

their respective capacity in delivering quality education, skills sector wide policy direction and coordination and employment services remains limited.

Under MoPME, the Directorate for Primary Education (DPE) is responsible for managing pre-primary and primary education. Other important bodies are: the National Curriculum and Textbook Board (NCTB); the National Academy for Primary Education (NAPE); the Primary Teacher Training Institutes (PTIs), responsible for in-service training and the Bureau of Non-Formal Education (BNFE) in charge of managing different non formal education courses for learners beyond the primary school age. Under the budget support programme, they are in charge for managing the primary school age children who are out of the primary school.

Among the 23 ministries involved in the administration of TVET the Technical and Madrasah Education Division (TMED)-Ministry of Education (MoE) is in the leading role to manage and monitor the provision of TVET. Among the ministries providing TVET and skills development, the most important are the Ministry of Expatriates' Welfare and Overseas Employment (MEWOE), the Ministry of Youth and Sports (MYOS) and the Ministry of Industries (MI). Under TMED-MoE, the Department of Technical Education (DTE) is one of the key institutions for public provision of TVET and the Bangladesh Technical Education Board (BTEB) is the apex body responsible for quality assurance through accreditation of training providers, curriculum development, examinations, and certification. Other relevant bodies include two teacher training institutes and the National Curriculum and Textbook Board (NCTB). There are two teacher training institutions: the Vocational Teachers Training Institute (VTTI) and the Technical Teachers Training College (TTTC). Although all teachers and instructors in public institutions are supposed to receive training, most do not owing to the low capacity of the system.

National Skills Development Authority (NSDA) is responsible for determining the country's key skill requirements, the regulation of the skills system, as well as the development of standards and certification. The coordination of the revision for the National Skills Development Policy is an ongoing task for this apex institution directly under the Prime Minister's Office.

Considering the persisting fragmentation of operations and policy making in the TVET subsector, TMED-MoE (with DTE and BTEB) remains identified as the main institutional counterpart of the Action for the component related to TVET. TMED-MoE is the main player in the field, administers a large part of the TVET system and has significantly increased the budget for the subsector. Budget support will focus on TMED-MoE's competences in TVET (which includes key aspects covering the whole TVET sector such as curriculum development, qualification framework, quality assurance and certification and teacher training). Through the complementary action, HCDP21 programme will also focus on supporting NSDA with the implementation of the NSDP 2020 and establishing a framework for sector coordination around the revised NSDP. Supporting NSDA is crucial not least as to the fact that they are directly under the Prime Minister's Office and therefore have the right mandate to assume coordination roles across line ministries.

By working closely with NSDA, the EU will continue to promote close engagement with the private sector and civil society organisations through HCDP 21.

2.3 Additional Areas of Assessment [For Budget Support Actions only]

2.3.1 Pre-condition on Fundamental Values [For a Sustainable Development Goals Contract only]

N/A

2.3.2 Public Policy

Key development policies include the Perspective Plan of Bangladesh 2010-2021 (Vision 21) and the 8th Five Year Plan 2021-2026 (8FYP). While the Vision 21 insufficiently addresses the strategic linkage between sustainable development and improving youth employment outcomes, the 8th Five Year Plan is expected to emphasize more on the TVET and Skills Development sector and the need to upgrade TVET curriculum to include skills mapping as a usual practice, strengthening industry-TVET institute collaborations through mutual agreements and promote research and innovation culture by technical and financial assistance from industries.

The review of the policy environment for education in Bangladesh indicates that certain priorities have been stated largely in aspirational terms. It can be seen that the policy recommendations are in the form of normative goals or preferences expressed in general terms. With a decade's hindsight, it can be said that major elements of the policy