

A Case Study on

***“Assessing Disability Inclusiveness of Skills and Training
Enhancement Project implementing in Bangladesh”***

May 2015

Access Bangladesh Foundation

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Abbreviation & Acronyms

STEP: Skills and Training Enhancement Project

DTE: Directorate of Technical Education

BTEB: Bangladesh Technical Education Board

BMET: Bureau of Manpower Employment and Training

MoE: Ministry of education

TVET: Technical and Vocational education Training

MoEWOE: Ministry of Expatriate Welfare and Overseas Employment

UN CRPD: UN Conventions on the Rights of Persons with Disabilities

PMU: Project Management Unit

BBS: Bangladesh Bureau of Statistics

ILO: International Labor Organization

EXECUTIVE SUMMARY

Bangladesh is one of the most densely populated countries of the world, with about 150 million people. Despite various efforts in poverty reduction, over 31% of Bangladeshi households still live below the national poverty line of US \$ 2 per day. It is estimated that 15% of the world’s population lives with a disability. The government of Bangladesh has undertaken a series of reform programs in Technical and Vocational Education and Training (TVET) sector. As part of the reform, the Ministry of Education has been implementing a six-year long “Skills and Training Enhancement Project (STEP)” with the support of the World Bank. Despite different national and international plans, policies, acts regarding TVET, these are not being enacted properly in Bangladesh. So access of persons with disabilities in the TVET system is very far from the expected level.

In view of the above, a study was conducted for assessing disability inclusiveness of skills and training enhancement project implementing in Bangladesh. The methodology of the study consisting of desk review, literature review, development and pre-testing of tools of information collection, sampling, focus group discussion and key Informants Interview.

Through the study major findings were identified that limitation in World Bank Safeguards Policies and project documents, including lack of effective implementation of national and international policies relating to TVET, lack of participation of persons with disabilities in the STEP, very negligible enrollment rate of students with disabilities in the training institutions, lack of initiative of training institutions to enrol students with disabilities, and inaccessible training facilities.

In light of the findings and observations, some recommendations were made to the World Bank and Government of Bangladesh. The World Bank should incorporate specific references to disability in the safeguards set up a disability desk at the World Bank local office Bangladesh, effective participation of persons with disabilities throughout the project lifecycle, implement national policies and acts relating to TVET effectively, make officials aware of implementing agencies, ensure structural and informational accessibility in vocational training institutions and conduct a comprehensive study to review the World Banks projects, operation in Bangladesh on how persons with disabilities have been mainstreamed.

INTRODUCTION

1.1 Background

Bangladesh is one of the most densely populated countries of the world, with about 150 million people.¹ Despite various efforts in poverty reduction, over 31% of Bangladeshi households still live below the national poverty line of US \$ 2 per day.² It is estimated that 15% of the world’s population lives with a disability³. According to estimation of Bangladesh Bureau of Statistics (BBS) household income expenditure survey conducted in 2010 that had found persons with disabilities at 9.07% of the population.⁴ It is estimated that 80% of persons with disabilities live in developing countries.⁵ Due to stigma, discrimination and inaccessibility, persons with disabilities are less likely to access Technical and Vocational Education and Training(TVET) and employment. The lack of access to vital services and programs contributes to their marginalization and exclusion, with little or no option to escape from poverty.

As per Bangladesh Bureau of Statistics (BBS) in 2010, the number of people in the total labor force is about 56.7 million, which represents 38% of total population. Persons with vocational and technical skills are in high demand but in short supply.

The international, the regional and the national policy framework has developed significantly in recent years but implementation of the policies remains the most immediate challenge. The Bangladesh government passed the “Rights and Protection of Persons with Disabilities Act 2013” and ratified the “UN Convention on the Rights of Persons with Disabilities”. However, in reality, implementation of these legal instruments is hardly visible.

To face the challenges of 21st century, the government of Bangladesh has undertaken a series of reform programs in Technical and Vocational Education and Training (TVET) sector. As part of the reform, the Ministry of Education has been implementing a six-year long “Skills and Training Enhancement Project (STEP)” with the support of World Bank. The objective of the project is to strengthen selected public and private training institutions to improve training quality, and employability of trainees, including those from disadvantaged socio-economic backgrounds. To achieve the project objective, the Bank is responsible for regular supervision of all the aspects of project implementation including semi, mid and end-term progress review, monitoring overall progress, providing technical assistance and implementation support when required.

Access Bangladesh Foundation is conducting a case study to see the disability inclusiveness status of STEP and to provide policy guidance to make the World Bank more inclusive for persons with disabilities.

¹ Government of Bangladesh, Bangladesh Population and Housing Census 2011

² Government of Bangladesh, Bangladesh Household Income and Expenditure Survey 2010

³ World Health Organization and World Bank, World Report on Disability 2011

⁴ Bangladesh Bureau of Statistics (BBS)

⁵ Groce 2003, Roggero, Tarricone, Nicoli & Mangiaterra, 2005; United Nations 1990

1.2 Skills and Training Enhancement Project Overview

Introduction

Skills and Training Enhancement Project (STEP) is a joint project of the World Bank and the Government of Bangladesh amounts to BDT 8,497 million (US \$88 million). This is five-year project which will be ended in June 30, 2016. Directorate of Technical Education (DTE) is the implementing agency of the project while Bangladesh Technical Education Board (BETB) and Bureau of Manpower, Employment and Training (BMET) are co-implementing agencies.

Bank Group Contribution

The Skills and Training Enhancement Project is being implemented as a Specific Investment Loan of \$79 million financed through IDA for Bangladesh. STEP was approved on June 10, 2010. The project is scheduled to close on June 30, 2016.

Partners

The project is providing financing of the Bangladesh - Skills and Training Enhancement Project and operational support to the implementing agency, the Ministry of Education, Government of Bangladesh. Recently, the Canadian International Development Agency (CIDA) has contributed around \$20 million grants to the project.

Broad Objective

“To strengthen selected public and private training institutions to improve training quality and employability of trainees, including those from disadvantaged socio-economic backgrounds”

Specific objectives

1. To enhance the quality and relevance of TVET as a part of meeting the strategic options of the poverty reduction agenda of the government;
2. To strengthen the overall TVET system through (a) direct start-up and operational support to Industry Skills Councils (ISCs) and the National Skills Development Council and (b) support to SSC (Vocational) Schools;
3. To strengthen the capacity of key institutions, i.e., directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB) and Bureau of Manpower Employment and Training BMET)
4. To establish a project management and implementation structure, implement communication strategy and undertake monitoring and evaluation.

Project Components

The project has three major components: (a) Improving quality and relevance of training in selected public and private institutions; (b) Pilots in TVET; (c) Institutional capacity

development of DTE, BTEB and BMET and d) Project management, monitoring and evaluation.

Benefits:

There are three kinds of benefits that Polytechnics may avail of under STEP.

(1) Stipend

Stipend support for students will be provided to all institutions that are found to be eligible under the project. Stipends will be provided to students from socio-economically disadvantaged backgrounds. The stipend program would support about 250000 student-years for education with anticipated 8000 annual enrollments. The value of the Stipend will be BDT 800 per student per month. Selected beneficiaries will have to meet the following education criteria, to remain in the program:

- (a) Maintaining 75 percent annual attendance;
- (b) Maintaining 45 percent pass marks in the annual examinations.

(2) Implementation Grants

Implementation Grants will be provided to select polytechnic institutions from among those that are eligible for support under STEP. Implementation grants shall be provided to about 25-30 public and private institutions offering diploma programs. The selected institution will be financed to upgrade a maximum of five technology courses. Each institute selected through this window will receive a maximum amount of USD 1.00 Million i.e. BDT 7.00 Crores. The various heads including modernization of equipment and teaching, capacity development remuneration for guest faculty, training material infrastructure rehabilitation and refurbishment, improvements in institutional administration, outreach, communications and placement under which the grant will be provided.

(3) Performance Grants

In Performance Grants, an annual performance grant of up to USD 200,000 will be provided to the best performing institutions based on their achievements as measured through objective performance indicators: (a) pass rates, (b) establishment of a placement cell, (c) expenditure level, (d) teachers' trained, and (e) placement rates of students within a period of 6 months after completion of the Diploma Program. The recipient institutions will be allowed to use the amount received through the performance grant for institutional development purpose. The top five performing institutions will be eligible to receive the performance grant.

1.3 Research objective

1.3.1 Broad objective

To assess disability inclusiveness of Skills and Training Enhancement Project implementation in Bangladesh

1.3.2 Specific objectives

- To find out how persons with disabilities have benefited from the Skills and Training Enhancement Project
- To assess the disability inclusive status of selected public and private training institutions
- To review whether World Bank policy documents are inclusive for persons with disabilities or not
- To review the implementation status of national and international acts, policies and plans relating to technical and vocational education
- To ascertain how Skills and Training Enhancement Project has ensured participation of persons with disabilities

2. METHODOLOGY

2.1 Survey Method

The study was undertaken through the following activities:

2.1.1 Desk review

A number of documents were reviewed, including World Bank project documents, national policies, and international best practices.

2.1.2 Sample

To get the information of STEP project, a survey was conducted in Dhaka, Chittagong, Cox’s Bazar, Kurigram, Kushtia, Barisal, Bandarban Hill Tracts, Rangpur, Faridpur, and Narayanganj with the help of pre-designed semi-structured questionnaire. The questionnaire recorded relevant information both qualitative and quantitative. Sample size of the survey was 48 vocational training institutions and the respondents were selected through a purposive sampling technique which ensured representation from different parts of the country.

Sample Size

A total of **48** respondents were covered under this assignment.

Category of Respondents	Number of Respondents
Current students with disabilities	03
KII	11
Public and private training institutions	34
Total	48

2.1.3 Focus group discussion

A focus group discussion (FGD) with 3 trainees with disabilities was conducted to identify various challenges faced by them in taking training. A checklist was used to conduct FGDs.

2.1.4 Key informant interviews

A total of 11 government officials from four implementing agencies were interviewed to gather information on policy frameworks, possible interventions and their recommendations to improve the access of students with disabilities in the TVET system. An interview guideline was used to conduct the interviews.

2.2 Limitation of the study

The case study was conducted between 1 January, 2015 and 16 May 2015, in which a prolonged unstable political situation hampered data collection process. Although the respondents provided their best efforts by providing information to meet the study objectives, it was very difficult to get the data properly because training institutions didn't maintain information of students with disabilities separately.

We have not gone in depth to review the accessibility situation of 22 training institutions. The information received on the basis of respondent's feedback.

Training institutions did not maintain information of students with disabilities so it was very difficult to collect data for the study.

Some institutions were reluctant to share their information. Due to budget constraint we collected data from only 34 institutions out of total 93 institutions under STEP.

3. LITERATURE REVIEW

In Bangladesh, youth constitute 50% of the total labor force. Bangladesh allocates only 2.1 % of its GDP and 12.4% of its public expenditure to the education sector; technical education receives only 0.1% of GDP. According to the Labor Force Survey of 2002-03, only 53,000 males and 5,000 females out of 49.5 million had any vocational skills. A well performing TVET sector is therefore central for improving livelihood opportunities of young labor market entrants and for higher economic productivity.

A study conducted under Skills and Training Enhancement Project says, "There is also the question of equity in access to TVET. The poorest students living in rural areas, the physically challenged and various ethnic groups are still largely excluded from the system."⁶

The provision of a minimum entry level qualification of grade VIII is required to enroll in the TVET system which excludes the majority of youth with disabilities from technical education. This entry barrier tends to discriminate against the disadvantaged groups who fail to complete their basic general education.⁷

The current safeguards that are being implemented do not address disability. Persons with disabilities are not systematically consulted or considered in the planning and design of projects supported by the World Bank. As a result, they are not always able to take advantage of the project benefits. Persons with disabilities have been considered under "disadvantaged or vulnerable" in the draft safeguards which is under review. Disability has not been mentioned also in the project documents of STEP which resulting exclusion of persons with disabilities from the benefit of the project.

Disadvantaged or vulnerable refers to those who, by virtue of, for example their age, gender, ethnicity, religion, physical or mental disability, social or civic status, sexual orientation, gender identity, economic disadvantages or indigenous status, and.....

Source : World Bank Environmental and Social Framework(Draft)

The National Skill Development Policy 2011 recognized that access of persons with disabilities in the skills development programs would be increased through special initiatives. The provision is there for mainstreaming disability in all government training programs, ensuring reasonable accommodation, and developing inclusive training curricula. The Policy sets a requirement of 5% enrollment of persons with disabilities in all skills development

⁶An overview of Bangladesh's Technical and Vocational Training Sector, DTE and MoE, May 2014, Page 34

⁷An overview of Bangladesh's Technical and Vocational Training Sector, DTE and MoE, May 2014, Page 34

⁸The National Skill Development Policy 2011

programs. Strategy for inclusion of persons with disabilities in skills development was drafted in 2013 and will be approved soon.⁸

The National Education Policy 2010 highlighted 25 strategies for TVET development. In strategy number 10 it has been mentioned that “Special attention will be given to the participation of handicapped children in technical and vocational education”. There is no such evidence of implementing this strategy.

People with disabilities are not usually included in mainstream vocational education. This exclusion is due to attitudinal, institutional and environmental barriers such as inaccessible infrastructure or false beliefs that persons with disabilities cannot be contributing members of society. Schools express concern about the difficulties students have in finding jobs after completing training.⁹ ILO together with Handicap International conducted a rapid assessment on how to enhance inclusion of people with disabilities in eight technical and vocational training centres. The SkillFul project has also developed guidelines for training centers on how to include persons with disabilities in skills development and promotion.

DTE and Ministry of Education published a document on a success story titled “Employment oriented education and training: Success and achievement” of STEP and achievement of STEP in which they captured remarkable story of 100 trainees. But, we did not find any success story of persons with disabilities.

Increased opportunities for person with disabilities can be achieved through increasing their access and participation in skill development programs. To achieve this, a strategy to increase the participation of PWDs in skill development program is essential with customized curriculum and delivery method for PWDs in agreed occupations and skills sets. A target of 10% of enrollments for PWDs across all skill developments program may be fixed.¹⁰

The lack of necessary capacity, the inadequacy of budget for teacher training materials and equipment at the institutions levels, inadequate teacher training programs and lack of coordination along the in-service skills training providers of the relevant 20 ministries have weakened the TVET system and consequently industries in Bangladesh experience and insufficient supply of skilled workforce.

⁹Situation analysis on Children with disabilities in Bangladesh 2014

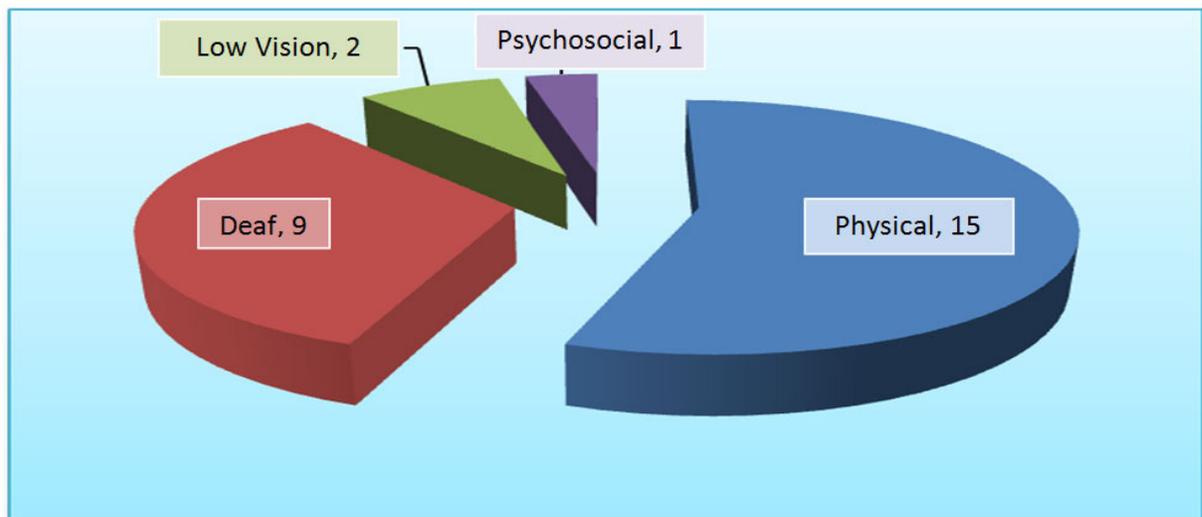
¹⁰ A situational analysis on skills development policies, practices and projects, Dr. Md. Nurul Islam, February 12, 2012

4. FINDINGS OF THE STUDY

4.1 Very negligible enrollment rate of students with disabilities in the training institutions

	Name of Training Institute	Total No of Students	No of Students with Disabilities	Nature of Disability			
				Physical	Deaf	Visual Impaired	Intellectual
1	Rangpur Polytechnic Institute	3011	0	x	x	x	x
2	Chittagong Mohila Polytechnic Institute	2500	0	x	x	x	x
3	Kushtia Polytechnic Institute	2284	0	x	x	x	x
4	Bangladesh Institute of Marine Technology	1832	0	x	x	x	x
5	Barishal Ideal Polytechnic Institute	1273	0	x	x	x	x
6	Faridpur Technical Training Centre	1240	0	x	x	x	x
7	Bangladesh German Technical Training Centre	796	0	x	x	x	x
8	Dhaka Ahsania Mission	750	0	x	x	x	x
9	Micro Institute of Technology	524	0	x	x	x	x
10	Ideal Institute of Science & Technology	220	0	x	x	x	x
11	Barishal Polytechnic Institute	120	0	x	x	x	x
12	Dhaka Mohila Polytechnic Institute	2492	1	x	1	x	x
13	Bangladesh-Korea Technical Training centre	1147	1	x	1	x	x
14	Sheikh Fazilatunnesa Mujib Women's Technical Training Centre	1340	1	x	1	x	x

15	Bangladesh Institute of Glass & Ceramics	650	1	1		x	x
16	Cox's Bazar Polytechnic Institute	3510	2	1	1	x	x
17	Dhaka Ahsania Mission, Mirpur	749	2	1		x	1
18	Ulipur Institute of Science & Technology	471	2	2		x	x
19	Shyamoli Ideal Polytechnic Institute	440	2	1	1	x	x
20	Chittagong Technical College	2250	3	1	2	x	x
21	Bandarban Technical Training Centre	918	5	2	1	2	x
22	National Polytechnic Institute	3568	7	6	1	x	x
	Total	32085	27	15	9	2	1



The above table shows that there are no students with disabilities in 11 institutions out of 22. 4 institutions have only 1 and other 4 have 2 students with disabilities. A total number of 32085 students received a diploma and short term training from polytechnic institutes and

technical training center under STEP. Among them only 27 were students with disabilities i.e only .09% students with disabilities got training opportunity. The above graph shows that among 27 students with disabilities, 15 physical disabilities that are not severe, 9 deaf, 2 low vision and 2 students with intellectual disabilities.

Under SSC (Vocational) Apprentice Program, a total of 2780 students in 12 SSC (Vocational) schools, no students with disabilities were found.

4.2 Lack of initiative of training institutions to enroll students with disabilities

In response to the question what role institutions have played to admit students with disabilities, all 22 respondents commented that they have not taken any initiative to admit students with disabilities. They also commented that students with disabilities came for their own interest. It has also found that there is no instruction in the admission circular to encourage persons with disabilities for admission.

4.3 Inaccessible training facilities

We visited 22 institutions and found that the structural facilities like toilets, bathrooms, class rooms of the training institutions are not accessible for students with physical disabilities. Also the informational facilities are inaccessible for students with hearing and visual impairment. There are no sign language and interpreter facilities for deaf students and also training materials in Braille for visually impaired persons. So the persons with disabilities are deprived of their basic educational rights. All respondents commented that they only admit those persons with disabilities who don’t need special arrangements.

“Training center is not accessible for persons with disabilities, so how we can enrol them in our training courses “

Training Instructor

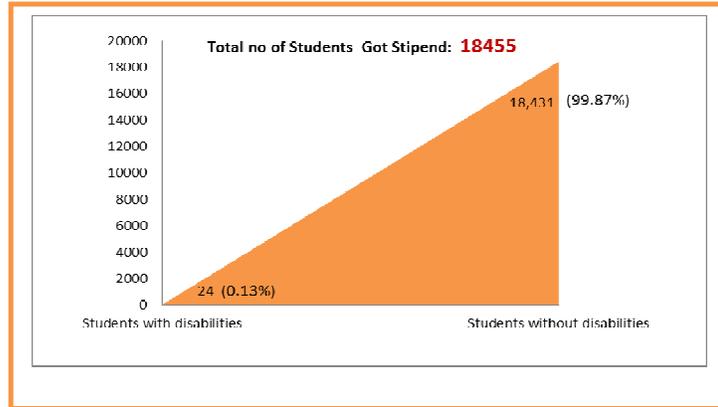
If blind persons want to receive computer training, we cannot admit them for not having special facilities.

Training Instructor

4.4 Students with disabilities got stipend not for their disability

No of Students	Number	Percentage (%)
Students with disabilities	24	0.13%
Students without disabilities	18,431	

Total	18,455	100%
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A total number of 18,455 students got stipend facilities from 22 training institutions. Among them only 24(0.13%) were students with disabilities who got stipend support. These students with disabilities got stipend for fulfilling in general stipend criteria of STEP not because of their disability.

4.5 Lack of awareness on disability

The staff from the World Bank, government implementing agencies- MoE, DTE, BTEB, BMET, and training institutions are not aware of the capacity of persons with disabilities which exclude potential students with disabilities from the benefit of trainings.

1700 teachers and staff under DTE, BTEB, BMET and PMU have been trained under institutional capacity development component but there was no initiative to orient them on disability.

A document on success story titled “Employment oriented education and training: Success and achievement” under STEP was published in which remarkable story of 100 trainees were captured. But, there is no story of students with disabilities.

Source : DTE and Ministry of Education published on 26 May 2014

4.6 Limitation in World Bank Safeguards Policies and project documents

The current safeguards that are being implemented do not address disability. However, persons with disabilities are considered under “disadvantaged or vulnerable” in the draft safeguards. Persons with disabilities, often some of the poorest and most vulnerable people in countries where the World Bank has its projects, are not systematically consulted or considered in the planning and design of projects. The lack of a development policy addressing the specific needs and vulnerabilities of persons with disabilities can result in harm. All respondent institutions commented that they didn’t receive any instruction from the World Bank to include students with disabilities in the project and also there is no mention about disability in the project document. Persons with disabilities have not been focused as beneficiaries. In the “Integrated Safeguards Data sheet” there is no mention about persons with disabilities.

4.7 Lack of effective implementation of national and international policies relating to TVET

Though specific provisions regarding persons with disabilities are mentioned in the existing plans, policies and Act relating to TVET, these have not been taken into consideration in the Skills and Training Enhancement Project. STEP project has been implemented since 2010 with the support of the World Bank. Just after one year of starting this project, a National Skills Development Policy 2011 has been approved by the Ministry of Education where a particular chapter ensured access into skills training for persons with disabilities. Unfortunately, the policy has not been followed in the STEP project.

National Skill Development Policy 2011: Persons with Disabilities(14.6)

- a. A strategy will be developed by a special advisory committee of the NSDC to increase the participation of persons with disabilities in skills development programs;**
- b. Institutional facilities will be upgraded to provide access to training for disabled students;**
- c. Managers and instructors of training institutions will receive training on how to work with students with disabilities;**
- d. Customized curriculum and delivery methods will be developed for people with disabilities in agreed priority occupations and skill sets;**
- e. Reasonable accommodation will be made in delivery and assessment for those who have a disability to provide the opportunity for them to acquire the skills and perform at the required level;**
- f. An overall target of 5% of enrollments for people with disabilities across all skill development programs;**
- g. Students with a disability will have access to counseling on training and employment options; and**
- h. Familiarization training on the employment and training of PWD will be delivered to key agency staff.**

4.8 Lack of participation of persons with disabilities in the STEP

In the STEP, persons with disabilities have not been involved in the design, implementation, monitoring and evaluation. The project focused on vulnerable and disadvantaged group like indigenous people but disability issue has not been mentioned. As a result, the implementing agencies like DTE, BMET, BTEB and other training institutions did not address persons with disabilities as a priority. It is because of the absence of specific reference to disability in the current safeguards and project document. Consequently, students with disabilities have not benefited from the project.

“In spite of being a person with a psychosocial disability, I am studying in Diploma in Engineering Electrical Technology. It is painful for me that I couldn’t avail stipend facilities for not fulfilling criteria set by the STEP.”

Sayed Shahadat Sultan

5. RECOMMENDATIONS

For World Bank

- The current safeguards that are being implemented do not address disability. However, persons with disabilities are considered under “disadvantaged or vulnerable” in the draft safeguards. Therefore, the World Bank should incorporate specific references to disability in the safeguards.
- Bank should define persons with disabilities using the definition outlined in the UN Convention on The Rights of Persons with Disabilities (UN CRPD). Also strengthen language across all safeguards policies in line with UN CRPD.
- The World Bank should influence the Bangladesh government to submit project proposals that are responsive to disability issues for funding.
- The monitoring and evaluating frameworks should capture issues of persons with disabilities with clear performance indicators.
- A disability desk to be set up at World Bank local office, Bangladesh within the Bank to provide technical assistance and monitor disability.
- Ensure the full and effective participation of persons with disabilities throughout the project lifecycle –from design to implementation to monitoring and evaluation.
- At present there are 61 active projects being implemented in Bangladesh and 5 projects are in the pipeline. Increase access of persons with disabilities, World Bank should conduct a comprehensive study to review their projects on how the persons with disabilities have been mainstreamed in their operations in Bangladesh.
- As the rights of persons with disabilities have not been addressed in the current Environmental and Social Safeguards Policies and the review of these policies are in progress now, it is an opportunity to ensure space that explicitly and clearly protects rights of persons with disabilities in the Environmental Social Safeguard Policies.

For Government

- National Skills Development Policy 2011, National Education Policy 2010, the National Strategy for Gender Equity in TVET and Skills Vision 2016 should implement effectively to increase enrollment of persons with disabilities in the training programs.
- As the instructors of the training centers and other officials of the implementing agencies are not aware of the ability of persons with disabilities, orientation/ training on disability should be incorporated in all trainings organized for them.
- Strengthen coordination among the relevant agencies involved in skills training.
- The provision of a minimum entry level qualification of grade VIII excludes persons with disabilities which in turn has a very limited effect on poverty reduction. So there should be a flexible option for students with disabilities.
- Development of a national level strategy in consultation with persons with disabilities and organizations working for persons with disabilities to increase access and equity of persons with disabilities in Bangladesh in the TVET system.
- Government can take initiative to make accessible vocational training institutions to include persons with disabilities. Minor modification and alternative arrangements like fixing special arrangements can be initiated in this regard. Government can take initiative to make accessible Government vocational training institutions which will be constructed newly in future.
- Training institutions should train its relevant trainers on sign language to train deaf students.
- To increase enrollment of students with disabilities in the vocational training program, stipend should be given them as priority basis.
- Course curriculum, training materials should be in accessible form like Braille, digital talking book for visually impaired persons.
- Training institutions should maintain database of students who completed short-term and long-term course for facilitating their employment.

Annex A

List of Documents reviewed under study

- ✓ Environmental Management Framework,
- ✓ Social Management Framework,
- ✓ Project Information Document,
- ✓ Project Paper on a Proposed Additional Grant and Project Restructuring,
- ✓ UN CRPD, Rights and Protection of Persons with Disabilities Act 2013,
- ✓ Vision 2021, PRSP II,
- ✓ Labor Law 2006 (and amendments made in 2010 and 2013),
- ✓ Labor Policy 2012,
- ✓ National Skills Development Policy 2011,
- ✓ National Education Policy 2010,
- ✓ National Strategy for Inclusion of Persons with Disabilities in Skills Development (Draft),
- ✓ ILO Convention 159,
- ✓ Sixth Five-Year Plan,
- ✓ National Strategy for Gender Equity in TVET, Skills Vision 2016,

Annex B

Key Informants' List

S.L.	Name of Respondents [KII]
1	Md. Imran, Project Director, STEP, DTE, Ministry of education
2	Md. Mofazzal Hossain , Asst. Program Officer, DTE
3	Sabina Shakhawat, Monitoring & Evaluation Specialist, DTE
4	Md. Zillur Rahman, Consultant, STEP, DTE, Ministry of Education
5	Md. Khalilur Rahman, Director-Training Operation, BMET
6	S. M Shahjahan, Sub-Inspector, BTEB
7	Md. Rafiqul Islam, Assistant Director, BMET
8	ABM Khorshed Alam, Chief Executive Officer, NSDC
9	Md. Masum Billah, Chief Instructor, Sheikh Fazilatunnesa Mujib Training Centre
10	Mohammad Rezaul Karim, Deputy Secretary, NSDC
11	Md. Shahidul Islam, Additional Director General, BMET

Annex C

List of Students with Disabilities [Focus Group Discussion]

Sl. No.	Name of Respondents [FGD]
1	Md. Imran Hossain
3	Sayed Shahadat Sultan
2	Farjana

Annex D

Comprehensive List of institutions conducted survey under the study

Sl. No.	Name of the institute	Area
1.	Shyamoli Ideal Polytechnic Institute	Shyamoli, Dhaka
2.	Bangladesh-Korea Technical Training centre	Durussalam, Dhaka
3.	Cox's Bazar Polytechnic Institute	Cox,s Bazar
4.	Micro Institute of Technology	Savar, Dhaka
5.	Dhaka Ahsania Mission	Dhaka
6.	Ideal Institute of Science & Technology	Dhaka
7.	Dhaka Ahsania Mission	Mirpur, Dhaka
8.	Sheikh Fazilatunnesa Mujib Women's Technical Training Centre	Durussalam, Dhaka
9.	Bangladesh German Technical Training Centre	Mirpur, Dhaka
10.	Dhaka Mohila Polytechnic Institute	Agargaon, Dhaka
11.	Ulipur Institute of Science & Technology	Ulipur, Kurigram
12.	Chittagong Technical College	Muradpur, Chittagong
13.	Bangladesh Institute of Glass & Ceramics	Tejgaon, Dhaka
14.	Chittagong Mohila Polytechnic Institute	Chittagong
15.	Kushtia Polytechnic Institute	Kushtia, Khulna Division
16.	Barishal Polytechnic Institute	Barishal
17.	Barishal Ideal Polytechnic Institute	Barishal
18.	Bandarban Technical Training Centre	Bandarban, Hill Tracts
19.	Rangpur Polytechnic Institute	Rangpur
20.	National Polytechnic Institute	Faridpur
21.	Faridpur Technical Training Centre	Faridpur
22.	Bangladesh Institute of Marine Technology	Bandar, Narayangonj

Annex E

List of SSC(Vocational) institutions under Pilot Apprentice Program

SL. No.	Name of Institution	Total Number of Students	Number of students with disabilities
1.	Narayanganj TSC	234	0
2.	Gazipur TSC	275	0
3.	Manikganj TSC	410	0
4.	Munshiganj TSC	443	0
5.	Barisal TSC	343	0
6.	Sylhet TSC	362	0
7.	Khulna TTC	280	0
8.	St. Xaviers High School, Khulna	72	0
9.	Tongibari Pilot Girls High School, Munshiganj	74	0
10.	Amjad Ali Sarkar Pilot Girls High School, Gazipur	51	0
11.	Mizmizi Painadi Rekmat Ali High School, Narayanganj	116	0
12.	Ghior DN Pilot High School, Manikganj	120	0
Total		2780	0

Annex F

Study Team Members

1. Albert Mollah
2. Sk. Rokib Hussein

Data Collectors

1. Neowaz Mahmud
2. Didarul Haque
3. Md. Harun
4. George Tripura
5. Taslim Zahan Bithi
6. Md Nazrul Islam
7. Md Helalur Rahman
8. Mithu Modhu
9. Aslam Mollah
10. Md Babul Mia
11. Dipti Mondal
12. Safayeter Rahman
13. Nansi Shova Baina
14. Md. Lutfar Rahman Liton
15. Badiul Alam
16. Ambarish Halder
17. Anwar Hossain
18. Nita Akter