

LSDS activity relevant to the Refugee community

Accelerated Adult Learning (AAL) Package

Refugee youth face significant challenges in acquiring vocational skills due to their low levels of literacy and numeracy. The existing literacy programs are not well-suited for individuals above the age of 18 who are interested in joining **Vocational Training** or **Non-Formal Technical Training**. As a result, many youth learners are unable to meet the qualifications for enrollment in skills development programs. To address these challenges, the Accelerated Adult Learning (AAL) Package has been designed to provide a tailored solution. The AAL Package integrates basic literacy and functional literacy in English, Burmese, and numeracy, while also introducing vocational and livelihood-related terminology. Furthermore, it incorporates essential soft and life skills, making it a holistic educational approach for adult learners. The successful implementation of the AAL Package will significantly increase the number of eligible beneficiaries for formal Competency-Based Training (CBT) in vocational skills within the camps. Additionally, AAL graduates will be well-prepared to participate in non-formal technical training programs. In alignment with sector guidelines, implementing partners are required to provide a daily stipend of **100 BDT** to participants during the training sessions, ensuring consistent participation and engagement. This initiative holds great potential to bridge the existing gap in skills development and equip refugee youth with the foundational skills needed for meaningful livelihood opportunities. The budget for AAL package will also include the need for conducting Master Trainer's Training costs and material printing costs.

Key Guidelines for the Accelerated Adult Learning (AAL) Package

1. Target Group

- ✓ Refugee youth aged **18 years and above** with **low literacy and numeracy skills**.
- ✓ Priority to learners interested in **Vocational Training (VT)** or **Non-Formal Technical Training (NFTT)** but currently **ineligible due to literacy gaps**.

2. Objective

- ✓ To **bridge literacy and numeracy barriers** and enable adult learners to qualify for formal and non-formal skills development programs.
- ✓ To enhance foundational, functional, and life skills to support **future employability and self-reliance**.

3. Training Components

- ✓ **Basic Literacy:** Reading, writing, and comprehension in **English and Burmese**.
- ✓ **Numeracy Skills:** Practical numeracy relevant to daily life and vocational contexts.
- ✓ **Functional Literacy:** Use of vocational and livelihood-related terminology.
- ✓ **Soft and Life Skills:** Communication, teamwork, problem-solving, and personal development. (optional)

4. Training Duration & Structure

- ✓ To be delivered as an **accelerated course**, focusing on practical and functional learning methods suitable for adult learners.
- ✓ Interactive, participatory, and context-relevant teaching methods should be used.

5. Stipend Provision

- ✓ In line with **sector guidelines**, implementing partners must provide a **daily stipend of 100 BDT per participant** to ensure attendance and consistent engagement.

6. Trainer Preparation

- ✓ A **Master Trainer's Training (ToT)** must be conducted before rollout to ensure standardized delivery and quality across partners.
- ✓ Only trained facilitators are to conduct AAL sessions.

7. Learning Materials

- Partners should use **standardized and approved AAL materials**, including literacy, numeracy, and soft skill modules, which are developed by **UNESCO**.
- **Printing costs** for these materials should be included in the AAL budget.

8. Expected Outcomes

- Increased number of **eligible beneficiaries** for **Competency-Based Training (CBT)** programs.
- Enhanced readiness of AAL graduates to participate in **non-formal technical training**.
- Improved foundational literacy and life skills among adult refugee learners.

9. Monitoring & Evaluation

- Regular progress assessments of learners' literacy, numeracy, and participation.
- Post-training follow-up to track AAL graduates' transition into vocational or technical programs.

Vocational training in line with formally recognized curriculum/ certification programs

Competency-Based Training (CBT) packages have been developed for ten trades/occupations, in alignment with the findings of the Skills Needs Assessment in Camps (UNHCR, 2022) and under the framework of the Government of Bangladesh (GoB) – UN Skills Development Framework for Rohingya Refugees/FDMNs and Host Communities. These packages are designed to meet the objectives outlined in the Skills Development Framework and have been adapted from the Myanmar National Qualifications Framework (MNQF) and the ASEAN Qualifications Reference Framework (AQRF).

The CBT curriculum includes a total of 360 hours of training, structured as 80% practical demonstration and 20% theoretical instruction, delivered over 72 days. Each day consists of 5 hours of learning (4 hours of classroom instruction and 1 hour of home-based learning). Upon completion of the 360 hours of training, an assessment will be conducted to validate the competency level of the beneficiaries. The assessment process will be overseen by a pool of independent assessors, coordinated by the Sector.

A standard CBT learning package comprises the following components:

- **Competency Standards (CS)**
- **Course Accreditation Document (CAD)**
- **Session Plan**
- **Delivery Plan**
- **Competency-Based Learning Materials (CBLM)**

The Sector has already provided the Competency Standards for each of the ten trades/occupations to its partners. Interested partners, after reviewing these standards, **can reach out to the Sector** for the **Course Accreditation Document (CAD)**. The CAD includes detailed instructions and requirements regarding tools, equipment, consumables, furniture, and any additional facility needs such as open demo fields (where applicable for specific occupations). Once a partner meets the requirements outlined in the CAD, they may request the full Training Package from the Sector.

Livelihood and Skill Development Sector

Guidance Note on LSDS Activity Matrix 2026











When planning and budgeting for these training programs, partners should consider the costs associated with constructing training centers (for those without existing facilities), procuring furniture, tools, and equipment, hiring trainers, and maintaining the training facility. In addition, partners must account for the running costs of the program, including the mandatory stipend of **100 BDT/day** per beneficiary during the training sessions. If a partner is interested to implement any of these CBT training, they should reach Sector with a request form, that would be shared by Sector. The Sector will assess the requesting partners capacity in terms of facility requirement and human resources and after satisfying all the required assessment, will inform the partner on the Sector's decision. For more details the FAQ link could be accessed.

[FAQ: Skill development initiative for Rohingya Refugees](#)

[Competency Based Training presentation](#)

For assistance with cost estimation and further guidance, please contact the Livelihoods and Skills Development Sector Coordinator.

The list of ten CBT/ Vocational Trainings is:

Occupations
 Sewing Machine Operation
 Plumber
 Concreter
 Small Engine Mechanic
 Electrician (Building)
 Agricultural Crop Production
 Community Health Worker
 Caregiver
 Solar (PV) System Installation & Maintenance
 Bakery and Pastry Staff

Non-formal technical training

In the 2024 Joint Response Plan (JRP), the Livelihoods and Skills Development Sector has established a minimum duration of 120 hours for non-formal technical training (NFTT). This decision addresses the varied modalities and practices previously employed by partners, promoting a systematic and harmonized approach in support of ongoing rationalization efforts.

Livelihood and Skill Development Sector

Guidance Note on LSDS Activity Matrix 2026

Here are the **key guidelines** from the *Standard Operating Procedure (SOP) for Non-Formal Technical Training under LSDS*:

1. Purpose

- Ensure **consistency, quality, safety, and compliance** with GoB and humanitarian policies.
- Support **skills development for self-reliance and resilience** among refugees and host communities.

2. Scope

Applies to all **LSDS partners** delivering non-formal technical training in Cox's Bazar, covering:

- Training design and duration
- Trainer qualifications
- Facility standards
- Safety and security
- Monitoring and reporting

3. Training Design Standards

- **Curriculum:** Based on **national competency standards** (BTEB/NSDA Level 1–4) and localized to labor market needs.
- **Duration:** 120–300 hours, depending on skill level.
- **Structure:** Max **6 hours/day** with adequate breaks.
- **Literacy Support:** Include **functional literacy/numeracy** where needed.
- **Gender & Inclusion:** Minimum **50% female participation**; ensure inclusion of **youth and persons with disabilities**.

4. Trainer Requirements

- **Qualification:** Minimum **BTEB/NSDA Level 2–4** certification or equivalent.
- **Assistant Trainers:** Allowed under supervision of certified trainers.
- **Experience:** Minimum **2 years' technical and instructional experience**.
- **Code of Conduct:** All trainers must sign and comply with **Safeguarding, Child Protection, and PSEA** standards.

5. Training Facility Standards

- **Approval:** Facilities must be approved by **LSDS, RRRC, and CiC**.
- **Infrastructure:**

- Safe, well-ventilated, and weather-resilient structures.
- **Gender-segregated sanitation, breastfeeding corner, and accessible facilities.**
- Proper workstations and furniture for the trade.
- **Equipment & Materials:** Safe, functional, and adequate; consumables must be replenished regularly.
- **Accessibility:** Must be **inclusive and women-friendly**, following **social safeguard, child protection**, and **PSEA** standards.

6. Safety and Security

- **Emergency Preparedness:** Fire extinguishers, first aid kits, and clear evacuation routes.
- **Health & Safety Orientation:** Mandatory safety session for all participants.
- **PPE:** Must be provided and used during practicals.
- **Age Restriction:** No one **under 18** may participate as trainee or facilitator.
- **Security Protocols:** Follow **RRRC/ISCG** guidelines for trainee registration and access control.

7. Monitoring, Evaluation & Reporting

- **Attendance:** Daily records, minimum **80% attendance** for certification.
- **Assessment:** Conduct **pre- and post-training** tests to measure skill gain.
- **Certification:** Issued upon completion and assessment, endorsed by **LSDS**
- **Reporting:** Submit **monthly/ quarterly progress reports** with gender-disaggregated data, challenges, and lessons learned.

8. Compliance & Accountability

- **Quality Assurance:** LSDS to conduct **regular monitoring visits**.
- **Non-compliance:** May lead to **suspension** until corrective actions are taken.
- **Partner Accountability:** Partners must ensure alignment with **GoB restrictions** and **humanitarian protection standards**.

The skills that are to be provided under non-formal technical training are those specified in the Skills Development Framework and mentioned below. ¹

¹ LSDS is conducting a skill needs assessment, based on the findings Vocational and NFTT trades will be adapted.

NFTT skills sets as per Skills Development Framework
Electric maintenance
Weaving, knitting, repairing household items (handy craft)
Tailoring
Hairdressing/Barbering/Beautification/Beauty Parlor Business
Jute products (handy craft)
Carpenters (wooden/bamboo handy craft)
Financial and basic digital skills
Repairing of gas stoves and solar panels
Production of liquid and solid soap, handwashing liquid etc.
Production of toilet cleaning liquid (e.g. Harpic)
Cross cutting: Waste/ Plastic recycling / waste management; DRR/DRM in coordination with EETWG, SCCCM, WASH

Creating diversified livelihoods opportunities in the camps

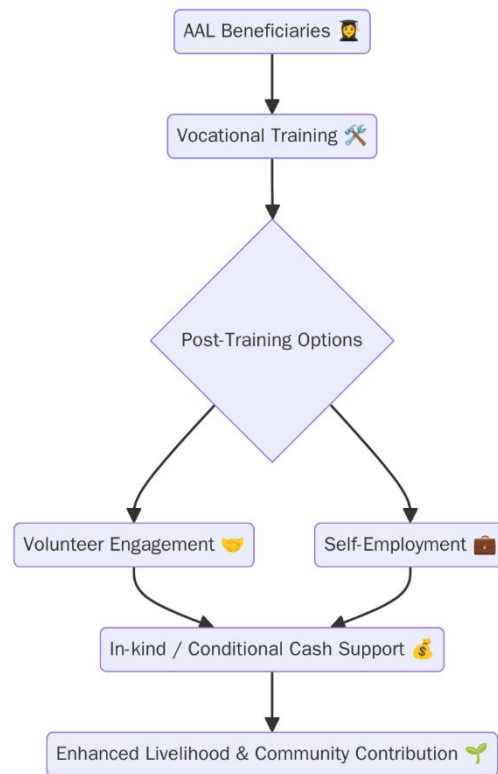
The Sector will promote a full-service package or a pathway that leads to learning to earning, from AAL packages to Vocational training to **Volunteer Engagement/ self-Employment opportunity**, meaning, the partners are encouraged to combine skill development with follow-up activities, either in the form of **equipment/in-kind support** to the beneficiaries for **Self-employment opportunities** through MSME or a Volunteer Engagement.

The partners are requested to strictly adhere to the Guidance on Volunteer Engagement.

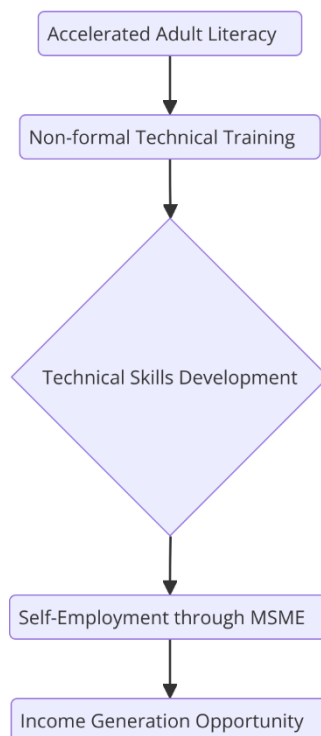
After receiving the training from LSDS partners on Vocational Training on the mentioned trades for Vocational training, the beneficiaries will be able to be referred to Volunteer Engagement and will be paid as per the **Volunteer Engagement Guidance**, or as the volunteer roles are saturating, for creating more income opportunities these beneficiaries will be provided with in kind support or Conditional Cash Grant.

The non-formal technical training that are already aforementioned would be supported with Self- employment opportunities through MSME.

Pathway for Vocational Training graduates



Pathway for non-formal technical training



LSDS Activities for the Host Community in Cox's Bazar

The activities targeting the Host Community in Cox's Bazar, specifically in the influx-affected Upazillas of Ukhiya and Teknaf (excluding St. Martin), are relatively flexible as there are fewer restrictions on income-generating initiatives for the local population. The following outlines key areas of engagement under the Livelihoods and Skills Development Sector (LSDS):

Vocational Training

The Bangladesh Skills Development System, through its National Training and Vocational Qualifications Framework (NTVQF) and the National Skills Quality Assessment System, ensures the provision of quality, demand-driven skills development nationwide. The NTVQF offers a flexible and comprehensive framework for technical and vocational education and training (TVET) qualifications. For the Host Community in Cox's Bazar, vocational training is accessible through recognized local TVET institutions within the NTVQF. The Sector remains committed to coordinating with and supporting these institutions, ensuring they deliver relevant and impactful skills training programs.

Non-Formal Technical Training/ Technical Training

The Sector will encourage non-formal technical training programs that cover a wide range of trades, including carpentry, craft making, baking, green skills, and more. These training initiatives will be complemented by business development and green business skills, aimed at promoting sustainable income generation and entrepreneurship within the Host Community.

The **Technical Training** initiative for the Host Community in Cox's Bazar, based on the **Bangladesh Technical Education Board (BTEB) curriculum**, is designed to equip participants with industry-standard skills and certifications. This training goes beyond traditional **Vocational Training** by offering specialized, formal education aligned with the national framework, ensuring both recognition and employability in a competitive market.

The curriculum covers key sectors such as **mechanical, electrical, garment production, IT, and construction**, providing participants with a diverse range of opportunities suited to the local labor market and national growth industries. By adhering to BTEB standards, the training not only supports sustainable livelihoods but also fosters **skill development** that aligns with **private sector demands** and potential employment opportunities within Cox's Bazar and beyond.

This structured technical training is ideal for Cox's Bazar, offering community members the chance to build **long-term, certified careers**, and contribute to both the local economy and future development projects in the region.

Job Referrals

To enhance employment opportunities, LSDS will strengthen its collaboration with the Cox's Bazar Chamber of Commerce and Industries, as well as the private sector. Partners are encouraged to regularly engage with these institutions to develop job matching platforms and promote networking opportunities. This will help beneficiaries who have acquired relevant skills to access employment and further economic opportunities.

Creation and Expansion of Market Linkages

One of the challenges small producers faces is the difficulty in accessing larger markets, which often results in limited profitability and scaling potential. To address this, LSDS will work closely with partners, the private sector, e-commerce platforms, and local institutions to facilitate market linkages that can offer fair returns and growth

opportunities for micro and small enterprises (MSEs). Additionally, Sector partners are encouraged to organize or participate in product fairs or marketplaces where beneficiaries' products can be showcased, fostering long-term partnerships and market access.

Soft Skills Development

Transferable skills—also referred to as life skills, 21st-century skills, or socio-emotional skills—such as problem-solving, negotiation, emotional intelligence, empathy, and communication, are essential for reinforcing other core skills. The Sector will prioritize the development of soft skills for the Host Community, with a focus on digital literacy, financial management, ICT, communication, networking, problem-solving, and personal development, thereby enhancing their employability and self-reliance.

Research and Analysis

The Sector will encourage partners to conduct Market and Value Chain Analyses to assess demand and supply trends, identify skills gaps, and evaluate the capacity of relevant institutions. These analyses will also explore potential business sectors and sub-sectors with opportunities for new market entrants and job creation. Capacity-building efforts among public, private, and development sector actors will be actively supported to ensure alignment with market needs.

Conditional and Unconditional Cash Support

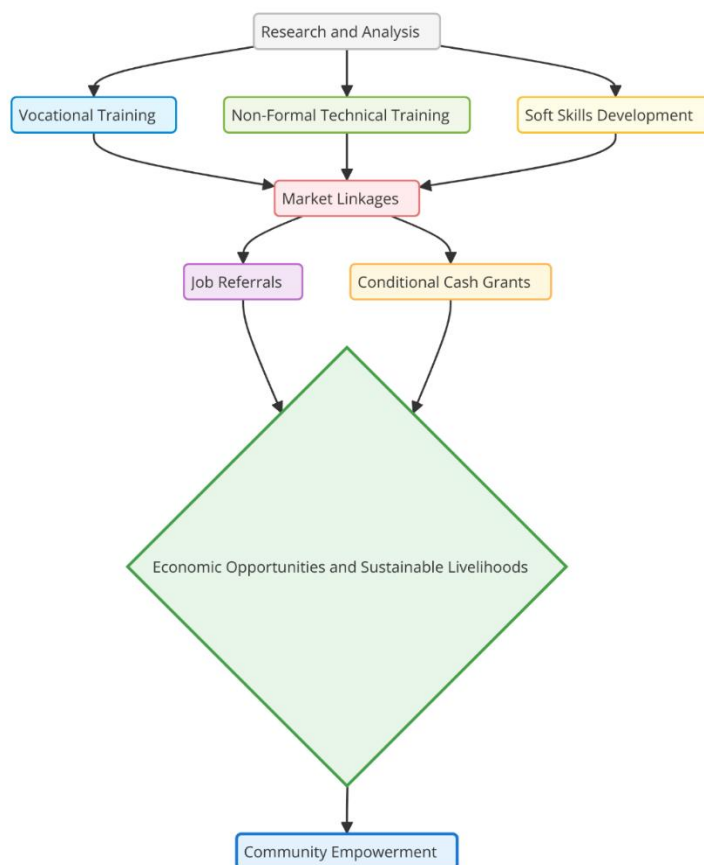
LSDS partners are encouraged to incorporate Conditional Cash Grants into their regular operations, where beneficiaries are required to participate in work or training activities before receiving financial support. Additionally, partners should plan for contingency funds in project budgets to facilitate the provision of Unconditional Cash Grants during emergencies or disasters, following guidance from the National Cash Transfer Group.

By implementing these activities, LSDS aims to empower the Host Community in Cox's Bazar, fostering resilience, self-reliance, and sustainable economic growth.

Awareness Training

The **Awareness Training** for the Host Community in Cox's Bazar focuses on key areas such as **environmental conservation, disaster preparedness, and social cohesion**. These trainings aim to empower local residents with the knowledge and skills needed to tackle critical challenges. The environmental component promotes sustainable practices like resource management and protecting local ecosystems, while the disaster preparedness training equips participants with vital skills to respond to natural disasters, such as floods and cyclones, common in the region. Additionally, social cohesion training fosters peace and understanding between host communities and refugees, promoting dialogue, conflict resolution, and harmonious coexistence. These programs collectively contribute to building a resilient, informed, and cohesive community.

Pathway for Host Community Activity:



[Livelihoods and Skills Development | Rohingya Response](#)- LSDS Webpage, all relevant docs will be available here.

For questions or clarifications, please reach out to:

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