Economic Acceleration and Resilience for NEET Project (EARN)

Department of Youth Development

Ministry of Youth and Sports

Terms of Reference for Selection of Service Provider (SP) for operating VLTC at Chattogram and Cox's Bazar Districts under Chattogram Division

(Package Number: S9.2)

March 2024

Table of Contents

ABBREVIATIONS AND ACRONYMS

ASSET	Accelerating and Strengthening Skills for Economic Transformation
BOU	Bangladesh Open University
BKSP	Bangladesh Krira Shikkha Prothisthan
CCTN	Climate Co-Benefits Technical Note
CG	Community Groups
COVID-19	Coronavirus Disease
CMC	Center Management Committee
DA	Designated Account
DYD	Department of Youth Development
EARN	Economic Acceleration and Resilience for NEET Youth
EDT	Enterprise Development Training
ESS	Environmental and Social Standards
EPZ	Export Processing Zones
EZ	Economic Zones
GBV	Gender Based Violence
GDP	Gross Domestic Product
GED	General Economic Division
GoB	Government of Bangladesh
IDP	Institutional Development Proposal
IDG	Institutional Development Grant
IPF	Investment Project Financing
IZ	Industrial Zones
LGED	Local Government Engineering Division
MoYS	Ministry of Youth and Sports
M&E	Monitoring and Evaluation
NEET	Not in Education, Employment, or Training
NSDA	National Skills Development Authority
NJLIP	Nuton Jibon Livelihood Improvement Project
ODP	Organization Development Plan
OM	Operations Manual
OTSP	Online Training Service Provider
PD	Project Director
PMU	Project Management Unit
PPP	Public and Private Partnership
PwD	Public Works Department
PWD	People with Disabilities
RAISE	Recovery and Advancement of Informal Sector Employment
SEA/SH	Sexual Exploitation and Abuse/ Sexual Harassment
SEB	Socio-Emotional Behavior
SEP	Stakeholders Engagement Plan
SFW	Seed Financing Wing
SNSA	Social Norms Specialized Agency
STEP	Skills and Training Enhancement Project
SP	Service Provider
SSC	Secondary School Certificate
TVET	Technical and Vocational Education and Training
UYIC	Union Youth Information Center
VLTC	Village Level Training Centers

1. Project Background

Bangladesh has made impressive strides in its social and economic development, achieving lower middle-income status in 2015 through stable macroeconomic conditions and substantial poverty reduction. The nation adeptly navigated the COVID-19 pandemic, maintaining positive real GDP growth through prudent macroeconomic policies and effective stimulus measures. However, challenges persist, particularly for its youth population. With an overall unemployment rate of 8.9% among those aged 15-29, around 27% of this group is labeled as NEET (Not in Education, Employment, or Training). Notably, this NEET issue is predominantly a gender concern as approximately 90% of NEET youth are female. Social norms emphasizing women's household roles and movement restrictions contribute to these disparities which is evident in the significantly lower female labor force participation.

The EARN Project in Bangladesh aims at economic engagement of the NEET youth, especially women, in rural and semi-urban areas of the country. The project offers education and skills development with a focus on women-centric facilities, employment and enterprise development support, enhanced employability through creating employer linkages and upskilling of Socio-Emotional Behavior (SEB) and Entrepreneur Development (ED) skill, incubation support for employment and entrepreneurship. In order to ensure participation of women and other underserved segment, the project will promote an enabling environment, especially for the women, through targeted awareness raising and communication programs, family-based planning, counseling and involving the communities and families in planning and monitoring of implementation.

In the case of Bangladesh, a country particularly vulnerable to climate change, there are several potential benefits, and specific conditions, including youth-centric ones, that can enhance climate co-benefit advantages. The project is designed for addressing climate change impacts and disasters. Bangladesh, in general, is increasingly being exposed to climate change-related hazards. The location of the project would be spread over many sub-districts, including extreme precipitation and flooding. Education and training programs have been severely affected by flooding in particular. The potential risks to education/climate resilient training facilities covered by the project due to flooding would be significantly reduced by the design of these facilities and the inclusion of soft components (e.g., training and awareness programs), which take flood risk into account.

The project will undertake climate resilience programs and enhance institutional capacity to improve the understanding of the responsiveness to disruptions from climate change and geophysical hazards. All skills development training will incorporate climate sensitization courses that will include adaptation and mitigation measures. The proposed competitive innovation funds will also be used to customize the new climate responsive awareness among the beneficiaries.

Department of Youth Development (DYD) is the implementing agency of the project under the supervision and guidance of the Ministry of Youth and Sports (MOYS). The project is implemented by a dedicated Project Management Unit (PMU) under DYD. The PMU is led by a Project Director (PD). The project will be implemented through GO-NGO-Private Sector collaboration.

2. Detailed Project Description

Project Objectives:

The Project development objective is to (i) increase access to education and skills training, and promote employability of the NEET youth, especially for women, in selected rural areas of

Bangladesh, and (ii) in case of an Eligible Crises or Emergency, respond promptly and effectively to it.

Project Beneficiaries (NEET youth):

The beneficiaries will include NEET youth who meet the following criteria: (a) aged 15-35 youth who are not engaged in education and/or training, and/or any income earning activities at least for six months; and (b) having completed at least primary level education. At least 60 percent of the beneficiaries would be female. While youths covered by any other interventions (ineligible for access to Accelerating and Strengthening Skills for Economic Transformation (ASSET) and Recovery and Advancement of Informal Sector Employment (RAISE) projects due to location, coverage, education level, etc.) will not be considered for any technical skill development support, beneficiaries of those [past and current] interventions who are still NEET by above definition during the beneficiary identification drive for EARN project will be considered eligible for SEB, EDT and for Seed financing and other employment supports, subject to successful completion of SEB and EDT under EARN. A total of about 900,000 NEET youths would benefit directly from the project.

Project Components:

The Project has four key components. These are, (i) Component 1: Enhancing access to alternate education and relevant skills development opportunities; (ii) Component 2: Promoting support for wage and self-employment; (iii) Component 3: Promoting an enabling environment for NEET youth; (iv) Component 4: Enhancing institutional capacity and Project management. In addition, to address emergency situation, the world bank has provision for an emergency response component, namely, Contingent Emergency Response Component (CERC), as Component 5 of the project.[1]
The components are described below:

Component 1: Enhancing access to alternate education and relevant skills development opportunities

This component aims at promoting access to skills development and continuing/second-chance education to reach the skill ladder for the rural NEET youth, especially female, through (a) assisting the secondary dropped-out youth to reach the skills ladder through access to Bangladesh Open University (BOU) centers in selected locations to complete vocational secondary school certificate (SSC) exams, known as SSC (Vocational); (b) establishing mobile Village Level Training Centers (VLTCs) at the deep rural level to facilitate access to skill development and employment support by the women with movement restrictions; (c) creating provision for accessing online training on selected trades and soft skills; and (d) provision of a competitive financing for innovative initiatives for reaching the unreached. To enhance the employability of the beneficiaries, all beneficiary trainees under this sub-component will receive training on SEB skills including communication, EDT, climate change awareness and responsiveness, and financial literacy (supported under sub-component 2.2).

Sub-component 1.1: Promoting access to skills development on market relevant skills, including SEB and EDT

This sub-component will support: (a) beneficiary selection and categorization of the

---

[1] A Contingency Emergency Response Component (CERC) is included under the project to ensure that funds can be reallocated in the event of an eligible crisis or emergency. In case of such an emergency, and subject to the World Bank's approval, this component will allow the Government to request the World Bank to re-categorize and reallocate financing from other project components to cover emergency response and recovery costs.

beneficiaries for diverse project support; (b) selection of local level trades; (c) generating, entering and updating data to support creation of a database of the potential and actual beneficiaries; (d) provision of access to skills development for rural NEET youth, especially women, through establishing VLTCs and through provision of stipends exam and assessment fees to the beneficiaries; (e) blended (online-offline) training and offline assessment on ten (10) selected trades; and (f) reaching the hard-to-reach vulnerable groups through competitive financing to innovative ideas.

This entire sub-component will ensure maximizing climate Co-Benefits. First, all VLTC will be established at climate retrofitted rented or existing facilities and will also be rehabilitated to meet the minimum standards for facilitating training environment and climate resilience aspect. Second, training and dissemination materials will be developed for awareness/skills to understand and cope with climate change risks for students, instructors and community group members. Third, digitization of teaching-learning and skill development will facilitate resilience to shocks and climate-induced disasters/disruptions. Fourth, SEB and EDT will include adverse effects of climate changes and options available for climate resilient business modalities, local and international legislations and good practices, support training on climate resilience in business and employment, and developing guidelines focusing on climate resilient production modalities. Fifth, most of the beneficiaries.

Sub-component 1.2: Assisting the secondary dropped-out NEET youth to reach the skills ladder

Eligible NEET youth will be supported to reach the skills ladder by accessing Bangladesh Open University (BOU) education programs following the accelerated curriculum through demand- and supply- side interventions. Demand-side interventions will include specific communications and awareness-raising campaigns, motivating the families through sessions on norms around working women and establishing a family-based plan and providing incentives in terms of stipend, examination fees and textbooks support for the students. Supply side interventions will include the provision of an accelerated program offered at the BOU centers in local communities accessible by the youth from remote villages and blended programs to facilitate flexible hours. An EARN cell will be established at the BOU to establish and manage rural centers, monitor student's progress and to manage the beneficiaries' database.

Component 2: – Promoting support for wage and self-employment

This Component aims at increasing employment opportunities of the beneficiaries through three distinct set of interventions: (a) connecting the beneficiaries with local and national level employers; (b) strengthening the existing seed financing mechanism of MoYS for potential entrepreneurs; and (c) SEB, EDT training and internship and/or apprenticeship for selected trainees in eligible enterprises/industries especially in the upazilas adjacent to Export Processing Zones (EPZs), Economic Zones (EZ) and Industrial Zones (IZs).

Sub-component 2.1: Expanding the horizon by connecting the beneficiaries with markets

This sub-component will support connecting eligible youth with labor intermediation services to help them pursue wage employment. Key activities will include: (a) periodic job fairs and meet the employer events; (b) enterprise visits by the VLTC and registered trainees; (c) a youth portal for the EARN beneficiaries and eligible NEET youth which will be linked with the existing job portals, business networks and outsourcing networks. SPs will be responsible for arranging bi-annual job fairs and employer meet events, as well as job placing and arranging internship support. The MIS cell (sub-component 4.2) will be responsible for designing the youth portal while SPs will be responsible for inserting trainee specific information.

Sub-component 2.2: Supporting post-training wage employment and entrepreneurship

This sub-component will support: (a) Strengthening the DYD's Seed financing mechanism through technical assistance and scaling up the DYD's Seed Fund to expand financing facilities to eligible project beneficiaries in the selected upazila including incubation and mentorship support including mentor's fees, apprenticeship costs for the NEET entrepreneurs; and (b) post-training specialization and/or employment support through internship/apprenticeship in eligible industries, especially in the EZ, EPZ and IZ adjacent upazilas; (d) 30 days mandatory SEB and EDT training for VLTC trainees. SPs will be responsible for job placement, internship/apprenticeship placement and arranging investment incubation and mentorship support for the selected seed financing beneficiaries. At least 60 percent of the beneficiaries will be female. Beneficiaries of this sub-component will also include beneficiaries of other GoB skills development and technical education projects, who remain as NEET at the time of the selection, subject to completion of SEB and EDT trainings under EARN.

Strengthening and scaling-up the DYD's Seed Fund

This sub-subcomponent will: (a) strengthen DYD's existing seed financing mechanism (Technical Assistance); (b) scale up the existing seed funds to expand financing facilities to eligible EARN beneficiaries in the selected upazilas; (c) support provision of incubation period support including mentorship for the new entrepreneurs. As part of strengthening the existing seed financing mechanism, DYD will: (i) establish a dedicated unit/wing with adequate staff and capacities (including dedicated district and upazila level officials); (ii) update the seed financing manual with a guideline for the trade and beneficiary selection processes; (iii) digitize selection, monitoring, reporting and disbursement mechanism for seed financing; (iv) establish an advisory Panel consisting of officials from relevant ministries, industry representatives, NGO and CSO representatives; and (v) prepare a sustainability plan.

Post-Training Specialization and Employment Support

This sub-component will provide post-training specialization and employment support to eligible beneficiaries. At least 80 percent of the Internship/apprenticeship support will be in the Upazilas around EZs, EPZs and IZs. This sub-component will also support SEB and EDT training of the NEET youth who took skills development training from other Government supported skills development programs such as ASSET, RAISE, NJLIP, STEP. A total of 30 training days will be added to all 360-hour training for providing SEB and EDT.

This entire subcomponent will aim at maximizing the CCB. First, for both seed financing and internship in eligible industries, climate resilient trades will be given priorities and at-least half of the beneficiaries will be in the climate-resilient trades (Climate Co-Benefits Technical Note (CCTN) explains further). Second, eligibility criteria for the seed financing will include understanding and adoption of climate resilient trades; proposal format for seed financing will include a section on "Climate smartness of the proposal" and will be evaluated by a dedicated upazila level technical committee (OM will elaborate further). Third-party validation will monitor adaptation measures. Third, at least half of the internship beneficiaries will be in climate-resilient trades (CCTN explains elaborately). Fourth, SEB and EDT will include adverse effects of climate changes and options available for climate resilient business modalities, local and international legislations and good practices, support training on climate resilience in business and employment, and developing guidelines focusing on climate resilient production modalities.

Component 3: Promoting an enabling environment for NEET youth

This component focuses on creating an enabling environment for youth and promoting positive

social norms for women to foster a supportive ecosystem for NEET youth to engage in, and benefit from the Project activities. Given the specialized nature of social norms and outreach activities with communities and youth proposed in the Project, a Social Norms Specialized Agency (SNSA) will be engaged to provide the necessary technical assistance. The agency will serve as an umbrella entity to support SPs implementing Components 1 and 2 to harmonize efforts and ensure quality across the project, raise awareness on climate resilience, and conduct a process evaluation to assess design and implementation adherence.

Sub-component 3.1: Community Strengthening, Engagement and Ownership

This sub-component will support the formation of Community Group (CG) to focus on NEET youth activities, their orientation and training, and ownership building, their continued engagement in youth activities. Training will also include raising awareness on climate change impact and climate resilience. CGs will be established with help of the SPs through wide communication and awareness-raising campaigns. CGs will (i) facilitate community mobilization and implement awareness raising and norms change activities; (ii) participate in beneficiary selection and trade selection procedures; (iii) oversee VLTCs; (iv) oversee monitoring and evaluation of the skills development and other activities at VLTCs; and (v) establish community protection mechanisms for preventing Sexual Exploitation and Abuse and Sexual Harassment (SEA/SH) in VLTCs. CGs will arrange monthly community meetings (Uthan Boithok), and stakeholder consultations with help of the SPs.

Sub-component 3.2: Awareness raising and community engagement to promote positive social norms

The sub-component entails a set of awareness-raising and community engagement activities CGs will deliver with support from a Social Norm Specialized Agency (SNSA) throughout based on the "uptake of training" to "transitioning to job" continuum. The objective of these activities is to inform communities about project activities, shift negative gender stereotypes, attitudes and behaviors, and create an enabling environment for constraints faced by NEET women's engagement in new education and employment opportunities. To inform communities of activities for uptake, this sub-component will support: (a) information dissemination programs such as orientations and communication campaigns through print, electronic and social media; and (b) preparation of materials for promoting the opportunities under the project. The sub-component will conduct behavior change communications campaign with tailored messages and community engagement activities with influential individuals including mobilizing champions and showcasing positive and successful stories with families will spur changes in perceptions towards women and work. When conducting outreach, SPs working with gender-based violence survivors will be encouraged to refer individuals to the CGs.

Sub-component 3.3: Career counseling support, leadership development and positive youth engagement activities

This sub-component support: (a) mentorship and counseling support to provide career guidance and address specific barriers faced by NEET youth who are particularly vulnerable or at risk; (b) stipend, fees and other costs of leadership development and life skills training to empower NEET female and male youth with decision making, negotiation and core soft skills for productive employment; and (c) engagement with CGs to involve community leaders and parents in enabling and supporting NEET youth. In addition, Upazila Youth Offices and District Youth Centers will promote youth participation in sports and cultural activities at the community level. Support will include identification and training of youth facilitators, recruitment and training for counsellors, counselling camps at Youth Clubs, adaptation and

rollout of leadership and life skills training curriculum, and the purchase of sports materials and equipment.

Component 4: Enhancing institutional capacity and Project Management

Sub-Component 4.1: Supporting institutional capacity development for NEET youth Programs

This sub-component will support: (a) preparation of an Organization Development Plan (ODP) for DYD and MoYS; (b) establishment of a portal-based management, monitoring and reporting mechanism at DYD/MoYS; (c) enhancing outreach capacity of DYD by establishing Union Youth Information Centers (UYIC); (d) institutional development of DYD and institutions under DYD and MoYS including District Youth Training Centers (YTCs) through Institutional Development Grants (IDGs) based on an Institution Development Plans (IDPs); (e) equipment for digital management (IT equipment, management, replacement.); (f) digital payment and accounts management system; (g) real-time monitoring through supporting transport facilities, smart devices (linked to the portal), and data entry and management facilities and training to upazila level officials; (h) establishment of a research cell at DYD. This sub-component will also include a package of training, which will include leadership management, planning, finance, monitoring, and reporting to staff at DYD's District and Upazila Youth Centers.

Sub-Component 4.2: Project Management, Communications, and Monitoring and Evaluation

This sub-component will support: (a) the establishment and operation of a PMU; (b) the development and update of a long-term Youth Development Plan; (c) preparation of Annual Sector Performance Report; and (d) an effective monitoring and evaluation system. It will also support impact evaluation for key project interventions, and coordination across relevant Ministries, agencies and non-government implementation partners, SPs, and communities. The sub-component will support an agency for coordination support at the upazila level and (Upazila Coordinator) at the level of the Upazilas and at the level of UYICs.

The Project will be implemented by a dedicated PMU to be established under the DYD. The PMU will be led by a Project Director (PD) and supported by an Additional Project Director (APD) and adequate, experienced technical staff and consultants for successful implementation of the Project, with preferably at least 30 percent women. The field level activities will be implemented in partnership with the private sector, NGOs and CSOs with agreed terms of references. This sub-component will also support (a) LGED Grant to establish a Management Information System (MIS) for the project, (b) impact evaluation studies, satisfaction surveys, and (c) coordination across relevant ministries, agencies and non-government implementation partners, SPs and CGs.

Project Targets:

The targets are provided below against their objectives - sub-component wise:

Table 1: Component-wise project targets

Component 1: Enhancing Access to Alternate Education and Relevant Skills Development Opportunities	
Subcomponent 1.1: Promoting access to skills development on market relevant skills including SEB and EDT	• 5,000 Village Level Training Centers (VLTC) will be Established at the village label. • Provide community supported childcare facilities for the trainees at VLTCs in 20 upazilas. • Provide skill development trainings to 5,00,000 youth (300,000 female) through Village Level Training Centers (VLTCs). • Online training and offline assessment will be provided to 25,000 youth. • Provide innovation fund supporting different innovative projects for improving the socioeconomic conditions of 25,000 (15,000 female) youths from vulnerable groups (third-gender/ hijra), persons with disabilities (PWD), communities from hard to reach and special needs areas).
Sub-component 1.2: Assisting the secondary dropped-out NEET youth to reach the skills ladder	• Stipend/incentive will be provided to 100,000 (60,000 female) dropout students for access to existing education programs required to reach at the skill ladder.
Component 2 – Promoting Support for Wage and Self-Employment	
Sub-component 2.1: Expanding the Horizon by Connecting the Beneficiaries with Markets	• Each year per upazila two job fair will be organized to make face to face to session between employees and employers. • Each year per district one job expo will be organized for connecting the beneficiaries with job markets.
Sub-component 2.2. Supporting Post-Training Wage Employment and Entrepreneurship Support	• Internship/Apprenticeship Training will be provided for 1,00,000 trainees (preferably 60% female), each trainee will receive 6 months of internship. • Provide Socio Emotional and Behavioral (SEB) and Enterprise Development Training (EDT) to 7,00,000 trainees (among them 5,00,000 will be the same trainees who will have skill training and 2,00,000 will be additional trainee who have trainings from the other government organizations). • 15,000 EARN youth will get access to competitive incubation mentoring and SEED financing. The funds will be added to the existing seed funds of DYD to expand seed financing facilities to the eligible beneficiaries.
Component 3: Promoting an Enabling Environment for NEET Youth	
Sub-component 3.1. Community Strengthening,	• 2,500 community groups (CGs) (one for each union) will be established and provide initial, refresher trainings to the members (mostly female).

Engagement and Ownership	
Sub-component 3.2: Awareness Raising and Community Engagement to Promote Positive Social Norms	• Communication and awareness firms will be engaged to create awareness about the importance, necessity, facilities, opportunities of the EARN project and disseminate the information through digital, traditional campaign in Radio, TV, Newspaper and social media.
Sub-component 3.3: Supporting Career Counselling, Leadership Development and Positive Youth Engagement Activities	• Provide sports and cultural equipment for college, madrasas and youth clubs. • 50,000 youth will be provided leadership development trainings through the 250 registered youth clubs.
Component 4: Enhancing Institutional Capacity and Project Management	
Sub-Component 4.1 Supporting Institutional Capacity Development for NEET Youth Programs	• Capacity building training will be given to the staff of MoYS, DYD, NSC, BKSP, SHNIYD. • Establish a portal-based management, monitoring and reporting mechanism. • Provide small infrastructure and equipment for digital management (IT equipment etc.); • Develop digital payment and accounts management system; • Institutional Development Grants will be provided to District Youth Centers and other organization under MoYS. • Infrastructure of the offices under DYD.
Sub-Component 4.2 Project Management, Communications, and Monitoring and Evaluation	• Operationalize PMU • Technical expert recruitment. • The development and update of a long-term Youth Development Plan. • Preparation of Organizational Development Plan of DYD under MoYS. • Third Party Validation Survey. • Preparation of Annual Sector Performance Report. • Employer satisfaction surveys. • Trainee tracking surveys. • Trainee satisfaction surveys. • Mid-term review assessment. • Effectiveness assessment studies. • International/ National Job market and skills assessment. • Impact Evaluation Study. • Project Management Information System Development. • Development of DYD infrastructure management information system (DYDIMIS). • Development of DYD Training Management System (DYDTMS).

Table 2: Component-wise implementation arrangement and role of partners

Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
Component 1:				
Beneficiary Selection and profiling (SC: 1.1)	MIS Cell of PMU; PMU	Services Providers (SPs), Community Groups (CGs)	SPs will conduct the surveys, input data. MIS cell will manage the data, create unique ID, apply selection and profiling criteria. PMU clears the list of beneficiaries for different supports.	Service Providers are competitively selected by PMU following WB Procurement Guideline
Trade Selection (SC: 1.1)	PMU	Services Providers (SPs), Community Groups (CGs)	SPs will conduct the market survey, CGs will endorse the findings, PMU will approve the trade list.	
Reaching the Skill Ladder (SC: 1.1)	PMU; MIS cell, UC	BOU	BOU will establish the learning centers, design accelerated curriculum, training the teachers and manage implementation;	BOU will report through MIS cell portal with unique ID of beneficiaries; UC will validate; MIS cell will manage the data, prepare Award Confirmation Forms for stipend disbursement, prepare semi-annual report.
VLTC Operation (SC: 1.1)	PMU	Services Providers (SPs), Community Groups (CGs), Specialized Gender Action	SPs will establish, manage, report on VLTCs;	A. MIS cell will create a portal for data entry, SPs will put field level data on

Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
		Agency		monthly basis, UCs will review and clear the data; B. MIS cell hire firm for sample validation, MIS cell will prepare the Award Confirmation Forms (ACF) for disbursement, semi-annual report, project statistics and update the RF. C. M&E unit of PMU will approve the reports, ACF etc.
Innovation Fund (SC: 1.1)	DYD, PMU	Selected Innovation Agencies (SIA)	PMU will organize the competition, select best proposals based on expert committee recommendations, DG, DYD will approve the final selection	SIAs will regularly update MIS portal against unique ID of beneficiaries. SIAs will report semi-annually to M&E, Unit of PMU, PMU will arrange validation surveys.
Blended Training (SC: 1.1)	PMU, DYD	Online Training Service Provider (OTSP)	OTSP will be responsible for selection of trades, develop training	MIS cell will collect information directly from

Component (c)/Sub-component (SC)/Activity	Implementation Arrangements			Monitoring, Validation, and Evaluation arrangements
	Implementation Focal/PMU Unit	Implementation Partners	Description	
			materials, registration, and assessment.	the registration, attendance and assessment data and report semi-annually to PMU.
Component 2:				
Job Fairs and event arrangements (SC: 2.1)	UYO, PMU	SPs	SPSs will report through MIS portal, UCs will clear	MIS will consolidate and report to PMU semi-annually
Strengthening of Seed financing (SC: 2.2A)	SFW, DYD, Selection Panel of SFW	SPs	SFW will implement seed financing; SPs will provide incubation period support and mentoring.	PBS conditions will be reviewed by IVA; SP provide data on
Component 3:				
Community Strengthening, Engagement and Ownership (SC: 3.1)	UC, PMU	SPs	SPs will establish the CGs, training CGs and facilitate CG activities; UC will coordinate CG activities;	SPs will report to MIS cell, UCs will validate, MIS cell will prepare semi-annual report
Awareness raising and community engagement (SC: 3.2)	UC, PMU	SPs, Communication Firm	Communication Firm, hired by PMU, will prepare the communication strategies, materials, national programs and advertisements; SPs will implement mobilization activities in the field.	SPs will report to MIS cell, UCs will validate, MIS cell will prepare semi-annual report
Component 4:				
IDP (SC: 4.1)	IDP Agencies, PD, PMU	LGED	IDPs will be implemented by the institutions; any	Agencies report to MIS cell through

| Component (c)/Sub-component (SC)/Activity | Implementation Arrangements | | | Monitoring, Validation, and Evaluation arrangements |
	Implementation Focal/PMU Unit	Implementation Partners	Description	
			renovation/construction works will be managed by LGED;	MIS portal; MIS cell organize sample validations against the agreed milestones; Semi-annual report prepared by MIS cell; M&E call of PMU approves the reports.
ODP and Capacity Building (SC: 4.1)	ODP consultants; Training Firm/agency		ODP prepared by ODP consultants; DYD approves the ODP; Capacity building of the officials will be implemented by capacity enhancement agency recruited by PMU.	DYD reports to MIS cell through the MIS portal, Semi-annual report prepared by MIS cell; M&E call of PMU approves the reports.

Project Implementation Arrangement

The Project will be implemented over five and half years period, with the first year focusing mostly on preparation processes. A dedicated Project Management Unit (PMU) has been established within DYD, led by a Project Director (PD), and supported by additional staffs. The DYD will partner with Local Government Engineering Department (LGED) and Bangladesh Open University (BOU) and establish Union Youth Information Centers (UYICs) for the implementation of the Project at the local level. Upazila Youth Development Officer (UYDO), Upazila Nirbahi Officer (UNO) will assist the PMU in the process. The PMU will engage Service Provider (SP) and outsourced staff and communities for the successful implementation of the component activities. This Terms of Reference is for the engagement of the Service Provider for Chattogram and Cox's Bazar Districts under Chattogram Division for the establishment, operation, and management of Village Level Training Centers (VLTCs) achieving the objectives of the Project.

3. Context of the Assignment

EARN project is the reflection of GoB commitment towards reducing the NEET percentage by creating skilled labor force and ensuring job market for them. Already there have been multiple initiatives by Government of Bangladesh (GoB), along with national and international NGOs for skilling youth and creating employment opportunities for the unemployed youth. However, the economic engagement of the NEET youth has remained largely unattended. First, cumulative coverage of all the initiatives is less than 1.5 million youths against the NEET youth population of 12.6 million. Second, no initiative takes a holistic approach to reach and support the NEET youth and ensure their economic engagement. Third, formal skills development is inaccessible to the uneducated or low-educated and hard-to-reach youths, especially rural females. Fourth, creating an enabling environment and supporting SEB skill development have remained largely absent.

The stock of NEET youth, as well as the new entrants, face multiple barriers in accessing existing skills development opportunities as (i) most training facilities are located in urban areas (City, District and Upazila level) inaccessible to rural NEET youth, especially women, due to social norms, family restrictions, security concerns, and lack of living facilities; (ii) many NEET lack pre-qualification requirements for enrolment in formal vocational training institutes due to dropping out before completing secondary; (iii) training contents are seldom directly linked to rural livelihood and economic opportunities that NEET youth aspire to. Moreover, survey evidence demonstrates that NEET males are generally more depressed and lag behind their non-NEET peers in almost all aspects of locus of control. The prevalence of traditional social norms implies that needing to travel outside of the village/locality significantly drops the willingness and support of female youths to undertake training and participate in the labor force. Importantly, there are limited opportunities for the youth in Bangladesh to acquire Socio-Emotional and Behavioral (SEB) skills needed for finding and retaining a job. This opportunity is even more limited for the NEET youth, especially for those from the rural areas.

Therefore, the government of Bangladesh is seeking to engage service provider to establish Village Level Training Center (VLTC) in the rural areas of Chattogram and Cox's Bazar Districts under Chattogram division, identify NEET youth according to the approved criteria, and provide Skill, Socio-Emotional Behavioral, and Enterprise Development Training to them.

4. Objective of the Assignment

The objective of the services is to provide support to the PMU of EARN in implementing the Project. The Service Provider will support the PMU in community engagement, beneficiary selection, selection of market-based trades from approved trade list, establish VLTCs and childcare facilities (selected 2 upazilas), design and conduct training, connecting beneficiaries with markets, internships and managing the VLTCs. This ToR relates to components: (1) Enhancing access to alternate education and relevant skills development opportunities; (2) Promoting support for wage and self-employment; and (3) Promoting an enabling environment for NEET youth and (4) Enhancing institutional capacity and Project Management.

5. Scope of Services for the Service Provider (SP)

The Service Provider will be responsible to carry-out the implementation support in their Chattogram and Cox's Bazar Districts under Chattogram division, and liaison with Community Groups (CGs), Upazila Coordinator-UCs, Union Youth Information Center (UYICs), Upazila Youth Development Officer-UYDO, Upazila Nirbahi Officer-UNO, BOU and LGED MIS Cell under the guidance and supervision of PMU headed by the Project Director. More specifically,

the SPs will be responsible for, but not limited to, the following activities:

(i) Community Engagement for creating an enabling environment (throughout the project period)

a) Organize half-day inception workshops at district, upazila and union levels;

b) Form Upazila Coordination Committee (UCC), Chaired by the UNO/Designate. Expected member of this committee will be, Upazila Secondary Education Officer, Upazila Fisheries Officer, Upazila Agriculture Officer, Upazila Children and Women Affairs Officer, Upazila Social Services Officer, Upazila Cooperative Officer, Union Parisad Chairmen, Upazila Coordinator and SP's representative. Upazila Youth Development Officer will play the role of Member Secretary.

c) Organize quarterly UCC meetings, the member secretary will keep record and prepare the meeting minutes with support of the SPs.

d) Form union wise Community Groups (CGs) consisting of 15 members representing all social, ethnic (where applicable) and economic groups including the vulnerable and disadvantaged individuals and groups. Among the members, 50% will be women. The CG members will include Union Parishad Chairman/representative, UP female member, Secondary School Head Teacher/Teacher, Government Primary School head teacher/Teacher, Religious leader, Potential Guardian -at least 3 women and SPs representative-member secretary.

e) Provide multiple trainings for capacity building of CG members on raising awareness on climate change impacts, social norms, SEA/SH, and environmental awareness training. A 03 days foundation training and 01-day refreshers' (bi-annually) will be provided to CG.

f) Organize CGs monthly meetings and SPs will prepare the meeting minutes.

g) Conduct monthly Uthan Boithaks (Courtyard Meeting) in each union during the VTLCs operation with the support of CGs, record attendance, and prepare upazila-wise consolidated monthly event report.

h) Print/produce communication materials such as leaflet, banner, Miking text, poster, SMS, festoon, signboard, Circle Branding, Bill-board according to the design provided by PMU, and undertake the communication activities at the field level;

i) Conduct consultations with youth and CGs to develop a list of life skills, mentoring and leadership training activities to be delivered based on the needs of the community.

j) Collect approved modules of life skills, mentoring and leadership training and prepare session plan.

k) Support the upazila authorities, educational institutes, and youth clubs in arranging annual and semi-annual sports and cultural events.

l) Conduct quarterly social awareness activities in each union on preventive and mitigation measures for SEA/SH/GBV and any general grievances. The training sessions must include elaborate discussion on the Grievance Redress Mechanism (GRM), more precisely on what to do if someone has any grievances.

m) Provide support to the establishment and help capacitate Union Youth Information Centers (UYICs).

n) Encouraging youth-led advocacy for climate action, fostering networks for collaboration, and amplifying the voices of young climate activists.

o) Leveraging social media/online platforms for youth-led advocacy campaigns, raising awareness about climate issues, and mobilizing support for climate action.

(ii)   Beneficiary selection (under component 1)

a) Review approach and beneficiary criteria adopted under the project and design instrument for beneficiary listing and methods of their scrutiny, sorting and selection inclusive of all social groups and vulnerabilities.

b) Conduct field test of the instrument and provides combined comments to MIS cell.

c) Hire enumerator for conducting household survey in all villages of project Upazila; since most of the project beneficiaries will be female, hiring female enumerators in higher number is recommended.

d) Organize orientation session for enumerator on household survey.

e) Conduct household survey using the survey instrument provided by the MIS cell. The survey will be conducted electronically using Tab. MIS cell will confirm the specification of the Tab.

f) Minimize the errors of the primary data identified by MIS cell after screening, cleaning and leveling.

g) Organize 1 Review meeting and 2 follow up meetings with CGs for reviewing and confirming the beneficiary list.

h) Organize Upazila Coordination Committee (UCC) meeting and present a summary of the beneficiary selection process and the potential beneficiary list. UCC will endorse the beneficiary list and produce the meeting minutes which will be signed by the UCC chair (UNO or designate).

i) Send back the verified and endorsed beneficiaries list to MIS cell by inputting the amended data into the portal.

j) MIS cell will provide access to portal to see (only) the approved list to: SP, UC, UYDO and UNO through their registered email.

k) Updated the beneficiaries list in the 3rd year (FY 2026-2027) of the project following the steps of the household survey.

l) Identify any third-gender/hijra individuals (hijra) in the Upazila consulting the Population and Housing Census (PHC) 2022 and consulting the local social welfare offices and the community representatives.

(iii)   Selection of local level/Upazila-wise trades

a) Review and field test the market survey instrument and share the findings with the M&E Unit of PMU.

b) Hire necessary number of enumerators for conducting market survey of proposed trades in each Upazila.

c) Organize orientation session for enumerators on market survey;

d) Conduct market survey to identify upazila level trades considering the broad list of trades for EARN project.

e) Need Based Trade selection with special attention in the upazilas and adjacent upazilas where EZ/EPZ/BEZA/BEPZA/Hi-tech Parks industries are located to understand, assess and identify their needs.

f) Prepare survey report focusing on major trades, prospects and job opportunities for NEET youths.

g) Organize meetings with CGs on identified potential trades for their verification and endorsement of the trade selection.

h) Organize trade validation workshops with respective stakeholders (Employers, Chamber of Commerce, DYD officials, Bank/Microfinance institutes (MFI), Govt. service providers, technical training institute, but not limited to) at Upazila level.

i) Organize trade dissemination workshops with respective stakeholders Employers, Chamber of Commerce, DYD officials, Bank/MFI institute, Govt. service providers, technical training institute, but not limited to at the district level.

j) Organize UCC meeting for endorsement of Upazila level trade list.

k) Input the final trade list into the portal for approval of PMU.

l) MIS cell will provide access to the portal to see (only) the approved trade list to: SPs, UC, UYDO and UNO through their registered email.

m) Select the trade for skills training in two phases over the project period.

(iv) **Establish Village Level Training Centers (VLTCs)**

a) Identify village level training center sites in consultation with CMCs in accessible locations with safe environment especially for females with appropriate policies on SEA/SH and PwDs, sufficient air and light (energy saving lights, generator/ solar power backup system), hygiene and sanitation, female inclusive infrastructure (easy and safe to access to the center, separate female restroom) and with required IT enable equipment and high-speed internet facility.

b) Based on availability of third-gender/hijra individuals at the union levels, identify requirements of any special VLTCs for the hijra NEET youth and sites for such VLTCs in agreement with the parents of the hijra NEET youth and the elected representatives.

c) VLTC will use climate friendly materials, equipment.

d) VLTCs should have separate classroom for each trade with one office room with adequate privacy and security arrangements, childcare support center (where applicable); The size of the classroom should be large enough to accommodate at least 20 trainees with appropriate equipment.

e) Prepare year-wise plan for VLTCs by union and villages (Number of beneficiaries, trades, locations etc.) and collect endorsement from CGs.

f) Get approval of year wise plan from PMU.

g) Conduct agreement signing with property owner and/or competent authority if any GoB facilities (e.g, school, local government building etc.) are used.

h) Complete required renovations using climate friendly material, giving priority to biodegradable and recyclable materials.

i) Setup the training center with all facilities (furniture, fixture, training equipment, fan, provision of pure drinking water, separate toilets for male and female trainees and Occupational Health and Safety (OHS) equipment, CCTV, electronic attendance monitoring system, high speed internet).

j) VLTCs will be renovated to make it climate resilient.

k) SPs provides data in the MIS portal on VLTC facilities.

(v) **Supporting Curriculum Development Committee in the Development of Curriculum for trade specific course (Each trade 360 hours):**

PMU will form a curriculum development committee with representation from the major stakeholders (SPs, BTEB, NSDA and PMU). SP will play the member secretary role in the Curriculum Development Committee. Provide necessary technical assistance to design and redesign curriculum, collect and review existing curriculum/ module of

different organization/institution, organize module/curriculum adaptation workshop with respected stakeholders (instructor, industry people, technical institute representatives) to identify trade-wise unit of competency/competency standard and standard format of curriculum through the Curriculum Development Committee. Obtain necessary approval and share the approved curriculum with the stakeholders. Detail Terms of Reference for Curriculum Development Committee is mentioned in Annex 3.

(vi) Establish Childcare Facilities at VLTCs in 2 selected upazilas:
  a) Collect the list of location of VLTCs with child-care facilities.
  b) Develop a Center model and get approval from PD.
  c) Equipment and materials, center design and renovation, if required.
  d) Identify alternative caregiver and provide training for the trainees who are mothers of children aged six years or younger.
  e) Ensure full security, monitoring, cognitive development.
  f) Conduct monthly parent meetings.
  g) Insert data of VLTCs with child-care facilities into the portal.

(vii) VLTC Operation
  - **Instructors**
    a) Organize module/curriculum adaptation workshop with respected stakeholders (CMC, instructors, employers).
    b) Hire trade specific trainers/instructors. At least one female instructor/moderator/administrator.
    c) Prepare lesson plan and job sheet following approved module/curriculum.
    d) Conduct training on TVET pedagogy, climate issue and OHS for instructor/trainers.
    e) Conduct training on social norm and gender-sensitization the training contents need to be approved by the ESG cell of the PMU.
  - **Skill Development Beneficiary training**
    a) Provide 3-months long/360 hours vocational skills training as per PMU approved trades.
    b) SPs will provide additional one month (120 hours) of SEB and EDT training including financial literacy at the VLTCs.
    c) Ensure availability of all training consumables and supplies (teaching training materials-TTM) on the timely manner at VLTC.
  - **Assessment and certification**
    a) Conduct assessment and issue professional certificates for completion of Skills, SEB and EDT to the successful participants jointly signed by the SPs, BTEB/NSDA and PD.
  - **Data Flow**
    a) Electronic attendance monitoring of the beneficiaries and instructors;
      - Each VLTC will be equipped with finger-touch entry and exit mechanism, MIS cell will confirm the specification of the electronic attendance device.
      - Data should be transmitted to MIS cell data center directly.
    b) SPs will also maintain manual attendance register for VLTCs staff, instructors and beneficiaries.
    c) SPs will enter performance and assessment data in the MIS cell portal.

d) SPs will insert periodic VLTC data into the MIS cell portal.
e) SPs will enter training completion data in the MIS cell portal.
- **Creating Awareness among the local stakeholders**
  a) Integrated approach at the local levels integrated with master communication strategy of EARN project.
  b) Adopting PMU approved communication strategy to engage stakeholders, especially from the private sector to get involved with the local-level initiatives for sustainable engagement and root-level effective results.

(viii) Conduct SEB and EDT training of the NEET youth

a) Provide additional one month (120 hours) of SEB and EDT trainings as part of the VLTC training. Completion of SEB and EDT trainings is compulsory for any VLTC beneficiary for receiving certificate, stipend (All sorts of stipend to the learners/beneficiaries will be disbursed to the beneficiaries accounts directly from the project based on SP's proposal and MIS's validation and clearance.) and follow-up support (Internship, Seed financing etc.). Pre-trained beneficiaries will also receive SEB and EDT training in the VLTCs. Completion of SEB and EDT trainings is also compulsory for any pre-trained beneficiary for receiving certificate, stipend (All sorts of stipend to the learners/beneficiaries will be disbursed to the beneficiaries' accounts directly from the project based on SP's proposal and MIS's validation and clearance.) and follow-up support (Internship, Seed financing etc.).

b) Hire trainer for Socio Emotional Behavior (SEB)and Enterprise Development Training (EDT) including financial literacy.

c) Download Curriculum/Module from portal, printout and available at VLTCs.

d) Prepare session plan based on approved module.

e) Organize 3 days training for trainers.

f) Ensure require training learning materials.

g) Enter training attendance and completion data in the MIS cell portal.

(ix) Internship/apprenticeship support for the NEET youth

a) Identify the enterprises/industries that are located in the upazilas adjacent to EPZs, EZ, HTPs, STPs and IZ who can offer internships to the trainees in their enterprises/industries.

b) Prepare the potential employer's profile (employer name, location, duration, stipend amount, their needs and requirements) and make MoU. All sorts of stipend to the learners/beneficiaries will be disbursed to the beneficiaries' accounts directly from the project based on SP's proposal and MIS's validation and clearance.

c) Select/identify the trainees for internship and prepare a profile (trainee's skills competencies, age, expectations, etc.) at EZ/EPZ/industrial park/hi-tech park adjacent upazila.

d) Collect endorsement from CGs.

e) Organize orientation sessions for both interns and employers to explain their expectations and obligations under the internship program.

f) Provide mentorship to learners through their learning, job-searches, job-applications, and career development (CV prepare, interview session etc.).

g) Ensure individual internship agreement between industry and beneficiaries.

h) Follow up, monitor, and supervise the interns' progress and performance, and facilitate linkages with potential employers for future employment opportunities.

i) Insert the apprentice/intern data into the portal.

(x) Expanding the horizon by connecting the beneficiaries with markets
a) Develop potential employers' database (considering area will employers needs/desires, hiring process and timelines, salary structure, workplace environment, potential opening interval).
b) Organize bi-annual job fairs at Upazila level.
c) Organize district level job expo in each year.
d) Conduct biannual meeting with employers and trainees at upazila level.
e) Ensure employers visit as a guest speaker at VLTCs at least once in each trade training period.
f) Ensure at least 60% job placement (Self/wage employment) of trainees.
g) Ensure follow up support up to one year and submit report.
h) Insert the job placement related data into the portal.
i) Identify eligible beneficiaries for enterprise development following the guideline of SFW.
j) Prepare an incubation plan, share with UYDOs and collect approval;
k) Hire mentors, may include relevant entrepreneurs, trade experts, market experts, relevant ex-GoB officials, relevant Industry representatives, NGO and CSO representatives.
l) Ensure the incubation period support to the entrepreneurs.
m) Organizes workshops and upazila level meetings, and showcases successes.
n) Organize workshops with the mentors and trainers.
o) Input data in the MIS cell portal on the incubation period support.
p) Create platform to facilitate job placement/ skill development / business facilitation through networking and market development considering global job/business demands.

(xi) Monitoring and Data Generation
a) Responsible for inserting household survey data into the MIS cell portal.
b) Responsible for inserting trainee-specific information into the MIS cell portal as well as providing periodic data in the portal.
c) Serving as the first data generation point for the above activities using MIS approved online portal/format.
d) Ensure availability of one laptop (configuration is subject to be finalized in consultation with LGED MIS cell) and high-speed internet service at VLTC office.
e) Support to PMU for project monitoring, evaluation and validation activities which will be conducted by the MIS Cell and TPV.

(xii) SPs will provide necessary support to PMU to implement the following activities:
a) Showcasing the EARN project initiatives at the national and international level to ensure highest level of exposure of Bangladesh on skill development of youth with Smart Bangladesh alignment and to ensure dissemination of case studies, and best practices to get shared to the national and international audience.
b) Media management, regular news archiving, and dissemination to make EARN project a model to international, national, and local audiences through media engagement.

c) Collaborate with local newspapers, radio stations, and TV channels to feature success stories, programs, and opportunities for NEET youth.

d) Organize events specifically targeting youth, such as music festivals, sports events, and cultural gatherings.

e) Establish peer mentoring programs where successful individuals who were once NEET can mentor and share their experiences with those currently facing similar challenges.

f) Actively involving young people in the design and implementation of climate policies, projects, and decision-making processes at the local and national levels.

6. Professional Staffing Input Required

The service provider/agency team will consist of both Key Experts and Non-Key Experts and will be engaged for the duration of services. SPs should propose separate and dedicated human resources separately for each package the agency applies. The team is expected to comprise people who hold the roles described in the table below:

Table 3: Expected Person-Months (PM)

SN	Position	No	PM	Total
Key Experts				
Head office/ Central level				
1	Team Leader/Project Head	1	48	48
2	Manager-Vocational Skills Development Expert	1	48	48
3	Community Engagement and Socio-Emotional Behavior Expert	1	48	48
4	Youth and Social Inclusion Expert	1	48	48
5	Management Information System Expert	1	48	48
6	Employment Services Expert	1	48	48
7	Gender and Social Norm Expert	1	48	48
8	Communication Expert	1	48	48
9	Training Management Expert	1	48	48
10	Childcare Expert	1	48	48
11	Environmental, Social and Climate Resilient Expert	1	48	48
Non-Key Expert				
(i)	**Central level**			
1	Finance and Accounts Specialist	1	48	48
2	Admin and Procurement Specialist	1	48	48
3	M&E Specialist	1	48	48
4	Admin and Accounts Officer	1	48	48
(ii)	**Upazila Level**			
1	Upazila Manager	1 per upazila	48	48
2	Upazila Job Placement Officer	1 per upazila	48	48
3	Upazila Enterprise Development Officer	1 per upazila	48	48
(iii)	**Union Level**			
1	Trainer/Instructor (Trade specific)	1 per VLTC/ Trade	42	42

SN	Position	No	PM	Total
2	Trainer (Socio Emotional Behavior and Communication-SEB and Enterprise Development	1 per VLTC	42	42
3	Community Mobilizer-Union level	1 per union	48	48
4	Center In charge	1 per VLTC	42	42

N.B: Agency/service provider may propose additional key and non-Key expert as per requirements.

Out of 11 Key Experts, only 5 Key Experts will be scored and others will be evaluated on pass/fail criteria.

Supporting Staff

The Service provider/agency may employ supporting staff for the supervision of the assignment activities and operation of the project office, if required. The supporting staff may include:

- Data enumerator as per requirement for the household survey and data collection.
- Certified Care giver as per requirement for Childcare facilities in 02 (two) upazilas in Chattogram and Cox's Bazar Districts under Chattogram division. Note that the VLTCs will be accompanied by child-care facilities or alternative caregiver arrangements for the trainees who are mothers of children aged six years or younger in 20 selected Upazilas all over Bangladesh.
- Office support staff as per requirement.

7. Qualification and Experiences of key experts and non-key experts

The following tables provide the key professional minimum qualification for educational background and professional experiences.

Table 4: Qualification and Experiences of the key experts

Sl	Position	Qualification	Experience
Head office/ Central level			
1.	Team Leader/Project Head	Master's Degree in sociology, social work, Business studies, anthropology, development studies, or other relevant disciplines. Strong project management skills with a demonstrated track record of successful project delivery	▪ Minimum 15 years general experience in the field of Youth skills development program. ▪ Minimum 10 years' experience as a Team Leader/Project Director is required. ▪ Develop, manage and lead programme related strategic liaison with Government, development partners, and internally between consortium partners. ▪ Lead the development of high-quality programming, annual plans and budgeting processes. ▪ Ensure that an effective monitoring system is in place for achieving programme targets and sound financial management, ensuring that value for

Sl	Position	Qualification	Experience
			money can be effectively demonstrated to the donor.
			▪ Strong skills and experience in maintain good working relationships with government officials, Ministries, Development Partners as well as divisional and district-level authorities.
			▪ Report writing, analyze data for decision making and participation.
			▪ Familiarity in local language of beneficiaries will be an added advantage for team leader.
2.	Manager- Vocational Skills Development Expert	Master's Degree in sociology, social work, Business studies, anthropology, development studies, or other relevant disciplines. Proven professional development in delivery or management of Skills development project,	▪ Minimum 10 years working experience in the field of Youth development and specific experience in skills training program/TVET sector. ▪ Minimum 05 years' experience as a Project Manager of technical skills development project is required. ▪ Extensive professional knowledge on TVET, wage and self-employment including enterprise development, youth participation, life skills and community engagement. ▪ Expertise to management and technical support of the vocational training center operation and to provide technical support for different vocational training models, TVET pedagogy and development of the tracking management system. ▪ Represent the programme and maintain good working relationships among the international and local NGO community/relevant development agencies, among community leadership structures and community-based organizations, and to visiting donor teams and other key contacts. ▪ Oversee the completion of all technical requirements, including project results and deliverables, in accordance with the project work plan. ▪ Report writing, analyze data for decision making and participation.
3.	Community Engagement and Socio-Emotional	Master's Degree in sociology, anthropology, development studies,	▪ Minimum ten (10) years of experience working in the field of community empowerment through strengthening, engagement and ownership

Sl	Position	Qualification	Experience
	Behavior Expert	or other related disciplines.	development specially field of youth development.
			▪ Extensive professional knowledge on community dynamics, leadership structure, cultural sensitivity and inclusivity for promoting an enabling environment and responsiveness.
			▪ Good background and skills in facilitating training, workshops, coaching, and mentoring others.
			▪ Have vast experience in the field of life skills/soft skills, employability skills and socio emotional behavior with special focus on manual design.
			▪ Ability to work in a multi-disciplinary team and support unexpected tasks.
			▪ Should have work experience in concerned division and local level language proficiency for ensuring better communication with beneficiaries.
4.	Youth and Social Inclusion Expert	Master's Degree in sociology, anthropology, development studies, or other related disciplines.	▪ Minimum of ten (10) years of progressively experience with an inter/national NGO/relevant development agencies in skills development for youth, social safety net programs to promote gender equity, including designing and facilitating training on youth, and/or youth's program analysis, and youth targeted support.
			▪ Demonstrated knowledge of and proven successful ability to conduct youth analyses and youth integration programming.
			▪ Clear knowledge and understanding of social norms within the project context (both geographic and technical context).
			▪ Demonstrated awareness of Social Norm strategy for promoting an enabling environment and responsiveness to youth and social issues in cross-cultural contexts.
			▪ Proven ability to successfully design and facilitate participatory training and workshops.
			▪ Ability to communicate effectively with people on all levels both inside and outside the organization on issues that could be complex or sensitive in nature.

Sl	Position	Qualification	Experience
			▪ Should have work experience in concerned division and local level language proficiency for ensuring better communication with beneficiaries.
5.	Management Information System Expert	Bachelor's degrees in respected fields such as software engineering/ Master's Degree in business, accounting, and computer information systems are typically necessary for MIS.	▪ At least 10 years of relevant work experience in any reputable national/ international NGO/relevant agency in a similar position. ▪ 05 years of professional experience in software development, integration and database management. ▪ Excellent organizational skills, effective time management, the ability to work independently, excellent attention to detail, positive client service attitude, the ability to multitask, and the ability to be flexible with changing priorities. Excellent communication skills, both verbal and written. ▪ Knowledge of rules and regulations of international donors. ▪ Working Experience with Government, Development Partner -funded projects is preferred.
6.	Employment Services Expert	Master's Degree in sociology, social work, anthropology, women's studies, or other related disciplines.	▪ Minimum of ten (10) years of progressive experience in skill development and job replacement programs for youths. ▪ Possess experience in bolstering innovative business models centered around the creation and exchange of intellectual assets within the context of the Fourth Industrial Revolution (4IR) and related industries. ▪ Demonstrate proficiency in crafting a deployable human resource pool for designated trades by enhancing job-readiness factors. ▪ Capable of facilitating youth participation in pertinent industries, particularly focusing on female and disadvantaged group engagement through targeted training, provision of career information and advice, and enhancing employer hiring processes especially in EZs, EPZs, IZs, HTPs, and STPs.

Sl	Position	Qualification	Experience
			• Proficient in establishing connections between the youths and the business community by leveraging the mentors for the provision of career advice and guidance. • Should have work experience in concerned division and local level language proficiency for ensuring better communication with beneficiaries.
7.	Gender and Social Norm Expert	Master's Degree in sociology, social work, anthropology, women's studies, or other related disciplines.	• Minimum of ten (10) years of progressively experience with an inter/national NGO/relevant development agencies mainstreaming gender into skills development, social safety net programs to promote gender equity, including designing and facilitating training on gender, gender audit and/or gender program analysis, and gender targeted support. • Demonstrated knowledge and proven successful ability to conduct gender and youth analyses and gender and youth integration programming. • Clear knowledge and understanding of social norm and gender strategy for promoting an enabling environment for NEET youth, with special focus on inclusion, gender related norms, community engagement and so on. • Demonstrated awareness of Social Norm strategy for promoting an enabling environment and responsiveness to gender and social issues in cross-cultural contexts. • Proven ability to successfully design and facilitate participatory training and workshops. • Ability to communicate effectively with people on all levels both inside and outside the organization on issues that could be complex or sensitive in nature. • Sound knowledge of GESI, SEA/SH, Social Protection, CRC, PSEA, safeguarding, etc. • Should have work experience in concerned division and local level language proficiency for ensuring better communication with beneficiaries.

Sl	Position	Qualification	Experience
			▪ Extensive professional knowledge on community dynamics, leadership structure, cultural sensitivity and inclusivity for promoting an enabling environment and responsiveness.
8.	Communication Expert	Master's degree in preferably in Social Sciences /Communication or relevant discipline.	▪ At least 10 years' experience, preferably in communication, advocacy in youth development, women empowerment, social norms and gender Inclusion. ▪ Excellent experience of rapport building, networking, liaison and relationship building for communication and advocacy. ▪ Expertise on support to communication firm to design, develop the communication strategy, materials for the project and implement advocacy strategy and plan through consortium. ▪ Have experience on document best practices related to Gender Equality & Inclusion, and youth empowerment and prepare evidence-based documents for conducting policy advocacy issues. ▪ Should have work experience in concerned division and local level language proficiency for ensuring better communication with beneficiaries.
9.	Training Management Expert	Master's Degree in sociology, social work, anthropology, women's studies, or other related disciplines.	▪ Minimum ten (10) years specific experience in relevant field and have a proven track record. ▪ Expertise on manage and facilitate the training, Orienting and capacity building for all relevant stakeholders including the partner organizations and Government officials, community people. ▪ Develop training guidelines to provide training to service provider, staffs, contractor, community groups, youth groups, employer and other relevant stakeholders. ▪ Expertise on manage and facilitate trainings, develop training guidelines for youth specially for female and disadvantaged group.
10.	Childcare Expert	Master's Degree in sociology, social	▪ At least 10 years of relevant work experience in any reputable national/

Sl	Position	Qualification	Experience
		work, anthropology, women's studies, early childhood development or other related disciplines.	international NGO/relevant agencies in a similar position. ■ Have at least 5 years of experience as a Childcare Professional, demonstrating expertise in offering supervisory oversight within Child Care Centers and providing guidance to caregivers and parents. ■ Proficient in the development and implementation of educational and recreational programs, with a focus on fostering the physical, emotional, behavioral, and social skills of children. ■ Knowledge and expertise in safeguarding children from violence, abuse, and exploitation. ■ Possess specialized professional training in the field of early childhood development/childcare. ■ Demonstrating proficiency in comprehending the sophisticated structure of child caregiver training and proposing enhancements to the system, aiming for improved child development outcomes and increased female workforce participation.
11.	Environmental, Social and Climate Resilient Expert	Master's degree in Environmental Science, Sustainability Climate Change, Geography, Development Studies, Social Science, or any other relevant subject from any reputed university.	• Minimum 10 years proven specific experience. • Expertise on mainstreaming Environmental and Social Management Framework (ESMF) and preparing VLTC-specific Environmental and Social Management Plan (ESMP). • Ability to communicate effectively with people on all levels both inside and outside the organization on issues that could be complex or sensitive in nature. • Expertise on undertaking and follow up monitoring to ensure that proposed mitigation measures are implemented according to an agreed upon environmental and social mitigation implementation plan. • Ability to prepare report (monthly, quarterly, field monitoring) on the safeguard risks with appropriate actions to be taken for all sub projects and ensure that timely actions are taken.

Sl	Position	Qualification	Experience
			• Ability to lead on developing and delivering a series of spot checks to ensure safeguards policies are properly implemented at grassroots level in line with the guideline.
			• Ability to follow up the integration of safeguard assessment information and completion of safeguards self-screening Checklist during the project/program development process.
			• Ability to follow up the integration of safeguard assessment information and completion of safeguards self-screening Checklist during the project/program development process.
			• Expertise on compiling quarterly, biannual and annual reports on safeguards related issues and deliver to the programme as part of the M&E report;

Table 5: Qualification and Experiences of the non-key experts

Sl	Position	Qualification	Experience
Central level			
1.	Finance and Accounts Specialist	Master's degree in Accounting/Finance/MBA Major in Accounting/Finance is preferable. Related professional degrees/qualifications will be given additional preference.	▪ Ten (10) years of working experience in any reputable national/international NGO in a similar position. ▪ Have expertise on managing project in accordance with project financial, human resource, and procurement guidelines, and budget. ▪ Expertise on consortium-wise Financial Management and Project Resource Planning. ▪ Having a good concept of accountancy. ▪ Knowledge of internal control systems. ▪ Good knowledge of budget and budgetary control. ▪ Knowledge of rules and regulations of international donors. ▪ Working Experience with Government, Development

Sl	Position	Qualification	Experience
			Partner -funded projects is preferred.
2.	Admin and Procurement Specialist	Master's degree in commerce with Bachelor of Commerce (Honors) preferably in HR or, BBA and MBA. Related professional degrees/qualifications will be given additional preference.	▪ At least 10 years of working experience in any reputable national/ international NGO in a similar position. ▪ Have expertise on managing project in accordance with project financial, human resource, and procurement guidelines, and budget. ▪ Expertise on consortium-wise Financial Management and Project Resource Planning. ▪ Experience on administrative assistance and support in routine services in a timely manner and in compliance with established guidelines and procedures included in the framework for implementing with partners. ▪ Knowledge of rules and regulations of international donors. ▪ Working Experience with Government, Development Partner -funded projects is preferred.
3.	M&E Specialist	Master's from preferably Economics, Statistics, Public Administration, anthropology, development studies, or other relevant disciplines.	▪ At least 10 years of working experiences with a MEAL/M&E/PME and/or knowledge management units for well-known institutes or NGOs/relevant development agencies. ▪ High proficiency in quantitative and qualitative research and analysis and proficiency in in using statistical analysis tools (e.g. SPSS). ▪ Knowledge of participatory approach, organizational assessment, quantitative and qualitative techniques for various assessments and analysis. ▪ Ability to manage Monitoring and Evaluation database, including template design, data entry, cleaning, logical checks of monitoring data.

Sl	Position	Qualification	Experience
4.	Admin and Accounts Officer	Bachelor's/university degree, preferably in BBA (Major in finance/accounts/HR)/ Development Studies or relevant field.	▪ At least 05 years of relevant work experience in any reputable national/international NGO/relevant development agency in a similar position. ▪ Have experience of preparing financial statement for the activities. ▪ Knowledge of deposition and deduction of VAT and Tax from respective bills/vouchers and conduct audit of the project and maintain books of accounts/financial registers. ▪ Have experience of risk compliance in terms of bank reconciliation, statement review etc. and prepare document for fund release. ▪ Ability to maintain overall liaison and coordinate with the district and upazila level government officials. ▪ Ability to maintain stock of project goods, materials and others. ▪ Ability to submit quarterly financial report.
Upazila level			
5.	Upazila Manager	Bachelor's/university degree in sociology, social work, anthropology, development studies, or other related disciplines.	▪ Minimum 5 years working experience in the field of Youth development and minimum 3 years specific experience in skills training program/TVET sector. ▪ Manage and lead program related functional relationship with government officials, DYD, and internally between consortium partners at upazila level. ▪ Ensure that an effective monitoring system is in place for achieving program targets and sound financial management, ensuring that value for money can be effectively demonstrated to the donor. ▪ Expertise to management and operation of the vocational training establishing at community level by engaging community people, local government and civil society.

Sl	Position	Qualification	Experience
			- Represent the programme and maintain good working relationships among the international and local NGO community, among community leadership structures and community-based organizations, and to visiting donor teams and other key contacts. - Arrange different level meeting, workshop, seminar, training in collaboration with DYD, Upazila coordinator and keep record. - Ensure input regular all type of data to MIS online portal as the first data generation point for the project and preserve documents.
6.	Upazila Job Placement Officer	Bachelor's/university degree, preferably in BBA (Major in Business Management)/ Development Studies or relevant field.	- Minimum Five (5) years of experience working in the field of Post-Training Wage Employment for the youths, engage with the employers, sector experts, and other private sector stakeholders in line with program goals. - Expertise to develop effective coordination among employers, employee (graduate students) and private sector organizations for effective implementation of the vocation skills training program, apprenticeship, Internship & employment support for the graduate students. - Expertise on provide mentorship to learners through their learning, job-searches, job-applications, and career development (CV writing, interview session etc.). - Expertise to facilitate the labor market information survey to be explore the industries dynamics and requires areas of skills out of traditional trade-based training at the different location focus on challenges, prospects and possibilities of specific trade and sustainable economic opportunities.

Sl	Position	Qualification	Experience
			▪ Arrange entrepreneurs conference/job fair/expo in district and national level engaging establish industries, buyers and others related stakeholders. ▪ Have experience in working with enterprises/industries that are located in the upazilas adjacent to EPZs, EZ, HTPs, STPs, and IZs who can offer internships to the trainees in their enterprises/industries.
7.	Upazila Enterprise Development Officer	Bachelor's/university degree, preferably in BBA (Major in Business Management)/ Development Studies or relevant field.	▪ Minimum Five (5) years of experience working in the field of Post-Training Entrepreneurship support, specific experience in skills training program/TVET sector. ▪ Extensive experience to conduct enterprise need assessment of the project location and provide high quality support to develop/improve enterprise performance, develop business plan and ensure business attachment training in the local areas, ensure follow-up support to retain in the business. ▪ Expertise on mentorship program to support incubation period, may include relevant entrepreneurs, trade experts, market experts, relevant ex-GoB officials, relevant Industry representatives, NGO and CSO representatives. ▪ Arrange entrepreneurs conference, workshops and Upazila level meetings, and showcases successes. ▪ Skills and behavior needed to create, develop, manage, and grow a business of youth.
Union Level			
1.	Trainer/Instructor (Trade specific)	Diploma in engineering in case of available trade/discipline. Otherwise, trainers must have graduation with 5 years practical working	▪ Minimum three (3) Year of experience working in the field of training/teaching for skills development.

Sl	Position	Qualification	Experience
		experience in the relevant field.	▪ Instructors/trainers must have 3 to 5 years practical working experience in the relevant works. ▪ Instructors/trainers must be well aware about occupational health and safety during training. ▪ Have experience on prepare lesson plan, job sheet according to curriculum. ▪ Able to understand the training appropriate methodology like presentation, demonstration, practical, question-answer, lecture and discussion.
2.	Trainer (Socio Emotional Behavior and Communication-SEB and Enterprise Development	Bachelor's degree in any discipline with specific training on life skills and enterprise development.	▪ Minimum three 3 to 5 years practical working experience in the relevant works. ▪ Trainers must be well aware about occupational health and safety during training. ▪ Have experience on prepare lesson plan, teaching training materials according to curriculum. ▪ Able to understand the training appropriate methodology like presentation, demonstration, practical, question-answer, lecture and discussion.
3.	Community Mobilizer-Union level	Bachelor's degree in any discipline	▪ Minimum five (5) Years of experience working in the field of community engagement, social mobilization of development project in any NGOs/relevant agency. ▪ Extensive professional knowledge on community dynamics, leadership structure, cultural sensitivity and inclusivity for promoting an enabling environment and responsiveness. ▪ Good background and skills in facilitating training, awareness session, meeting, and or community-based events. ▪ Ability to work under pressure and stay with community.
4.	Center In charge	Bachelor's degree in any discipline	▪ At least three (3) years' experience as an office in charge in the development sector such as

Sl	Position	Qualification	Experience
			education/ vocational training program.
			▪ Experience in managing educational or training programs, especially within rural or sub-district areas, can be advantageous.
			▪ Familiarity with the community, culture, and challenges specific to the sub-district or rural area is often highly beneficial.
			▪ Expertise on support to line manager for arranging meetings and overseeing the daily work at center and support instructors and learners for collecting/restoring materials in the training center.
			▪ Good communication skills, both verbal and written (Bangla), to effectively interact with learners, staff, local authorities, and community members (If required).
			▪ Skills in managing resources to ensure the smooth functioning of the training center.

8. Deliverables

i) Inception Report:
   This report will include:
   - Annual work plan
   - Biannual Milestone
   - Detail information of officials and staff
   - Detail information of office setup in project areas (division, district and upazila)

ii) Pre implementation outputs:
   - Household survey data
   - UCC and CG formation data
   - CG members training data (as described in paragraph of 5 of Community Engagement for creating an enabling environment)
   - Community awareness activity data
   - Final beneficiary data
   - Identification of trade and input data
   - Identification and establish VLTC and input data
   - Identification of instructor and staff of VLTC and input data
   - Approved in Upazila level

iii) Biannual progress report detailing the implementation status of Components 1 to

3 reflecting the targets of the outcomes of Result Framework and the timely updating of milestones in the Management Information System (MIS) format

iv) Completion Report

9. Expected Time Schedule

A service agreement will be signed between PMU-DYD and the selected Service Provider for a duration of approximately 48 months. The tentative start date of the assignment is June 2024. The duration of the Contract could be renewed based on the further requirements of the project and satisfaction with the services.

10. Payment Schedule and Fund Flow Mechanism

Total cost of the assignment will be divided into i) Fixed expenditure (Not more than 30%), ii) Variable expenditure that depends on Per beneficiary expenditure (60%), and iii) Task Completion expenditure (Not less than 10%). The total cost of the assignment will be proposed by the bidder based on estimated beneficiary number (please see table 7), trade category-wise estimated beneficiary number (please see table:8).

Table 6: Payment schedules

SL. No.	Submission of Deliverables	Mode of Payment
1.	Signing of the agreement	30% of the fixed cost against the advance payment Bank Guarantee
2.	Inception Report	20% of the fixed cost
3.	Every biannual Progress reports (Total 6 biannual progress reports)	7% of the fixed cost 15% of the variable cost
4.	Implementation Pre-Completion Report	8% of the fixed cost 10% of variable cost
5.	Final/ Completion Report	100% of the task completion cost

Table 7: Estimated number of beneficiaries by Division

Sl. No	Pro. Pack. No	Division	Skill	Only SEB and EDT	Total Beneficiaries (Skill, SEB, EDT)	Others beneficiary Nos (Youth Club etc.)	VLTC Nos	Childcare center Nos	Mentorship and incubation period support, mentorship
1.	S8	Barishal	30,000	12,000	42,000	3,000	300	1	10% of VLTC Beneficiaries
2.	S9.1	Chattogram (Rangamati, Bandarban and Khagrachari Districts)	15,000	6,000	21,000	1,500	150	1	10% of VLTC Beneficiaries
3.	S9.2	Chattogram (Chattogram,	30,000	12,000	42,000	3,000	300	2	10% of VLTC

Sl. No	Pro. Pack. No	Division	Skill	Only SEB and EDT	Total Beneficiaries (Skill, SEB, EDT)	Others beneficiary Nos (Youth Club etc.)	VLTC Nos	Childcare center Nos	Mentorship and incubation period support, mentorship Beneficiaries
		Cox's Bazaar Districts)							
4.	S9.3	Chattogram (Feni, Lakshmipur, Cumilla, Noakhali, Brahmanbaria and Chandpur Districts)	80,000	32,000	112,000	8,000	800	3	10% of VLTC Beneficiaries
5.	S7	Dhaka	80,000	32,000	112,000	8,000	800	6	10% of VLTC Beneficiaries
6.	S10	Khulna	55,000	22,000	77,000	5,500	550	1	10% of VLTC Beneficiaries
7.	S11	Mymensingh	40,000	16,000	56,000	4,000	400	1	10% of VLTC Beneficiaries
8.	S12	Rajshahi	65,000	26,000	91,000	6,500	650	2	10% of VLTC Beneficiaries
9.	S13	Rangpur	60,000	24,000	84,000	6,000	600	2	10% of VLTC Beneficiaries
10.	S14	Sylhet	45,000	18,000	63,000	4,500	450	1	10% of VLTC Beneficiaries
		Total	**500,000**	**200,000**	**700,000**	**50,000**	**5,000**	**20**	**10% of VLTC Beneficiaries**

Table 8: Estimated category-wise beneficiary distribution

Sl	Technical level of Trades	% of beneficiary
1	High	25%
2	Higher to medium	25%
3	Lower medium	25%
4	Lower cost	25%

11. Reportable to

All the selected SPs will report to Project Director, EARN project, Directorate of Youth Development, Ministry of Youth and Sports, Government of the People's Republic of Bangladesh.

12. Key Contact Person

Mr. Kazi Moklesur Rahman
Project Director (Joint Secretary)
Economic Acceleration and Resilience for NEET (EARN) Project
Department of Youth Development
5th Floor, Jubo Bhaban, 108, Motijheel C/A, Dhaka-1000.

Tel: +880-02-55101121
e-mail: pd.earn@dyd.gov.bd
Website: www.dyd.gov.bd

Annex 1: Upazila List

Sl No	Division	District	Upazila
1.	Chattogram-2	Chattogram	Anwara
2.	Chattogram-2	Chattogram	Banshkhali
3.	Chattogram-2	Chattogram	Fatikchhari
4.	Chattogram-2	Chattogram	Hathazari
5.	Chattogram-2	Chattogram	Mirsarai
6.	Chattogram-2	Chattogram	Rangunia
7.	Chattogram-2	Chattogram	Raozan
8.	Chattogram-2	Chattogram	Satkania
9.	Chattogram-2	Chattogram	Sitakunda
10.	Chattogram-2	Cox's Bazar	Chakaria
11.	Chattogram-2	Cox's Bazar	Coxs Bazar Sadar
12.	Chattogram-2	Cox's Bazar	Eidgaon
13.	Chattogram-2	Cox's Bazar	Kutubdia
14.	Chattogram-2	Cox's Bazar	Maheshkhali
15.	Chattogram-2	Cox's Bazar	Pekua
16.	Chattogram-2	Cox's Bazar	Ramu
17.	Chattogram-2	Cox's Bazar	Teknaf
18.	Chattogram-2	Cox's Bazar	Ukhia

Annex 2: Broad list of Potential Sectors/Trades

Industries / Sectors	Name of Trades	Selective Training
Agricultural Industry	Sustainable Agriculture and Organic Farming	1.Suitable integrated & mixed crop-livestock production: Area-based innovation & implementation. (Ex: Crops like Napier grass, Maize, livestock, poultry, fish raised together).
		2. Smart Agro Machinery training (Ex: IoT for Smart crop management solutions, drone-technology).
		3. Processing (Seeds, Fruits, and Vegetables), Post-Harvest Management & By-Products Training (Ex: Dry fruits, fruit cans, colors & flavors from different fruits and vegetables).
		4. Food processing (Frozen, Ready-to-Cook, Ready-to-Eat fruits, and vegetables).
		5. Betel leaf storage, processing, preservation, and byproducts management (Ex: some of the by-products are toothpaste, skin emollients, paan masala, deodorant, essential oils, various beauty and cosmetics products, etc).
		6. Tower Gardening Technology/Aeroponic Vertical Farming (vertical gardening, stacking plants in layers to maximize space and resource efficiency).
		7. Horticulture (such as river-bed farming, organic sack gardening, floating seedbed, and more).
		8. Sea-water farming (to produce sea water-resilient vegetables, seed production and preservation. Ex: potatoes, carrots, beetroots, cabbage, and onions.).
Livestock & Fisheries	Sustainable Livestock Production, Processing and Diversified Applications	1. Garol Sheep farming & by-product from sheep and wool (Ex: sheep cheese, hand woven textile, etc.).
		2. Animal Waste Processing and By-Product Management (for example post-slaughtering process and by-products like animal blood to fertilizer, stool to biogas production, sheep wool-based textile, industrial uses of sheep horn, Vermicomposts from poultry litter & fish feed, and more).
		3. Sustainable Leather Processing.
		4. Halal, Frozen, Ready-to-Eat, and Ready-

Industries / Sectors	Name of Trades	Selective Training
		to-Cook Meat Processing.
	Sustainable Aquamarine/Mariculture Production	1. Dry Fish & Raw Fish Processing and Packaging (Ex: Canned fish, Vacuum skin packaging (VSP), etc.).
		2. Integrated Multi-Trophic Aquaculture (IMTA)- integrated multitrophic aquaculture, or IMTA, is similar to polyculture, where two or more organisms are farmed together (ex: finfish, shellfish with seaweeds in an integrated farm).
		3. Algae Culture & Farming (such as seaweed production and byproduct).
		4. Shellfish Farming (such as Oyster, Mussel, Clams) and By-Product Production (Ex: by-products are oil, sauce, etc.).
	Sustainable Dairy Production	1. Dairy Post-Production Management (processing, preservation & byproduct. Ex: Channa and Matha from acid whey and sweet whey).
Service Industry	ICT, Outsourcing, and Freelancing (GIG economy)	1. Image processing, Videography, and Video Editing.
		2. Data Entry, Content writing, Digital Marketing and Affiliate Marketing (One of the top-earning sources through selling third-party products and services, online).
		3. Graphic design, Animation, Visual Effects (VFX).
		4. Web design & development, application support and management, mobile application development, and technical support.
		5. E-commerce and F-commerce.
		6. IT Training.
		7. Computer Programming and Coding.
		8. Use of Artificial Intelligence (AI).
		9. Language & Communication.
	Sales and Marketing	1. Route to Market: Market linkage, Sales, Marketing & Effective Communication.
	E-Vehicle	1. Complete E-Vehicle Repairing Course.
	Waste Recycling and Management	1. Waste Management and Critical Raw Materials.
		2. Integrated Waste Management (for a Smart City)
		3. Plastic Waste Management.
		4. Electronic Waste Management and Battery Recycling.

Industries / Sectors	Name of Trades	Selective Training
		5. End-of-Life Solar Photovoltaic Panel Waste Management.
	Logistic Sector	1. Supply Chain Management (Purchasing, Manufacturing, Inventory Management, Demand Planning, Warehouse Storing, Transportation, and Customer Service).
		2. Cold Chain Technology and Management (E-learning).
	Traditional & High Demand Trades	1. Electronics and Electronic Parts: Motorcycle, Electrical Installation, AC, Refrigerator, and Mobile Servicing.
		2. Construction: Plumbing, Pipe Fitting, Tiles Fitting, and Electrical House Wiring (National Skill Standard Basic Course), Masonry Work.
		3. Security Sector: Effective Security Guard Training.
		4. Tailoring and Dressmaking.
		5. Driving.
		6. Beautician Training.
Tourism & Hospitality Management	Restaurant and Food Service	1. Chef training.
		2. Catering or Waiter.
		3. Kitchen Hand (Efficiency improving training including knowledge on cooking, helping, dish washing, and cleaning).
	Hotel and Hospitality Management	1. Housekeeping, laundry, basic hospitality, hygiene & sanitation.
		2. Eco & community tourism and tour guide (including agro-tourism such as mango-tourism).
		3. Eco-friendly local craft and souvenirs.
Energy Industry	Renewable Energy and Green Technology	1. Solar technicians (installment, repairing & maintenance).
		2. Solar Entrepreneurship (solar panel installation, solar products selling & distribution business, etc.).
Manufacturing & Small Cottage Industry	Light Industry	1. Computer Numerical Control (CNC) Machine Training and Designing.
		2. Fundamental of Supervision and Quality Control.
		3. Wielding, Bending, Soldering, Shot Blasting and Heavy Lifting.
	Toy Industry	1. Soft Toy Making from Recycling Garments and other Materials.
	Craft & Handmade Industry	1. Eco-Friendly Crafts and Products.
		2. Handmade Textile Making (ex: Nakshi

Industries / Sectors	Name of Trades	Selective Training
		Kantha, Jamdani, Banana fiber, Maslin, Vintage Kantha Quilt Throw Recycle Fabric).
		3. Jute & Diversified Jute product Design & Making.
Flower Industry	Sustainable Floriculture Industry	1. Flower post harvesting process (Grading, sorting, packing, storage, waste management) & by-product development.
Apparel Industry	RMG Sector	1. Cutting, Pattern Making and Industrial Sewing.
		2. Machinery Repair & Maintenance in RMG Sector.
		3. Environment Friendly Garments Accessories Manufacturing (for instance button, eco labels, hand tags, price tags and packaging).
Fertilizer Industry	Sustainable Fertilizer	1. Organic fertilizer - Vermicompost, Cocopeat Production, and Community-Based Composting CBC (example: organic waste, poultry feather, waste flower, and more).
Fintech Industry	Bank-led Mobile Financial Services (MFS) Sector	1. Digital and Mobile Financial Services (MFS) agent training for providers like Bkash, Nagad, Upay, and Rocket.
Packaging Industry	Product Packaging and Canning	1. Perishable & Non-perishable items (dry fish, raw fish, meat, vegetable, fruits).
		2. Frozen Food, Ready-to-eat, and Ready-to-cook food packaging.
		3. Apparel Industry Accessories Packaging.
Health, Pharmaceuticals, & Hospital	Health Sector	1. Effective employment-based training for day-care.
		2. Cleaning, hygiene, and medical waste management.
Demand based training for SEZ / EPZ / EZ		This approach ensures that workers in SEZs, EPZs, and EZs receive targeted training and acquire the necessary skills for optimal performance in their respective sectors.

Annex 3: Terms of Reference for Curriculum Development Committee

a) **Design/Redesign of Curriculum:** Curriculum development committee will take care of design and redesign of curriculum, collect and review existing curriculum/ module of different organization/institution. Organize module/curriculum adaptation workshop with respected stakeholders (instructor, industry people, technical institute representatives) to identify trade- wise unit of competency/competency standard and standard format of curriculum.

b) **Review and Finalization:** Curriculum development committee will prepare/customize/update draft curriculum following standard format. Organize module/curriculum validation workshop with respected stakeholders (instructor, industry people, technical institute representatives, BTEB, NSDA). The Curriculum development committee will submit the Validated curriculum to PMU and collect endorsement from competent authority.

c) **Accreditation:** Endorsed curriculum will be submitted to BTEB/NSDA for their accreditation. Organize curriculum accreditation meeting at BTEB/NSDA. A separate committee will be adapted if any changes are required and collect accreditation.

d) **Implementation:** PMU will approve the accredited trade specific curriculum for field implementation. Accredited curriculum uploaded in MIS portal and SPs will download from portal and printout (without any changes) for conducting training.