

Module proposal



DC programme: Socially just and green transformation of the economy in Bangladesh

TC module: Professional Education for Industrial and Environmental Safety (PRECISE) in Bangladesh

Project no.: G-012114 (former 2022.2161.2)

Submission of an
offer for a TC module

at an estimated offer price of up to EUR 7,000,000

Parts of the German contribution are to be allocated to contractors.

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Abbreviations

ADB	Asian Development Bank
ADVANTAGE	Advanced Vocational Training and Promotion of Employment for Female Textile Workers
BGMEA	The Bangladesh Garment Manufacturers and Exporters Association
BKMEA	Bangladesh Knitwear Manufacturers and Exporters Association
BIBB	Federal Institute for Vocational Education and Training
BNQF	Bangladesh National Qualifications Framework
BTEB	Bangladesh Technical Education Board
CSDDD	Directive on Corporate Sustainability and Due Diligence
DTE	Directorate of Technical Education
GOTAN	Good Working Conditions in Tanneries
HELD	Higher Education and Leadership Development for Sustainable Textiles
ISC	Industry Skills Council
ILO	International Labour Organization
LNOB	Leave no one behind
MoE	Ministry of Education
NSDA	National Skills Development Authority
NSDP	National Skills Development Policy
RSC	Ready-Made Garment Sustainability Council
SEIP	Skills for Employment Investment Program
SICIP	Skills for Industry Competitiveness and Innovation Program
Skills4SE	Skills Development for Sustainable Energy Solutions
STILE	Sustainability in the Textile and Leather Sector
TMED	Technical and Madrasa Education Division
TVET	Technical and vocational education and training

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1. Brief description

Title of module	Professional Education for Industrial and Environmental Safety
Core area	Sustainable economic development, training and employment
Area of intervention (or initiative area)	Technical and vocational education and training (TVET)
Cooperation outside the agreed core areas	<input type="checkbox"/> yes <input checked="" type="checkbox"/> no
DC programme	Socially just and green transformation of the economy in Bangladesh
DC programme objective/strategic framework	The value-based principles of a socially just and gender-responsive green transition have been mainstreamed into the country's economy.
Core problem	The TVET sector in Bangladesh does not have the required capacities to meet demand for skilled labour in the field of industrial and environmental safety, especially to ensure compliance with increased international due diligence in industry.
Module objective	The TVET sector in Bangladesh offers practice-oriented, demand-based initial and continuing vocational education and training in the field of industrial and environmental safety, in line with EU sustainability requirements.
Contribution to national implementation of the 2030 Agenda	As part of national strategies to implement the 2030 Agenda (Perspective Plan of Bangladesh 2021-2041 and the 8th Five Year Plan, July 2020 – June 2025), the project works on achieving SDGs 4, 5, 8 and 12.
Target group	School leavers and graduates from general and TVET schools, employees with initial or advanced TVET qualifications. Intermediaries: managers from TVET authorities, teaching staff, in-company training staff and management.
Lead executing agency	Ministry of Education (MoE), Bangladesh
Methodological approach (including instruments)	Capacity development measures at macro, meso and micro level; four international (three allocated across multiple projects) and four national long-term experts, short-term experts, financing of up to EUR 825,000, materials and equipment valued at EUR 202,183.
Key outputs	1) Steering capacities for improved cooperation between TVET institutions and industry, 2) Capacity development for implementing cooperative TVET courses in industrial and environmental safety, 3) Transition to practice-oriented TVET/employment for girls/women

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Cooperation arrangements	Not applicable
Commission value	Up to EUR 7,000,000
Term	From July 2025 to June 2029 (four years)
Regions/countries to be promoted	Not applicable

2. Positioning the module

2.1 Positioning the module within the DC programme

The TC module addresses the core area Sustainable Economic Development, Training and Employment, and above all the area of intervention Technical and Vocational Education and Training. The project is part of the development cooperation (DC) programme 'Socially just and green transformation of the economy economy'. The DC programme aims to mainstream the value-based principles of transitioning to a socially just and gender-responsive green economy in Bangladesh. The module makes a significant contribution to achieving the programme's objectives by improving the quality of TVET in the field of industrial and environmental safety and aligning it with companies' needs. This will strengthen the human resources required for transitioning to a socially just, gender-responsive green economy in Bangladesh. Aligning training courses supported by the TC module with EU sustainability requirements will ensure that they help safeguard the country's competitiveness on international markets. The module also increases the employability of graduates of the training courses supported (programme objective indicator 1).

The technical cooperation (TC) module **interacts** with the following modules of the DC programme:

The two TC modules "Sustainability in the Textile and Leather Sector" (STILE II, PN: 2022.2163.8) and "Good Working Conditions in Tanneries" (GOTAN, PN: 2021.2115.0) promote compliance with occupational and environmental health and safety standards in textile and leather production, including the deeper supply chain and knowledge of EU sustainability requirements. The TC module "Skills for Self-Monitoring and Compliance with Clean and Fair Production in the Textile Industry in Bangladesh" (SCAIP, PN: 2020.2121.0) improves the monitoring of occupational health and safety as well as labour and environmental standards of the Ready-Made Garment Sustainability Council (RSC) in the textile and garments industry. In this way, these measures help improve working conditions and environmental protection in these industries. It is planned to integrate the policy instruments (rules/guidelines) and training materials on occupational health and safety and environmental protection developed by these projects into the training courses supported by this module. Content from the occupational health and safety training developed by the TC module "Sustainability in the Textile and Leather Sector" (STILE, PN: 2018.2073.7) and to be implemented at the *National Occupational Safety and Health Training and Research Institute*

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(NOSHTRI), will also be incorporated in the development of new occupational profiles by the TC module, as well as in the revision of existing profiles.

It is intended to integrate the networks established with companies as part of the TC modules mentioned above into the development of training courses in the field of industrial and environmental safety. Existing cooperation arrangements with factories can be used to implement these courses as part of locally adapted cooperative TVET models. Conversely, this TC module can contribute to increase knowledge and train a greater number of qualified personnel to implement the measures in the factories and institutions supported by the other TC modules in the programme.

The PRECISE project aims to coordinate closely with the TC module “Advanced Vocational Training and Promotion of Employment for Female Textile Workers” (ADVANTAGE, PN: 2021.2264.6) in order to mutually reinforce the results of gender-responsive (training) measures.

DC programme objective			
The value-based principles of a socially just, gender-responsive and green transformation have been mainstreamed into Bangladesh's economy.			
Indicators	Baseline value	Actual value	Target value
Programme objective indicator 1 1,200 participants, 40% of them women, who have completed initial and/or continuing vocational education and training aligned with the value-based principles of a socially and ecologically sustainable and gender-responsive economic system confirm that their employment prospects on the national and/or international labour market have improved.	480 participants, 40% of them women		1,200 participants, 40% of them women (December 2027)

2.2 Other development measures in the module's specific area of intervention

The TC module “Skills Development for Sustainable Energy Solutions” (Skills4SE, PN: 2020.2123.6) which is part of the DC Programme Renewable Energy and Energy Efficiency aims to improve the quality of needs-oriented, demand-based TVET for energy efficiency and grid-connected renewable energy systems. Similarly to PRECISE, Skills4SE supports cooperation between TVET institutions and the private sector, strengthens training for teaching staff and develops gender-responsive training courses. Synergies can be leveraged when introducing new or further developed initial and continuing vocational education and training courses that are geared towards the requirements of the labour

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market for experienced skilled workers and school leavers (outcome level). This will increase the economic efficiency and effectiveness of both projects.

The EU's Decent Work programme, which is being implemented under the Team Europe Initiative (TEI) on Decent Work, aims to unlock the potential demographic dividend of a young and largely unskilled population by creating opportunities for decent work and entrepreneurship, while supporting economic diversification in Bangladesh, e.g. through needs-based training and employment promotion. By coordinating and harmonising the curricula development of the supported initial and continuing TVET courses, the TEI and PRECISE can improve the quality of these qualification measures (outcome level). Both PRECISE and the TEI contribute to foster a socially just and green transformation of Bangladesh's economy by streamlining TVET courses; in the case of the PRECISE module, above all by coherently aligning training courses with EU sustainability requirements (impact level).

Through its Multi-Annual Indicative Programme (MIP 2021 – 2027), the EU also supports socio-economic mobility in Bangladesh, using a transformative approach and focusing on priority areas such as education, training, access to quality jobs, green inclusive development and equal rights for girls and women. By coordinating activities, the TC module and MIP provide graduates with comprehensive support, preparing them for the requirements of the labour market. This includes incentives for improving women's access to future-oriented green jobs in the industrial sector (outcome level).

The Asian Development Bank (ADB) supports the *Skills for Industry Competitiveness and Innovation* Program (SICIP, 2024 – 2029) of the Government of Bangladesh, which focuses on socially inclusive skills development, particularly in emerging sectors such as construction, shipbuilding, transport and IT, and on improving institutional capacities to drive innovation. Both projects generate synergies by aligning TVET in Bangladesh with the industry's need for trained specialists for sustainable green innovation (outcome level).

No negative interactions are expected.

Donor	Project	Expected synergies at results level
BMZ	Skills4SE	Coordinated introduction of new and further developed TVET courses (outcome level)
EU	TEI Decent Work	Increased quality of the supported TVET courses by technical coordinating (outcome level) Alignment of training measures with EU sustainability directives as a way of achieving a socially just and green transformation of the economy (impact level)
EU	Multi-Annual Indicative Programme	Improved access for women in future-oriented green jobs in the industrial sector (outcome level)
ADB	SICIP	Alignment of TVET towards sustainable green innovation (outcome level)

3. *Problem and potential analysis (related to the module)*

Context in the area of intervention: In terms of economic growth and development, Bangladesh has made steady progress since the 1990s. Its long-term development goals are to achieve the status of a middle-income country by 2031, eradicate extreme poverty and become a high income country through industrialisation by 2041. The textile industry generates 81 % of the country's export earnings (2021), employing around 4 million people, 53 % of whom are women (2023 Ethical Trading Initiative), which illustrates the economy's dependence on the textile sector.

However, economic growth has not brought about the anticipated employment effects in the formal labour market for young people and in particular women. Dissatisfaction over job prospects reached a peak, resulting in riots from student protests, and culminating in the resignation of the prime minister and the dissolution of parliament in July/August 2024.

Women in Bangladesh have fewer opportunities than men regarding career development and participation in the labour market. Only 4.6 % of women (compared to 17.7 % of men) are employed in the formal sector. On average, they earn 21 % less than men in the same job. Despite improvements in the normative and political framework, violence against girls and women is still widespread in educational institutions and companies. There is a lack of coordinated gender-responsive training courses in the TVET sector (UN WOMEN 2023, World Bank 2021). Socio-cultural norms, combined with a lack of knowledge among girls and women about TVET and job opportunities, are reasons for their lower participation rate in the education system and labour market. Unsafe public transport, sexual harassment encountered when travelling to TVET institutions, a lack of adequate infrastructure, rigid course schedules and the limited presence female teachers are just some of the structural challenges contributing the shortage of female trainees.

Even in formal employment settings, workers remain exposed to health and safety risks, including factory fires, explosions or suffocation while cleaning hazardous substance tanks (Paul/Siddiqui Reuters, July 2021). By contrast, international requirements for due diligence and compliance along value chains are increasing across all sectors, with EU sustainability requirements bearing particular relevance for Bangladesh's export industry. European Green Deal regulations (including the Carbon Border Adjustment Mechanism, CBAM) and other directives (such as the Corporate Sustainability Due Diligence Directive, CSDDD) require European companies to manage risks along their supply chains effectively and comply with human rights and environmental due diligence obligations. Consolidation of access to the lucrative EU market and further development of production processes – not only to reduce health and safety risks but also to increase the efficiency of industrial production and open up new markets – require companies to develop their capacities in the field of industrial and environmental safety. Industrial and environmental safety regulations also contribute to making manufacturing more sustainable and responsive to the challenges of climate change. There is therefore a considerable need for skilled labour in this area.

The public TVET system in Bangladesh is divided into two segments. The first is school-based, theoretical undergraduate TVET, which is structured into long-term training courses

and regulated by MoE and its downstream TVET authorities, the Directorate of Technical Education (DTE) and the Bangladesh Technical Education Board (BTEB). This segment is flanked by a limited portfolio of short-term training of up to one year. The second comprises the TVET system operated under the National Skills Development Authority (NSDA) within the framework of more practical short-term training courses that run for just a few days or weeks (up to 6 months). Basic vocational education under the MoE is the main pathway for most school graduates seeking to pursue TVET (approximately 1,239,000 enrolled trainees in 2021, see GIZ's 2023 study on TVET strategy).

Rationale underlying the module objective: Despite the high priority that the government has accorded to TVET in recent years and the rollout of several initiatives to improve elements of the system (see section 2.2), both segments still face significant challenges. They are not sufficiently able to respond to the need for skilled workers in industrial and environmental safety. TVET courses in Bangladesh are often theoretical and outdated, and need to be aligned with stricter international due diligence obligations and industry requirements. There is also a lack of suitably qualified teachers with hands-on experience (as outlined in section 2.2). The TVET sector in Bangladesh therefore lacks the required capacities required to meet demand for skilled labour in industrial and environmental safety, thereby ensuring compliance with stricter due diligence in the industry (**core problem**). This restricts the country's potential for growth and modernisation while limiting job prospects for TVET graduates. The **module objective** is therefore: The TVET sector in Bangladesh offers practice-oriented, demand-based initial and continuing vocational education and training courses in the field of industrial and environmental safety, in line with EU sustainability requirements.

Causes and assessment of changeability: Outdated curricula, a lack of suitably qualified teaching staff with the required experience, combined with inadequate involvement of the private sector in planning, implementing and certifying TVET result in a TVET sector that is insufficiently practice-oriented and misaligned with labour market needs. There is a lack of occupational profiles to safeguard industrial and environmental safety and meet stricter EU sustainability requirements. No curriculum is in place to train occupational health and safety specialists. Although a curriculum for the four-year diploma in mechatronics does exist, there is no specialised training for mechatronics technicians in areas such as refrigeration. Furthermore, there is poor dialogue between MoE and other relevant ministries such as those for labour and employment, industry, and for environment, forest and climate change. Furthermore, key sustainability strategies of these ministries do not exert sufficient influence over the development of curricula for training courses. As a result, TVET in Bangladesh does not have a good reputation and is seen as a second-class education pathway. School leavers therefore rarely opt for vocational training if they have other options, such as pursuing a university degree.

Although Bangladesh has made formal progress in gender equality, with a legal and policy framework in place to strengthen the role of women (see gender analysis), the rights and needs of girls and women are not prioritised when planning and managing the TVET system. The proposed TC module could change the causes outlined above in the field of TVET for industrial and environmental safety.

Results achieved to date: The TC module builds on the results achieved to date by German TC and other donors in the sector. Above all, the results achieved by the TC module "Higher Education and Leadership Development for Sustainable Textiles" (HELD, PN: 2020.2120.2) demonstrate the willingness of German and Bangladeshi companies to work together to shape TVET in a more practice-oriented and demand-led manner (see the 2023 project progress report). Three partner companies have participated in cooperative TVET courses and university programmes established by HELD.

The TC module can build on the results of the "Skills 21" project, implemented by the International Labour Organization (ILO), and the ADB-financed Skills for Employment Investment Program (SEIP). Skills 21 has contributed significantly to development of the Bangladesh National Qualifications Framework (BNQF), which makes it easier to compare different qualifications. ILO's project has supported the establishment of eight Industry Skills Councils (ISCs), and fostered cooperation between the private sector and public TVET institutions.

4. Objectives, results hypotheses, indicators and partners for the TC module

4.1 Objectives, target group, results hypotheses and indicators

Module objective:

The TVET sector in Bangladesh offers practice-oriented, demand-based initial and continuing vocational education and training courses in the field of industrial and environmental safety, in line with EU sustainability requirements.

Indicators:

1. Ten demand-based initial and continuing vocational education and training courses in the field of industrial and environmental safety, which are aligned with EU sustainability requirements and accredited by BTEB or other relevant authorities, have been introduced at 13 selected TVET institutions as part of cooperative TVET models.

Baseline value: Two demand-based, accredited initial and continuing vocational education and training courses at eight selected TVET institutions (in the HELD TC project, one (four-year) Diploma in Textile Engineering course was updated, accredited by BTEB and implemented at seven model TVET institutions; one accredited post-diploma further training course in Sustainability Management was also developed, and is being implemented at the Bangladesh Institute of Management (BIM)).

Target value: Ten demand-based, accredited initial and continuing vocational training courses at 13 selected TVET institutions (December 2026)

2. 150 participants, including 45 women and 20 people from marginalised groups, who have completed cooperative initial and continuing vocational education and training in the field of industrial and environmental safety, confirm that their job prospects on the national and international labour market have improved.

Baseline value: 0 participants (the TC modules in the programme 'Socially just and green transformation of the economy in Bangladesh' have not conducted any surveys so far)

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Target value: 150 people, including 45 women and 20 people with disabilities (December 2028)

3. 15 of 20 companies that train or employ trainees or graduates of cooperative TVET courses have confirmed that skills meet their needs.

Baseline value: 1 of 1 company (in the HELD TC module, KiK Textilien und Non-Food GmbH is involved in updating the Diploma in Textile Engineering programme, based on a memorandum of understanding (MoU) and has confirmed during module development that the skills taught meet its needs).

Target value: 15 of 20 companies (December 2027) Target value: 15 of 20 companies (December 2027)

The baseline and target values for module objective indicators 1–3 are provisional. They will be reviewed during the first year of implementation and adjusted in the first report, where necessary.

The national strategies (Perspective Plan of Bangladesh 2021-2041 and the 8th Five Year Plan, July 2020 – June 2025) do not contain any targets that are relevant to the module's outcome level, which means that no module objective indicators can be derived from them.

For further details, see the charts on the results logic and results matrix in the annex.

The **target group** comprises school leavers and graduates from general and TVET schools as well as people working in industry who have initial or advanced TVET qualifications and are looking for training at a TVET centre operated by MoE. Other target groups include trainees at TVET institutions operated by MoE (1,239,000 trainees enrolled in 2021, see GIZ's 2023 study on TVET strategy) who are currently completing courses in the field of industrial and environmental safety that are being further developed by the TC module, based on current industry needs. The TC module's measures are specifically geared towards girls, women and marginalised groups, i.e. ethnic or religious minorities and people with disabilities. **Intermediaries** are specialists and management staff of TVET authorities run by MoE, amounting to around 200 in all (Technical Madrasah and Education Division, TMED: 70, DTE: 59, BTEB: 69), teaching staff at TVET institutions involved in the project, along with in-company training staff and management.

Results hypotheses: Output 1 aims to strengthen the steering capacities of MoE and its downstream TVET authorities to improve governance of cooperation between TVET institutions and industry in the field of industrial and environmental safety. It will be possible to more swiftly recognise and integrate new educational needs arising from EU sustainability requirements. Output 1 also aims to improve interministerial cooperation between MoE and ministries such as those for labour and employment, industry, and for environment, forest and climate change. The key hypothesis – which has been corroborated by various studies conducted by the Federal Institute for Vocational Education and Training (BIBB) (see BIBB 2014) – is that improving regulations and requirements and building HR capacities of MoE, DTE and BTEB will lead to more structured cooperation between representatives of industry and TVET authorities when planning, implementing and accrediting vocational education and training courses. This is based on the assumption of a willingness at policy

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level to clearly define the allocation of responsibilities between MoE and its downstream authorities (TMED, DTE and BTEB) and NSDA when implementing further reforms.

Output 2 aims to build capacities in selected TVET institutions and companies to implement demand-based, cooperative TVET courses in the fields of industrial and environmental health and safety. This objective is based on the results hypothesis supported by various studies (e.g. Euler, 2013) that cooperative TVET designed in close consultation with companies significantly increases both demand and practice orientation and the quality of training courses. Another hypothesis is that 1) the development and application of curricula that link school-based and in-company training phases in a didactically appropriate manner, and 2) suitably qualified managers and teachers at TVET schools and in-company trainers in partner companies, and a clear distribution of roles within formalised partnerships between TVET schools and their partner companies are prerequisites for increasing the quality and relevance of the supported TVET courses (e.g. Euler, 2013).

Output 3 aims to improve career guidance and counselling for girls, women and marginalised groups in their transition from school to TVET and from TVET to employment. The hypothesis here – as evidenced in studies (e.g. BIBB, 2021) – is that establishing a conducive environment through specific support formats such as career planning and mentoring programmes will break down socio-cultural barriers to access to demand-based, practice-oriented vocational education and training that includes in-company training.

The results hypotheses for outputs 2 and 3 are based on the assumption that the TC module's measures are supported by management at MoE and its downstream authorities and that staff have the skills required to adequately provide this support within the scope of the support provided within output 1. Another assumption is that industry and the private sector in Bangladesh are willing to enter into formalised partnerships with TVET institutions. It is also assumed that teachers and in-company trainers involved in outputs 2 and 3 are prepared to expand their practical and didactic skills and adapt their teaching and learning methods in order to deal with heterogeneous groups and safeguard gender responsiveness.

BMZ's strategic requirements have been taken into account.

4.2 Executing agency and partner structure

The **lead executing agency** is the Ministry of Education (MoE). Following placement of the commission, MoE has the right to demand the services to which it is entitled directly from GIZ. GIZ and MoE will set out the details in an implementation agreement. BMZ may exercise its rights under the terms of the commission, in particular those arising from the General Agreement, without the approval of MoE.

Among other things, MoE is responsible for strategic management and regulation of basic long-term TVET (at BNQF diploma level 6) and for a portfolio of short-term training courses that are accredited by BTEB (see section 3). As the department responsible for vocational training at MoE, the Technical Madrasah and Education Division (TMED) is the TC module's contact.

Implementing partners for the module are the Directorate of Technical Education (DTE) and the Bangladesh Technical Education Board (BTEB), the authorities responsible for

steering the TVET segment, which are assigned to TMED within MoE. When implementing the HELD TC module, the need for improvement was identified among the approximately 200 staff members in terms of networking skills as well as proactive, forward-looking, problem-solving planning and implementation capacities in order to sustainably enhance the quality and demand orientation of TVET in Bangladesh.

Institutions of downstream partner structures include selected TVET institutions, in particular polytechnics, which are regulated by MoE and offer basic long-term training at diploma level.

As the participation of industry is a top priority, the TC module involves business associations in the implementation. Initially, these activities will focus on export-oriented textile companies, with plans over time to include also light industry – e.g. ceramics. In the textile and clothing sector, these associations include above all the Bangladesh Garment Manufacturers and Exporters Association (BGMEA) and the Bangladesh Knitwear Manufacturers and Exporters Association (BKMEA). Inclusion of the Industry Skills Councils (ISCs) established by ILO's Skills 21 project is also planned. ISCs are responsible for defining TVET standards and developing vocational education and training courses in close cooperation with the private sector

Other institutions of **downstream partner structures** include civil society organisations. Non-governmental organisations that campaign at the national level for the rights of women (e.g. Karmojibi Nari, KN), people with disabilities (e.g. the Centre for Disability in Development, CDD) and other marginalised groups (e.g. the Manusher Jonno Foundation, MJF) do have specialised technical expertise, but require capacity building to improve their cooperation with the private sector.

5. Design of the module

5.1 Methodological approach and term

Term: From July 2025 to June 2029 (4 years)

Strategy: This module's core strategy revolves around a multilevel approach to strengthen the TVET sector in Bangladesh over the long term. The main focus is sustainably improving the quality and demand orientation of basic and long-term TVET training in the field of industrial and environmental safety that is organised by MoE and its downstream authorities. Support for basic long-term training is being flanked by the new and further development of BTEB-accredited short-term training courses that aim to make TVET more attractive to the general population in Bangladesh over the long term.

Support for TVET courses is based on a holistic understanding of industrial and environmental safety, with an emphasis on introducing or improving TVET courses that enable skilled workers in industry sectors to comply with national and international standards and EU due diligence requirements (see section 3.1). Compliance is ensured, for example, through better maintenance of workshops, machines and workstations, safeguarding of the efficient use of resources based on a circular economy, the efficient management of

chemicals and waste and a reduction in air pollution. These measures can also be implemented in an exemplary manner in the TVET institutions themselves (see Potential of an environmental and climate impact assessment).

Suitably qualified personnel are needed to improve industrial and environmental safety. This TC module's support strategy therefore focuses on building the capacities of selected TVET institutions and companies to establish formalised cooperative TVET that is tailored to the sectoral, institutional and social context in Bangladesh. Any new or further developed vocational education and training courses will be BNQF-accredited, so as to ensure that they will be integrated into the TVET sector in Bangladesh in the long term.

The module's capacity development strategy includes technical and methodological training for individuals from intermediary organisations, specifically managers, teachers and trainers at selected TVET institutions and their partner companies, as well as for staff from private sector associations and civil society organisations. The strategy also includes strengthening the cooperation and coordination mechanisms of key players in the TVET system – above all private-sector actors at the steering and implementation level. At the TVET system's national management level, the project is also further developing the professional, technical, methodological and management skills of specialists and managers at MoE and its downstream authorities, DTE and BTEB. In this way, PRECISE is helping to mainstream knowledge and expertise in the areas of industrial and environmental safety and EU sustainability requirements into partner and intermediary organisations. Activities to change the perception of TVET in society take place at three levels: 1) by implementing awareness raising campaigns at the national (macro) level, which includes developing digital campaigns and networking platforms; 2) by creating models of safe learning environments and work stations in TVET institutions and their partner companies at the organisational level in compliance with international standards; and 3) by ensuring responsible action is taken by TVET management, trainers and teaching staff at the individual level.

Use of instruments: The project will deploy four international long-term experts (three allocated across multiple projects), four national long-term experts along with short-term experts, materials and equipment of up to EUR 202,183 and financing agreements of up to EUR 825,000.

One international long-term expert (commission manager) will steer the project and will be responsible for achieving the TC module's objectives and for communicating with the commissioning party and other potential donors. A second international long-term expert will advise the project across the board on gender-responsive approaches and on designing appropriate activities in output 3, and – given the similarity of the content – will be shared with the ADVANTAGE project. As well as assisting the commission manager in reporting, a third international long-term expert will coordinate the activities of outputs 1 and 2, in order to dovetail technical ministerial advice with implementation at TVET level. All international long-term experts will work across several outputs or will also be assigned in other modules, fostering synergies and maximising the cost-effectiveness of the instruments used. In addition, cross-module steering is carried out by a part-time international long-term expert (cluster coordination).

A national long-term expert will support the international long-term expert in output 1 by providing advice on the design, coordination and implementation of the policy dialogue and capacity development for relevant actors at national level. In output 2, an additional national long-term expert will advise the selected TVET institutions and companies on the introduction of the new or further developed courses. In output 3, in addition to the part-time international long-term expert, an additional national long-term expert will be assigned to support the involvement of civil society organisations. A further national long-term expert will be responsible for cross-output communication, awareness raising campaigns and for monitoring activities. Expertise in the relevant specialist areas of international standards in industrial and environmental safety and in EU sustainability requirements will be provided by international short-term experts.

The mix of instruments is based on the principle of cost-effectiveness. The instruments are mainstreamed into cluster structures which combine the TC programme's projects. This will foster cost-effectiveness insofar as costs for functions such as administration and finance are being shared between the projects. In all outputs, but especially in output 2, the project's services are flanked by specialist expertise delivered by international and national short-term experts. Financing agreements of up to EUR 825,000 are also planned; these are earmarked for example for the ILO and for local NGOs that focus on supporting women and marginalised groups. They are selected at the start of the implementation. Materials and equipment totalling up to EUR 202,183 will be used across all outputs, specifically for the procurement of teaching and learning materials, training equipment, personal protective equipment and IT equipment for TVET institutions. Financing agreements and the procurement of materials and equipment to support partner organisations and selected TVET institutions will only be used in cases where the government does not provide relevant contributions. The mix of instruments is geared towards partner strategies and the principle of sustainable mainstreaming within the partner system. Organisational development measures will require flexible specialist advice, which goes hand in hand with increased use of short-term experts. To ensure that knowledge will be systematically transferred into the national TVET system, thereby safeguarding the module's sustainability, local tandem partners will be trained by the international long-term experts and short-term experts where possible.

Output 1 strengthens the capacities of MoE and its subordinate TVET authorities to improve governance of cooperation between TVET institutions and the industry in the field of industrial and environmental safety. Knowledge of EU sustainability requirements is being developed in order to integrate it into vocational educational and training content. New or updated cooperatively designed vocational education and training courses are to be anchored into the TVET system over the long term through accreditation. Furthermore, quality standards for cooperatively designed TVET are to be established. To develop and implement tailor-made vocational education and training courses, the project is supporting and systematising cooperation between TVET institutions and the private sector by establishing working groups and coordination bodies with representatives from the TVET and private sectors, including the Industry Skills Councils set up by the ILO's Skills 21 project. The module is improving eligibility requirements for women and other marginalised groups by

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making quality standards for training courses gender-responsive (e.g. through advocacy by agents of political change within the working groups and committees). Coordination between MoE and the ministries of labour and employment, industry, and for environment, forest and climate change will be strengthened in order to foster interministerial dialogue on a coherent education, employment and sustainability strategy. The Ministry of Posts, Telecommunications and Information Technology will also be involved to ensure from the outset the effectiveness of digitalisation strategies in the above-mentioned areas.

Output 2 aims to strengthen the capacities of TVET institutions and companies to implement demand-led, cooperatively designed TVET courses in the fields of industrial and environmental safety. In the long term, these training courses will be introduced at selected TVET institutions that are operated by MoE together with partner companies. Three long-term training programmes (diploma level, Level 6 of the BNQF, four years) and five short courses (Levels 4-6 of the BNQF, up to one year) are being developed in the fields of industrial and construction mechanics, industrial electricity and electronics, mechatronics, occupational and environmental safety, air-conditioning technology and environmental technology. Cooperation models between companies and training institutions that are based on memoranda of understanding or contracts ensure that the programmes are demand-oriented. As part of these models, the roles of the involved stakeholders are defined, and curricula and teaching materials are developed that link the learning environments of schools and companies. Further training for management, teaching staff and company trainers is key, including the piloting of digital networking and teaching/learning platforms.

Output 3 comprises the implementation of innovative career guidance for girls, women and marginalised groups, based on a gender-responsive and inclusive approach. The aim is to improve their access to future-oriented, high-quality TVET and employment, both during the transition from school to training and when entering the labour market. This output develops career guidance programmes that are tailored to the needs of girls, women and marginalised groups. Mentoring programmes that work with both individuals and groups support professional and personal development, address socio-cultural barriers and discrimination, encourage reflection on educational, professional and social experiences and support the development of professional networks. The individual programmes are developed on a participatory basis between TVET institutions, civil society interest groups and the private sector. One important aspect of the programmes is improving access for girls and women to male-dominated professions through special pilot initiatives. Civil society organisations are involved as cooperation partners to ensure that the advisory approach focuses on the realisation of the rights of women and marginalised groups and pursues a transformative approach to gender equality that builds on national experience and knowledge. To this end, the project under review is seeking close cooperation with the ADVANTAGE TC module, which is planning similar measures. This will contribute to cost efficiency.

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Outputs	Key activities	Time frame/ milestones	Instruments to be used (number, scale)
Output 1	<p>Advice on setting up and further developing committees and dialogue formats for involving the private sector in TVET</p> <p>Awareness-raising to increase the attractiveness of TVET and associated career paths</p> <p>Support for BTEB for the accreditation of new and further developed initial and continuing vocational training courses</p> <p>Further training for specialist and management staff of MoE, DTE and BTEB</p>	<p>Committees and dialogue formats are established (June 2025)</p> <p>National awareness raising campaign is designed (August 2025)</p> <p>Four of eight new or further developed training courses are accredited (December 2026)</p>	<p>International long-term experts (29 expert months)</p> <p>National long-term experts (64 expert months)</p> <p>Short-term experts (7 expert months)</p> <p>Financing arrangements (EUR 450,000)</p> <p>Materials and equipment (EUR 23,251)</p>
Output 2	<p>Development of professional standards, curricula, initial and continuing vocational training materials together with the industry</p> <p>Establishment of formalised cooperation models between companies and TVET institutions</p> <p>Implementation of awareness-raising measures</p> <p>Skills development of teaching, training and management staff</p>	<p>Six vocational training institutions have been selected (June 2025)</p> <p>Curricula for eight new or further developed, cooperatively designed training programmes are available (February 2026)</p> <p>Start of implementation of the training programmes (July 2026)</p>	<p>International long-term experts (35 expert months)</p> <p>National long-term experts (64 expert months)</p> <p>Short-term experts (56 expert months)</p> <p>Financing arrangements (EUR 125,000)</p> <p>Materials and equipment (EUR 64,364)</p>
Output 3	<p>Involvement of NGOs as implementation/cooperation partners</p>	<p>Start of the piloting of career guidance services (January 2026)</p>	<p>International long-term experts (37 expert months)</p>

Outputs	Key activities	Time frame/ milestones	Instruments to be used (number, scale)
	<p>Support for women in male-dominated occupations by piloting target group-oriented mentoring programmes</p> <p>Establishment of career guidance geared specifically towards women and marginalised groups</p> <p>Development of guidelines on the transition to the labour market for women and marginalised groups</p>	<p>Guidelines on career guidance developed (November 2025)</p>	<p>National long-term experts (64 expert months)</p> <p>Short-term experts (7 expert months)</p> <p>Financing arrangements (EUR 250,000)</p> <p>Materials and equipment (EUR 108,293)</p>

5.2 Ensuring the long-term effectiveness of the measures (outcomes)

The module builds on ongoing reform of the TVET system in Bangladesh, in particular the Education Sector Plan for Bangladesh (2021 – 2025) for interministerial coordination, as well as previous results achieved by the TC modules of German DC that have already been described in section 2.1. It supports all levels of the TVET system using a systematic multilevel capacity development strategy. The support measures for MoE, DTE and BTEB will make a significant contribution to sustainably strengthening governance and regulation of the TVET sector. This will be achieved above all with a view to stepping up the involvement of companies in TVET in the long term and making it more attractive. Systematic development of HR and organisational capacities at the selected TVET institutions and their partner companies, to make their coordination mechanisms and procedures more professional for example, will ensure that cooperative training models for implementing cooperative TVET can be established in the long term. The integration of international sustainability requirements into educational content will help improve the competitiveness of export-oriented companies in Bangladesh. Curricula that are based on updated occupational standards for the eight cooperatively designed training courses will be accredited by BTEB, which will firmly anchor them in Bangladesh's TVET system, based on the BNQF. In line with the project's multilevel capacity development strategy, the support measures of all three outputs are systematically interlinked with a view to significantly increasing the quality of initial and continuing vocational training and boosting demand for and the practice orientation of cooperative training courses. This will not only strengthen the employment and labour market orientation as well as overall attractiveness of TVET in Bangladesh, but also improve access to these training courses for girls, women and other marginalised groups.

5.3 Partner inputs, combined financing

	Details	Estimated value
Combined financing	-	
Partner inputs	HR contributions from MoE, TMED, BTEB and DTE: Coordination of political actors, implementation of events, development of strategy papers and revision of curricula and guidelines from outputs 1, 2 and 3. Provision of premises within the authorities for events and steering committee meetings (subject to conclusion of an implementation agreement) 50 expert months	EUR 200,000

5.4 Commission value and detailed cost estimate

Up to EUR 7,000,000

The commission value also includes the costs of participating in the work of the Assets for Asia sector network, the aim being to ensure that knowledge management and the technical quality required for implementing the commission are in place. The commission value may also include the cost of interim/final project evaluations, as a key instrument for monitoring results and for the accountability of German TC.

Project preparation and follow-up are also part of the commission. The costs of preparing the measure will be posted to the project once it has been commissioned. If no commission is placed, these costs will be reposted to the Study and Expert Fund (SEF) Bangladesh (PN: 2018.2070. 3-029).

Projects are prepared and evaluated in accordance with the procedure agreed on between BMZ and GIZ; GIZ undertakes this procedure on behalf of BMZ.

For a detailed overview of costs, see annexes 3a 'Cost estimate and outgoing funds broken down by financial year' and 3b 'Cost-output allocation'.

6. Assessment of the results and risks of the module

6.1 Assessment of results

Results in general: Strengthening capacities at all levels of the TVET system will help improve use of human capital in Bangladesh, which will in turn contribute to achieving the goals laid down in the Education Sector Plan for Bangladesh (2021 – 2025). The module contributes to implementation of the 2030 Agenda in Bangladesh, which is set out in the long-term development plan Perspective Plan of Bangladesh 2021-2041 and the 8th Five Year Plan, July 2020 – June 2025. The focus of the supported vocational education and

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courses on industrial and environmental safety, combined with the involvement of the private sector at all levels of the TVET system, will make a direct contribution to employment and income growth in Bangladesh and therefore to SDG 8 'Decent work and economic growth', in particular to targets 8.2 'Achieve higher levels of economic productivity' and 8.3 'Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation'. The new and further developed training programmes in the field of environmental protection (climate and environmental technology) in particular contribute to implementation of target 8.4 'Improve resource efficiency in consumption and production'. The module addresses SDG 5 'Gender equality' across all outputs, in particular by supporting the gender-responsive organisation of TVET in output 3 (see section 4.1). It also supports the partner organisations in increasing their contributions to achieving the 2030 Agenda and mitigating the unintended negative environmental impacts of industrial growth. The provision of environmentally and climate-related initial and continuing TVET is also being improved and in this way, the project makes indirect contributions to SDG 7 (Affordable and clean energy) and SDG 12 (Responsible consumption and production). The multi-level capacity development strategy includes development of digital elements as part of the national PR campaign to improve the attractiveness, establishment and expansion of digital networking platforms for teachers and digital knowledge platforms and networking formats at TVET institutions and their partner companies (quality criterion 'Digital technology').

Economic results: By focusing on industrial and environmental safety and EU sustainability requirements, the TC module helps reduce safety risks and increase the long-term efficiency of industrial production. This will enable companies in Bangladesh to consolidate and expand their access to international markets (see section 5.2) and modernise their production processes. By gaining access to trained specialists, companies will be able to tap into their productivity potential to a greater degree, paving the way for economic success and job creation. The module therefore plays a role in boosting the socio-economic development of Bangladesh and in reducing unemployment. At the level of society as a whole, tapping into women's potential for productivity to a greater degree will boost economic growth and help drive the transition to a socially just and green economy.

Environmental results: The project does not pose any direct risks to the environment. Suitably trained environmental protection specialists (climate and environmental technology) will enable companies to organise their production and service processes in a more efficient and environmentally friendly manner, conserving natural resources and reducing emissions in wastewater and in the air that jeopardise both environment and climate. The thematic priorities of the quality criterion 'Environmental and climate assessment' form the cornerstones for developing initial and continuing vocational training in the field of environmental safety as well as for providing technical advice to MoE and to the ministries for labour and employment, industry, and for environment, forest and climate change in implementing an overall strategy to improve industrial and environmental safety in the private sector in Bangladesh (output 1).

Social results: The TC module's measures to improve the quality and quantity of industrial and environmental safety vocational education and training courses will increase the target

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group's chances of finding decent work and earning an adequate income. Since a significant proportion of the target groups are from low-income families and – as low-skilled young people – are particularly affected by discrimination on the labour market, the module will help reduce poverty and inequality and alleviate pressure to migrate (quality criterion 'Poverty reduction and inequality reduction'). It is therefore aligned with the principle of leaving no one behind (LNOB) and will help foster peaceful and inclusive development in Bangladesh (quality criterion 'Conflict sensitivity').

By increasing the number of gender-responsive training courses, advisory formats and mentoring programmes, women and other marginalised groups in Bangladesh that have so far been restricted by the stereotypical assignment of gender roles will gain better access to income-generating jobs in the industry. Improved access to employment will strengthen economic participation by and the financial independence of young, disadvantaged women, enabling them to take charge of their own lives, thereby boosting self-confidence and personal responsibility (quality criterion 'Human rights, gender equality and disability inclusion'). By providing support for cooperation between the public and private sectors in the TVET system and in multi-stakeholder dialogue forums, which also include civil society organisations, the project fosters good governance and helps fight corruption, based on participation and shared responsibility (quality criterion 'Anti-corruption and integrity').

Conclusions for the module design: Based on a multilevel capacity development strategy, the support measures of all three project outputs are interlinked with the objective of improving labour market orientation and increasing the attractiveness of TVET in Bangladesh. Key levers include strengthening the TVET system's governance structures, broadening involvement of the private sector in TVET and further developing training courses in the field of industrial and environmental safety in line with EU sustainability requirements. This will enable companies to gain better access to trained specialists, to consolidate and expand markets and organise production processes more efficiently, thereby improving their competitiveness and opportunities for growth (see section 5.2 on economic sustainability). The project supports environmental sustainability by expanding the range of environment and climate-related training courses. It promotes gender equality through measures to improve the integration of girls, women and other marginalised groups in TVET, including on-the-job learning. The module therefore makes a strategic contribution to national implementation of the 2030 Agenda (and to reform of the TVET sector (see section 3)). Mechanisms to detect and counteract negative results early on – including the do-no-harm principle and a gender-sensitive monitoring system – are being applied.

Markers and keywords are laid down in a table in Annex 4a; reference is also made to the in-depth checks on the quality criteria of gender equality and environmental and climate assessment in Annex 5.

6.2 Assessment of the risks to the effectiveness of the module

Political risks: Bangladesh's Prime Minister Sheikh Hasina resigned following student protests in July and August 2024 over high unemployment, a lack of opportunities and the introduction of a quota system for the civil service that sparked violent riots throughout the country and resulted in the dissolution of parliament. Although the interim government is

planning to hold fresh elections and implement fundamental reform, the country's political future is still uncertain. The previous government's priorities and policies in the education and economic sectors could well shift. It is also possible that another election could spark renewed violence or result in diffused responsibility and delayed decision-making due to a change in or lack of contacts at political level.

The project is implementing mitigation measures to address current political uncertainty and overlapping mandates between the different responsible authorities (e.g. MoE and NSDA), in particular by continuously monitoring the situation, linking up with existing contacts at working level and underlining the positive contribution the module will make to any new government's agenda. However, the continued strong presence of entrepreneurs in politics means there is a risk of rapid economic growth taking precedence over a sustainable, socially just and green transformation of the economy, which could hamper (legal) reform. A lack of legal and regulatory requirements for relevant positions in companies could also lead to new occupational profiles not being considered a priority. Lack of commitment by a future government could discourage companies from investing in establishing such positions. To mitigate against any repercussions, the module attaches great importance to supporting interministerial coordination when developing legal/regulatory requirements for industrial and environmental health and safety in companies.

Implementation risks are posed by potentially prolonged coordination processes with the currently non-constituted government, e.g. due to changes in counterparts, or in the possible restrictions on communication for upcoming elections, both of which may result in delays. The large number of ministries and organisations involved in the TVET sector in Bangladesh, combined with unclear , can lead to lengthy bureaucratic processes, shifts in mandates and obstruction of measures, all of which may negatively impact implementation. To minimise this risk, the project plans to consult with political actors and coordinate activities with authorities and other international cooperation stakeholders early on. Other implementation risks include a lack of willingness by some companies to participate in staff training measures. The module addresses this risk by ensuring that the motivation of TVET institutions to actively approach companies, build strategic partnerships and customise training programmes is used as a key criterion when selecting TVET institutions.

There is also a risk that target groups will not be sufficiently interested in and/or lack opportunities to attend training measures, which would diminish demand for subsidised, cooperatively designed training courses. This applies in particular to TVET for women and other marginalised groups. These implementation risks can be influenced by providing continuous advice to industry and running gender-sensitive awareness-raising campaigns for the target group.

Risk to long-term mainstreaming: Although acceptance for hiring suitably qualified specialists in industrial and environmental safety has increased significantly in recent years, especially among export-oriented companies in Bangladesh, there is a risk that companies will not employ graduates of the subsidised initial and continuing vocational training courses to a sufficient degree. This risk will be minimised in particular by the fact that export-oriented companies will have no other choice but to comply with EU sustainability requirements if they are to have any chance of consolidating access to the lucrative EU market. The capacities of

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Bangladesh's TVET system to implement cooperative training models have so far been very limited. To counteract this risk, the project provides systematic technical and organisational advice and runs HRD measures using a multilevel capacity development strategy at all levels of the TVET system and in partner companies. Support for participation formats and dialogue between TVET institutions and companies will also minimise this risk. BTEB's accreditation of new and further developed training programmes will help safeguard the mainstreaming of these programmes in the TVET system in Bangladesh over the long term.

Impacts of the measure on the natural and social environment (unintended impacts):

The high levels of resource consumption and emissions (such as wastewater, sewage sludge, solid waste and exhaust gases) as well as weak environmental legislation and enforcement structures pose a general risk in certain industry sectors in Bangladesh (such as textiles and leather). The same applies in the field of occupational health and safety given weak legal requirements, high levels of dust, noise and chemical exposure and inadequate fire protection. By focusing TC module on strengthening the emphasis on occupational and environmental safety in TVET, the risks of unintended negative impacts will be reduced, while the project makes a significant contribution to improving occupational health and safety and protection of the climate and the environment (see section 5.1).

Corruption risks: Possible corruption risks lie above all in the process of selecting TVET institutions that are supported by the module via MoE and its downstream authorities DTE and BTEB and of selecting participants from intermediary organisations (especially management and teaching staff) to participate in training. Corruption risks also exist in the process of accessing TVET opportunities, especially for women and marginalised groups. Lessons learned from implementing projects in Bangladesh show that rigorous management of activities and finances together with transparent selection procedures in TVET measures will prevent corruption risks.

The overall risk is rated as moderate; the extent to which it can be influenced as medium.

Risk	Rating*	Influenceability*	Risk management measures (already in place)
Political risks	3	1	
<ul style="list-style-type: none"> Formation of government and potential re-escalation of violence Lack of willingness to cooperate and delays due to changes in government Overlapping mandates in the TVET system Lack of legal/regulatory requirements for positions in industrial and environmental health and safety companies 			<p>Close monitoring paired with GIZ security risk management measures</p> <p>Close monitoring of the situation leveraging contacts at working level, highlighting the module's positive contributions to the new government's agenda together with advisory support and information campaigns</p> <p>Involvement of all relevant TVET stakeholders</p> <p>Support for interministerial coordination between the ministries responsible for education, labour and</p>

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Risk	Rating*	Influenceability*	Risk management measures (already in place)
			employment, industry, and for environment, forest and climate.
Implementation risks	2	3	
<ul style="list-style-type: none"> Overlapping responsibilities in the TVET system, delayed decision-making and lengthy coordination processes Lack of cooperation between TVET institutions and companies Limited opportunities and demand for training measures 			<p>Careful planning, support for transparent communication and cooperation</p> <p>Incentives and active management, as well as willingness to expand partnerships with companies as key selection criteria</p> <p>Capacity development measures at all hierarchy levels</p> <p>Targeted information and awareness-raising campaigns</p>
Risks to long-term mainstreaming	2	3	
<ul style="list-style-type: none"> Limited demand from companies for industrial and environmental safety specialists Cooperative TVET models are not sufficiently mainstreamed in the structures/strategies of the TVET sector in Bangladesh 			<p>Information and awareness-raising campaigns</p> <p>BTEB accreditation of new and further developed cooperatively designed training programmes</p> <p>Formalised establishment of cooperative TVET models</p> <p>Technical and organisational advice, HR development at all levels of the TVET system</p>
Impact of the measure on the natural and social environment (unintended impacts)	1	3	
<ul style="list-style-type: none"> No direct risks to the natural and social environment 			<p>Maintenance of workshops, machines and work stations</p> <p>Efficient management of chemicals and waste</p>
Corruption risks (VI063)	2	3	
<ul style="list-style-type: none"> Selection of vocational training institutions, intermediaries and participants 			<p>Application of fair and transparent selection criteria and processes</p> <p>Rigorous management of activities and finances</p>
Overall risk	2	3	

*) Levels: 1=low, 2=medium, 3=high, 4=very high

6.3 Declaration

After a review of alternative options, the TC measure and implementation modalities presented here are held to yield the most favourable relationship between the purpose of the TC measure and the funds to be used. The country strategies and programmes and BMZ's binding thematic steering documents have been taken into account during planning.