, the additional needs of the DAP like remedial education, soft-skill building will need to be identified by the TSP. The TSP will need to liaise with specialised organisations, including NGOs, providing non-formal education in the area, since this kind of remedial education cannot be expected to be delivered by a short-term vocational training intervention.

### For Specialised TSPs

**The choice of the trades for courses to be offered, the course delivery and, training needs to be based on a market demand analysis, which discerns employers' needs. Concretely, this means that:**

- Local Potential employers /industry representatives (including existing DAP specific employers or government institutions) will need to be involved in designing courses. Enterprise managers/potential employers can be invited to give guest lectures to the trainees.
- The courses will have to integrate theory and practice along with workplace-based training (dualised training). For this, TSPs will need to network with industries, especially those in the readymade garments sector, for providing workplace-based training.
- TSPs, in collaboration with specialized DAP organisations, need to map and identify the kinds and levels of disability, and the non-TVET learning needs. Based on this mapping, the TSP and the potential employer together can decide the kind of operation DAPs with a given kind and level of disability can perform and design the course accordingly since every industry has many levels/kinds of operations. Some may be suitable for some kind/level of DAPs while others are not.



**The selection of DAPs to be trained should be based on several different criteria, including household poverty, type, and level of disability. Concretely, this means that:**

- DAP specialised TSPs might consider providing TVET to relatively stronger forms of disability, sending DAPs with milder disabilities to non-specialised TSPs.
- Non-DAPs entry might be restricted, and they are sent to the non-specialised TSPs instead.

**Specialised TSPs need to liaise strongly with non-specialised TSPs. Concretely, this means that:**

- For the provision of pre-vocational training or remedial courses, specialised TSPs should collaborate with pre-identified TSPs/other NGOs/government institutions for complementary training and collaboration. It needs to be kept in mind that the time required to deliver this complementary training might actually be more than the trade/profession component. The total time for the training then will comprise a) the remedial/soft-skills part and b) the trade part. This needs to be a part of the project design.

**Course design needs to consider the different learning types and learning paces between DAPs, which depend on factors like level and kind of disability, educational status, and household background. Concretely, this means that:**

- Course structures might be adapted. Differential timings, depending on the needs of a batch, have to be built into the designing of the courses. Further, trainees need to be given options to change courses if they want within specified timelines clearly specified at the entry point.
- Trainers need to be properly trained and sensitised to DAP related learning needs. The training of trainers needs to be more extensive and specific for particular kinds and levels of disabilities, and it needs to be up to date. The trainers of specialised TSPs should be given provisions to refresh their theoretical and practical knowledge regularly. They will need to familiarise themselves continuously with actual working conditions in factories and other enterprises related to the trade/profession they teach. Further, trainers themselves will need to build their own skills including teaching students from multi-age and educational backgrounds. Along with pedagogic skills, they will need to develop andragogic ones, in which they build on the prior knowledge, different life experiences and learning styles of the trainees. They need to be motivated and empathetic to their students, and thus need to be trained in mentoring, coaching, and assessing the progress made by the DAP trainees. To ensure transfer of knowledge and experiences, a permanent core of trainers who can draw from a pool of resource persons who are trained in inclusive teaching-learning methodologies can be created.
- A common module of the kind developed by B-SkillFUL but integrating DAP rights and issues has to be a part of every course. Activists and young lawyers can be engaged to teach courses relating to labour rights, decent work along with disability rights.
- Courses on entrepreneurship development have to be built into the course design with the caveat that only those trainees who are interested and advised by the CPC attend them. This is because some trainees might want to go for jobs while others might want to become

entrepreneurs. The provision has to be kept allowing for the choices of the trainees, consonant with their aspirations and capabilities.

**A strong CPC needs to be in place and get attention at all stages of the project. This concretely means:**

- The CPC should have members with specialisations ranging from counselling DAPs to forming market linkages as well as a continuous assessment of the learning acquisitions of the trainees.
- The CPC can play a pivotal role in monitoring and evaluation, maintaining databases, and following up with employers.
- The CPC can conduct short- and long-term tracer studies of the graduates of a course.
- The CPO needs to be continuously trained through various types of training, which means that a broad range of people need to be engaged with the CPC throughout the training process.
- The CPC should have a gender balance regarding their CPOs.

**Swisscontact may consider providing the specialised TSPs with capacity development support. Concretely, this could include the following areas:**

- Managing training, selecting potential DAP trainees, networking with employers, monitoring training and learning acquisition, financial management and recruiting qualified trainers who can deliver, and training in maintaining a proper MIS.

## For non-specialised TSPs

Many non-specialised TSPs in Bangladesh have started including DAPs with mild disabilities in their TVET programmes. Given their priorities, usually they include only a small proportion of such DAPs. They cannot be expected to change this in the near future.

**Future projects should ensure that non-specialised TSPs liaise with the specialised TSPs in an area. This includes:**

- Agree to enrol the DAPs with mild forms of disability who have applied to the specialised ones.
- Regular exchange of trainers with the specialised TSPs. The non-specialised TSPs might have trainers skilled in a particular trade/profession that the specialised TSP may not have. One the other hand, specialised may contribute by sharing their trainers who not only have skills in a trade but also in teaching DAPs.
- Provision of remedial classes beyond their own trainees to trainees of specialised TSPs. Some of the non-specialised TSPs in Bangladesh have been pioneers in the adult literacy and continuing education movement and many of them have expertise in providing remedial classes.
- Drawing on the pool of gender trainers the non-specialised TSPs have to provide gender training to the specialised ones.

- Tapping the connections non-specialised TSPs have with industries and employers that non-specialised TSPs have for those DAPs enrolled with the specialised ones.
- Incentivising non-specialised DAPs financially for including DAPs in their TVET programmes.

## Ensuring Participation of Employers

- Future projects will need to ensure the collaboration and participation of employers/managers of enterprises and ensure that DAPs are included.
- Ensure by lobbying and advocacy that there are reservations for DAPs in particular industries like the readymade garments, depending on the size and turnover.
- Such enterprises might have to be paid/compensated in the short run for the costs of the accessibility /assistive devices that DAP employees might need. Thus in the short run, they may be given cash incentives for DAP employees. However, projects should also lobby with relevant government departments to give tax incentives to these enterprises on a regular basis provided they meet other conditions like ensuring labour rights and decent work and a harassment- free workplace. Bangladesh has since December 2016 a unique voluntary network of employers and employers' associations formed in collaboration with disability-focused organisations, Disabled People's Organizations (DPO's), NGOs and development partners, with a purpose of creating a more disability inclusive workforce in Bangladesh. The network, called Bangladesh Business and Disability Network (BBDN) operates under the Bangladesh Employers Federation (BEF) with support from ILO. Many major NGOs like BRAC, UCEP, and CRP are its members along with many multinational and national companies. Since BBDN welcomes memberships, including development partners, future projects should liaise with the BBDN for support and networking and ensure that the implementing TSPs join the network.<sup>21</sup>

## Innovative Experiments

The pandemic experience has taught a major lesson about the futility of relying on one industry or occupation alone. In a scenario of lockdowns and a global slump in demand, many informal sector workers, including DAPs, have lost their jobs. Many small enterprises have shut down. Yet even in situations of total lockdown, there are some areas that remain unaffected across South Asia and there are strategies to increase resilience. These include the following three suggested strategies:

**TSPs will need to think of areas that will not be affected by shocks and provide TVET for DAPs accordingly. These are essential supplies, especially of food chains. Globally, , the focus is on urban and peri-urban food supplies.** Associations of trained DAPs could be formed to become a part of the food supply chain of the Gazipur, Tongi, Dhaka urban agglomeration.<sup>22</sup>

---

<sup>21</sup> Incidentally, seven of the 56 graduates of the GMO course who were placed in jobs as a part of the project requirements joined the Viyellatex Group, one of the largest garments exporters in Bangladesh. Viyellatex is a member of BBDN ( [www.bbdn.com.bd](http://www.bbdn.com.bd))

<sup>22</sup> Collaborations could be made with organisations like UBINIG ([www.ubinig.org](http://www.ubinig.org)) that has been working in the area of organic and indigenous agriculture to engage DAPs. ILO has already initiated such initiatives in

## Potential innovative pilot led by Swisscontact

The study suggests as two possible intervention areas for a Swisscontact's future engagement a thorough mapping and a collaboration pilot:

**Swisscontact could undertake a pilot to bridge the gap regarding systematic mapping of training models and approaches which already exist.** This study found that there are many specialised and non-specialised TSPs working in Bangladesh today that are funded by various donors. However, there is no systematic planning and coordination between these TSPs, markets and employers in a particular area. In fact, there is no systematic mapping of the various training models and approaches to inclusive TVET. Such a mapping would involve among other things:

- Mapping all the initiatives of the specialised and non-specialised TVETs in a particular area in terms of a) DAP selection b) TVET design c) TVET delivery d) Monitoring and Implementation and e) Financing.
- Mapping all the organisations providing remedial education and soft skills in the area
- Mapping all the enterprises and opportunities for self-employment, including in agro-products, in that area.

**Swisscontact could develop a pilot that involves the close collaboration of specialised and non-specialised TSPs, organisations providing remedial education and soft skills as well as industries and enterprises. Such a pilot could include:**

- CSR initiatives and responsible business models
- The local district and sub-district committees to ensure inter-departmental collaboration
- A national campaign for DAP inclusion and lobby with the government based on the results of the study.
- Developing a knowledge sharing and resource platform for inclusive TVET

## Replication and Scaling

### *Local*

ERCPH is a government specialised TSP and the only one of its kind. Drawing lessons from the pilot project, several possibilities exist in terms of replication and scaling. These are:

- Identify the kind and level of disabilities of the DAPs and design courses accordingly (especially in terms of content and delivery)
- Expansion in terms of the number of courses which TVET is offered
- Increasing the number of trainees in each course
- Collaboration with industry/enterprises through the BBDN
- Find new trades, including agro-based ones and those in the food supply chain
- Tie ups with other TSPs to provide not only TVET but remedial education

---

mushroom production in Savar ([https://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS\\_451901/lang--en/index.htm](https://www.ilo.org/global/about-the-ilo/newsroom/features/WCMS_451901/lang--en/index.htm)).Such initiatives for DAPs could be replicated.

- Follow an area-based approach and promote multistakeholder engagement to ensure outreach.

### *National*

Organisations like ERCPH may not exist elsewhere in Bangladesh. However, there are many specialised organisations in the country. To upscale and replicate the pilot, its essential elements, like identifying the TVET needs according to the market demand and supporting the TSP at all levels, could be followed along the lines of the local upscaling mentioned above. This could be done at the division level. New trades could be identified for each division according to its characteristics. These range from fisheries (coastal region) to tourism and hospitality industries (across divisions). As mentioned above, collaborations between specialised and non-specialised TSPs and business associations networks will be crucial to the process of national level scaling up.

Reaching out to national stakeholders, including trade unions, NGOs, social enterprises and business associations to promote a business case for DAPs will be an important intervention area if one wants to scale and replicate across sectors and nationwide. Campaigns, promotion of good case practices, encouraging responsible businesses and liaising with networks and the government towards offering incentives will also be critical so that progress will be made. Projects like B-Skillful could take a role in such a process and facilitate networking, policy dialogue and offering the proof of concept after having successfully tested them on the ground.

## References

Asian Development Bank, 2015 : *Innovative Strategies in Technical and Vocational Education and Training for Accelerated Human Resource Development in South Asia*, Mandaluyong City, Philippines (<https://www.adb.org/sites/default/files/publication/167320/tvet-hrd-south-asia-bangladesh.pdf>), last accessed 18/08/2020

BRAC, 2018: [http://www.brac.net/program/wp-content/uploads/reports/dBRIEF\\_1st%20Issue\\_July%202018.pdf](http://www.brac.net/program/wp-content/uploads/reports/dBRIEF_1st%20Issue_July%202018.pdf), last accessed 18/08/2020.

Humanity & Inclusion and Leonard Cheshire, 2018: *Good for business. Promoting Partnerships to Employ People with Disabilities* <https://www.leonardcheshire.org/sites/default/files/2019-10/good-for-business.pdf>, last accessed 18/08/2020.

ILO, 2016 : *Technical and Vocational Education and Training, Bangladesh, Vision 2016*. [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms\\_176772.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_176772.pdf), last accessed 19/08/2020

ILO, 2017: *Disability Inclusion in the Bangladesh Skills System*. [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms\\_543298.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_543298.pdf), last accessed 19/08/2020

ILO, 2017: *Making TVET and Skills Systems Inclusive of Persons with Disabilities*, (Policy Brief). [https://www.ilo.org/wcmsp5/groups/public/---ed\\_emp/---ifp\\_skills/documents/publication/wcms\\_605087.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_emp/---ifp_skills/documents/publication/wcms_605087.pdf), last accessed 19/08/2020

ILO, 2017: *Good Practices for Inclusion of Persons with Disabilities. Replication Guide for Disability Inclusion in TVET institutions*. [https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms\\_596665.pdf](https://www.ilo.org/wcmsp5/groups/public/---asia/---ro-bangkok/---ilo-dhaka/documents/publication/wcms_596665.pdf), last accessed 19/08/2020

UN Convention on the rights of persons with disabilities (UNCPRD): <https://www.un.org/development/desa/disabilities/convention-on-the-rights-of-persons-with-disabilities.html>, last accessed 19/08/2020

UN 2019 : *Disability and Development Report, 2018 (Realising the Sustainable Development Goals by, for and with persons with disabilities)*, Department of Economic and Social Affairs, New York. [https://www.unicef.org/disabilities/files/Disability\\_and\\_Development\\_Report.pdf](https://www.unicef.org/disabilities/files/Disability_and_Development_Report.pdf), last accessed 19/08/2020