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Skill for Employment Investment Program (SEIP): A Study on Specialized Nursing and Caregiver Course at Kumudini Welfare Trust of Bengal (BD) Ltd.



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Letter of Transmittal

13 January 2024

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Subject: Submitting an internship report on ‘Skill for Employment Investment Program (SEIP): A Study on Specialized Nursing and Caregiver at Kumudini Welfare Trust of Bengal (BD) Ltd.’

Dear Sir,

With immense pleasure to let you know that I have accomplished my internship report on ‘An Analysis of the Project entitled Skill for Employment Investment Program (SEIP): A Study on Specialized Nursing and Caregiver course at Kumudini Welfare Trust of Bengal (BD) Ltd.’. It gives me enormous delight to place the report before you.

I made every endeavor to prepare this report and tried my best to accumulate relevant as well as insightful information. It is a great experience for me to work with this topic. I have also tried to make the report vivid and comprehensive within the scheduled time and limited sources. I have completed this report as per your suggestion and the necessary information that you have given me time to time.

I highly appreciate your kind cooperation and consistent guidance, furthermore, I hope that the report has been completed as per your expectations.

Yours sincerely,



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Acknowledgment

At the beginning, I am very much grateful to the almighty for giving me strength and opportunity including a sound mind to complete the internship report. Without the support of Allah, I would not be able to complete this report. I am grateful to many individuals for completing my internship report successfully.

At first, I would like to give thanks to my Supervisor, Dr Mohammed Masum Iqbal, PhD, Professor and Dean of the Department of Business & Administration, Faculty of Business & Entrepreneurship, Daffodil International University of

Bangladesh for guiding me and encouraging me to work on this exciting topic for my internship report. I strongly believe that, these will assist me a lot to make me more professional and build my future professional career.

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Finally, my heartiest thanks go to others who were involved and helped directly and indirectly to prepare this report. Without them, not all these would have been made possible.

Student Declaration

I am Mehenaz Bintey Siddique, ID: 212-12-731, student of MBA program in Daffodil International University, hereby I assure you that the presented study of the internship report on **‘Skill for Employment Investment Program (SEIP): A Study on Specialized Nursing and Caregiver Course at Kumudini Welfare Trust of Bengal (BD) Ltd.’** is uniquely prepared by me after completion of internship program in Kumudini Welfare Trust.

I also confirm that the study is only prepared for my academic requirement, not for any other purpose.



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Certificate of Approval

This is to certify that the internship report entitled **Skill for Employment Investment Program (SEIP): A Study on Specialized Nursing and Caregiver Course at Kumudini Welfare Trust of Bengal (BD) Ltd.** is prepared by Ms. Mehenaz Bintey Siddique, ID: 212-12-731, as a requirement of the MBA Program with major in Project Management under the Department of Business Administration and the Faculty of Business and Entrepreneurship at Daffodil International University.

The report is recommended for submission.



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Executive Summary

This internship report is based on the three-month-long internship program that was completed at Kumudini Welfare Trust of Bengal (BD) Ltd. as a requirement of my MBA program. This report includes the history of the Kumudini Welfare Trust along with detailed information about the Skills for Employment Investment Program (SEIP) which has been implemented by the Government of Bangladesh under a multi- Tranche financing framework arrangement with the Asian Development Bank (ADB). Asia Development Bank (ADB) signed a Multi-Tranche Financing Faculty (MFF) Agreement with Bangladesh Government in 2014, to support long-term and comprehensive skills development efforts in Bangladesh assessing its potential contribution to higher GDP growth by skilling and up-skilling a large number of working-age people in priority sectors. The Swiss Agency for Development and Cooperation (SDC) is also co-financing the program, which supports skills development from 2014 to 2024.

This report introduces the specialized nursing and Caregiver courses in the country where KWT has been identified as the suitable partner to implement envisioned skills development training in the health sector, besides shown the plan of the Skills for Employment Investment Program (SEIP) of Caregiver and Specialized Nursing at Kumudini Welfare Trust of Bengal (BD) Ltd. In addition, this report includes an explanation of the implementation process of the SEIP of Caregiver and Specialized Nursing at Kumudini Welfare Trust of Bengal (BD) Ltd. Furthermore, the report describes the full monitoring and evaluation processes of the SEIP of Caregiver and Specialized Nursing in KWT.

Finally, some findings related to the planning and implementation of the SEIP project in KWT as well as some recommendations have been discussed in this report.

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CHAPTER 01

Introduction



CHAPTER 01

1.1 Introduction of the Study

Kumudini Welfare Trust (KWT), a nearly century old philanthropic organization as well as the biggest and oldest welfare organization in Bangladesh. It was founded by industrialist and philanthropist Ranada Prasad Shaha for 90 years in memory of his mother Kumudini. Kumudini Welfare Trust has been providing health care and education, especially to the depressed classes ever since its foundation. Still now Kumudini is focusing and keeping its contribution in health care and education sector. In this connection, Kumudini Welfare Trust (KWT) in collaboration with the Ministry of Finance is implementing the Project named “Skills for Employment Investment Program” (SEIP) funded by Asian Development Bank (ADB), and Swiss Agency. In the first phase, Kumudini Nursing School & College (KNS&C) run a total of 5 post graduate Specialized Nursing Courses in the fields of Renal, Pediatric, ICU, Trauma and Oncology under this project. In addition, a Caregiver course has been also added under this project. The curriculum for these courses is being developed by Yonsei University, Korea and accreditation of the courses are provided by Inha University, Korea. Faculty members and senior administration officials from Federation University, Australia are helping the local teachers and administration in running the courses.

Skills for Employment Investment Program (SEIP) is a multi-tranche project which will continue to be implanted up to December 2023, financed jointly by the Asian Development Bank, Swiss Agency for Development and Cooperation and Government of Bangladesh (GoB). Skills for Employment Investment program (SEIP) emphasizes improvement of job focused skills and up-skilling of the existing workforce.

The project is supporting training providers to meet health sector’s skills requirements, finance skills training of 8,42,680 trainees with at least 5,05,008 job placements (60% if the trained workforce), implement a vocational trainer development program and a skills assessment, certification and quality assurance system. The training is being imparted by the institution under both public and private sectors and NGOs as well. SEIP is financing the training programs through four ministries / divisions and 12 Industry Associations. It is also financing the skills training programs being implanted by Bangladesh Bank SME Department and Palli-Karma-Sahayak Foundation (PKSF). SEIP development is one of the key components of global development agenda of Sustainable Development Goals (SDG).

1.2 Scope of the Study

As a student of MBA, major in project management, it is normally essential to know about the process of project plan and steps of implementation of that plan during a specific time period. In modern world, most of the organizations have been managing their work through project which are systematically implemented by project management.

This study convers the clear concept of activities of the planning of a project and implement of the SEIP project in the Kumudini Welfare Trust of Bengal (BD) Ltd. It gives an immense impression on how to develop special Nurses and midwives in health sector as well as nation. It consists of

my observation and gains knowledges during visiting the project place. This report covers various aspects of planning process idea, strategies and steps of their executions in the project.

1.3 Objectives of the Study

- To show the plan of the Skills for Employment Investment Program (SEIP) of Caregiver and Specialized Nursing at Kumudini Welfare Trust of Bengal (BD) Ltd.;
- To explain the implementation process of the SEIP of Caregiver and Specialized Nursing at Kumudini Welfare Trust of Bengal (BD) Ltd.;
- To describe monitoring and evaluation of the SEIP of Caregiver and Specialized Nursing at Kumudini Welfare Trust of Bengal (BD) Ltd.;
- Identify the problems related to the planning and implementation of SEIP;
- To make some recommendations to solve the problems.

1.4 Methodology of the Study

1.4.1 Nature of the Study:

Descriptive research is types of research that describe something's characteristics or function. Descriptive research helps to get preplanned and structured design. Descriptive research marked by the prior formulation of specific hypothesis.

In this study, descriptive research will describe the overall Skills for Employment Investment Program (SEIP) project in the Kumudini Welfare Trust of Bengal (BD) Ltd. It will also describe some of the facts to plan the project of the SEIP bases on Caregiver and Specialized Nursing as well as some major dimension or tasks to implement the Skill for Employment of Investment Program (SEIP) project in Kumudini Welfare Trust of Bengal (BD) Ltd.

1.4.2 Sources of Data:

To perform the study- data sources are to be collected, classified, analyzed, interpreted and presented in a systematical way.

Generally, there are two basic types of information sources in research including primary and secondary. There are as follows:

1.4.2.1 Primary Source:

Primary data refers to the data that was collected first at hand, directly from the source. The study used.

- Face-to face interviews with Skills for Employment Investment Program (SEIP) graduates and employees of this project.
- Focus on the group discussion.
- Key personal interviews.
- Physical observation.

1.4.2.2 Secondary Source:

Secondary data refers to the data that was previously collected by others for another purpose. It includes.

- SEIP Project related websites and different online platforms.
- Journal and articles
- Manuals and research paper
- News articles
- Quarter and Annual Report of SEIP project
- Internet outlets, etc.

1.4.3 Target Population:

Individual trainees, trainer and staff related with SEIP project in Kumudini Welfare Trust of Bengal (BD) Ltd. in Narayanganj and Dhaka.

1.4.4 Sampling Methods:

Two-stage sampling design option has been considered. Firstly, cluster sampling is applied based on the contiguity of three stations of SEIP project in the KWT respectively Narayanganj, Mirzapur and Dhaka and secondly, systematic sampling is applied to separate the population into mutually exclusive groups and then select samples from each stratum.

1.4.5 Sample Size:

The sample size was compromised of 30 respondents who were real trainees, 10 Trainers from and 20 staffs of Specialized Nurse course and Caregiver course under SEIP project in Kumudini Welfare Trust in Narayanganj and Dhaka. The respondents were divided into 3 groups. Trainers and staffs under the project feel hesitate from participating in research because of confidentiality issues. In this manner, while keeping in mid the limitations, a sample size of 60 trainees, trainers and staffs of Specialized nursing course and Caregiver course under SEIP project of Kumudini Welfare Trust in Narayanganj and Dhaka was examined.

1.4.6 Method of Data collection:

There are two methods of data collections. These methods are–

- In-depth Interview
- Questionnaire Survey

1.4.6.1 In-depth Interview:

During the research, this report conducted in-depth interviews with trainees, trainers and employees of SEIP project under the Kumudini Welfare Trust in Narayanganj.

1.4.6.2 Questionnaire Survey:

This report also designed a structure and unstructured questionnaires for trainees, trainers and employees of SEIP project. This structured questionnaire was the major tools of the research project.

1.5 Limitation of the study

The study has been demonstrated with the intention of making it complete and straight forward from start to finish. But there are seemed to be many problems on the way to complete the study. The study suffers from the following edges;

1.5.1 Lack of proper time:

The duration of this study is really short. During the lack of proper time, I couldn't go into the depth of the study.

1.5.2 Insufficient Data:

SEIP project has very limited data in the website, online and others portal. It is very difficult to prepare a report such this insufficient data.

1.5.3 Confidential Data Security:

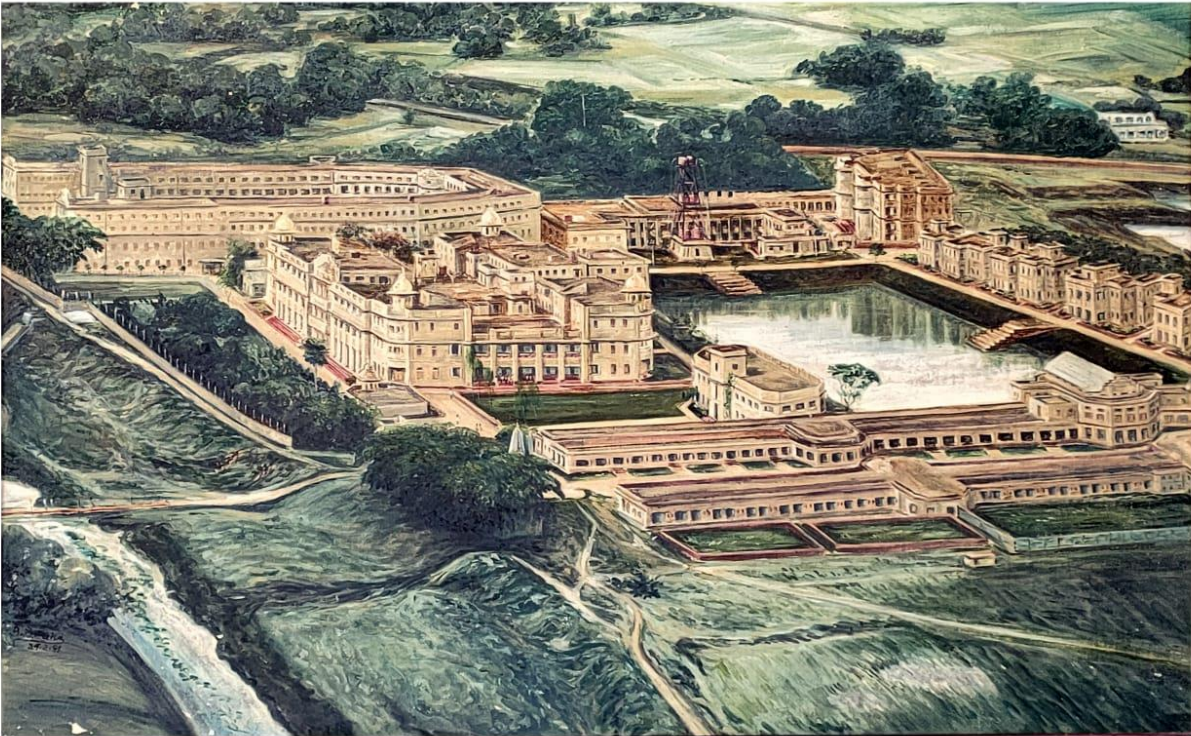
Due to the complains issue, confidential information was limited according to the company security policy on data management.

1.5.4 Restriction issue:

SEIP is a government's running project in Bangladesh. It's each and every document are under restriction. Most of the data and information are maintained as very confidential and undisclosed issues.

CHAPTER 02

Organization and Project Overview **(Kumudini Welfare Trust of Bengal (BD) Ltd.** **And** **Skills for Employment Investment Program (SEIP))**



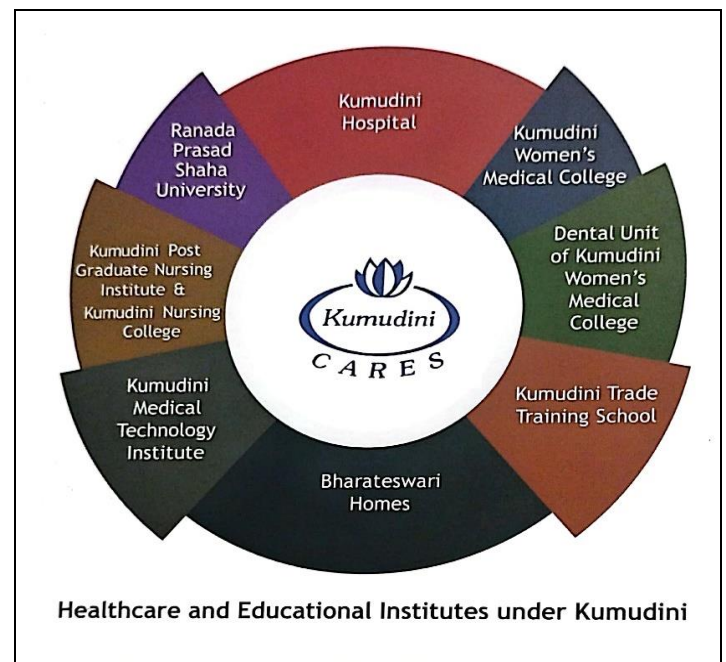
CHAPTER 2

2.1 About Kumudini Welfare Trust of Bengal (BD) Ltd

Kumudini Welfare Trust of Bengal (BD) Ltd. was established by the great philanthropist Rai Bahadur Ranada Prasad Shaha in late 1930s with all his wealth earned in his lifetime, keeping nothing for himself or his family, to serve the common people of the country in the field of health, education, and women's empowerment and since then it is serving the common people of the country.

Kumudini trust is a unique identity – unlike other institutions, it has 2 wings – one is income generating and the other is welfare activities, and all the income generated from the income generating units is spent to run the welfare activities.

Kumudini Welfare Trust is the realization of a dream, resulting from the trauma and anguish of a 7 years old Ranada Prasad Shaha, as he watched his mother die from post natural tetanus resulting from negligence and a lack of proper medical care. Later, after many years of struggle this boy became one of the leading businessmen of Bengal, instead of opting for a life of luxury and opulence, he chose to devote the rest of his life working towards the uplift of the poor and the needy and the empowerment of women. In 1947, Mr. Shaha established Kumudini Welfare Trust of Bengal (BD) Ltd, which till today, continues the work he started, in the areas of healthcare and education to create an inclusive society, free from discrimination. The Trust is registered under the Companies Act of 1913 with the name “Kumudini Welfare Trust of Bengal (BD) Limited.” The Trust's charter clearly stipulates that the main aim of the Trust business would be bearing the cost of Hospital and Homes in Mirzapur, and other such public welfare programs undertaken by the Trust. Kumudini Hospital, Bharateswari Homes, Kumudini Women's Medical College, Kumudini Nursing College, Ranada Prasad Shaha University etc. are the outcomes of his vision of a prosperous, fair, and all-inclusive society free from bias and discrimination.



The following entities of the Trust are devoted in this regard;

2.1.1 Health Care and Educational Institutional Institutions of Kumudini

2.1.1.1 Kumudini Hospital:

A charitable institution providing health services to the poor population in the rural Bangladesh, was established in 1938 by the founder himself. Currently it is a 1050 bedded general hospital which has all common discipline. The hospital provides free treatment to all those who are unable to afford medical care. The hospital serves more than 400,000 patients through indoor services annually, along with more than 25000 minor and major surgical interventions.

2.1.1.2 Bharateswari Homes:

Bharateswari Homes is a boarding school for girls located in Mirzapur, Tangail District, Bangladesh. The school was established in 1938 by philanthropist Ranada Prasad Saha. He established the institution for the girl's education and named it after his grandmother Bharateswari Devi. In 2020, the school was given Independence Day Award, the highest civilian honor of Bangladesh, for its contribution to education.



Figure 1: Students of Bharateswari Homes with Bangabandhu Sheikh Mujibur Rahman

2.1.1.3 Kumudini Nursing Institute

It began its journey in 1973 through Kumudini Nursing School (KNS). It provides free of cost Diploma in Nursing and Midwifery and Junior Midwifery education primarily to the girls from underprivileged families. KNC was established in 2007 and provides Basic and Post-basic B. Sc. In Nursing Institute in 2020 from the M. Sc. In Nursing education program.

2.1.1.4 Kumudini Women's Medical College (KWMC):

KWMC was established in 2001 with the aim to bring out quality women doctors in the country. Yearly, 120 students get admitted into KWMC and at present, 850 students are studying MBBS courses here.

2.1.1.5 Dental unit of Kumudini Women's Medical College:

Started functioning from 2012 where BDS course is offered. 40 students are admitted on this course per year.

2.1.1.6 Kumudini Medical Technology Institute (KMTI):

It was established in 2019 to address the gap in medical technology in the country through quality medical technology education. Currently, KMTI is offering 4 courses, namely, Diploma in Laboratory Technology, Radiology and Imaging, Physiotherapy and one year course in Mid-Level Ophthalmic Assistant (MLOP).

In addition to aforementioned medical education institutes, KWT runs Ranada Prasad Shaha University (RPSU), an esteemed private university and Kumudini Trade Training School, a vocational institute for underprivileged young people.

2.1.2 Vision:

Kumudini Welfare Trust aims to become a center of excellence for quality healthcare especially for the poor, vulnerable and disadvantaged as well as make medical education and health services affordable and accessible to all. It wishes to provide world class general education especially to the disadvantaged with focus on women's empowerment. It hopes to generate employment opportunities, create a sustainable environment, and contribute to the overall development of the country. The service of the Trust shall always be rendered regardless of race, color, creed, abilities, or gender.

2.1.3 Mission:

To continually develop the health facilities at Kumudini Hospital including the quality of medical education as well as general education in all educational institutions of the Trust and generate employment opportunities through business ventures.

2.1.4 Doctrine:

Health, education, and women's empowerment are key sector in development today. But R P Shaha had the foresight to understand their importance over half a century ago and to envision a world where the poor would have access to them. Helping people was his first priority. The following are some of the key doctrines.

- Provide free and quality medical care for rural people.
- Spread the light of education among women especially the under-privileged girls.

- Offer the scope of economic emancipation for rural women to improve their status within the society and their households.
- Work towards and promote environmental biodiversity and harmony.
- Develop skilled manpower that can contribute towards the economic development of society.
- Create a peaceful society by promoting mutual tolerance and self – reliance.

2.1.5 Present Project of KWT:

- Wastewater Treatment Project
- Skills for Employment Investment Program (SEIP)
- Inland River Port Project
- Kumudini Ayurvedic-Unani Medical College & Hospital (KAUMC&H)

2.1.6 Upcoming Projects of KWT:

- Kumudini International Institute of Medical Sciences & Cancer Research (KIIMS CaRe) project
- Green Gold Project (A source of organic food)
- Kumudini Harbal
- Sr. Citizen (Old home) Project
- Autism Spectrum Disorder Project

2.2 About Skills for Employment Investment program (SEIP)

The economy of Bangladesh is growing steadily benefiting from reforms and increasing openness. Annual GDP growth has accelerated from 4.1% in the period FY 1973 to crossed 8.0% in 2018-19 that gives the country an aspiration to claim up to digits. Population and labor force is predominantly young with more than a third in the 15-34 age group in 2010. Bangladesh is well placed to benefit from the demographic dividend up to 2050 and perhaps beyond due to decline in fertility rates which, combined with effective policies and markets, triggers faster rate of economic growth and human development.

Foreign remittances play a very vital role in Bangladesh economy. Bangladeshi expatriates are the main source of this remittance. But most of the Bangladeshis working abroad are unskilled or semiskilled are sending very low remittance when compared to South Asia Countries. For steady and higher remittance inflow, enhancement of skills of the aspirant migrant workers has no alternative.

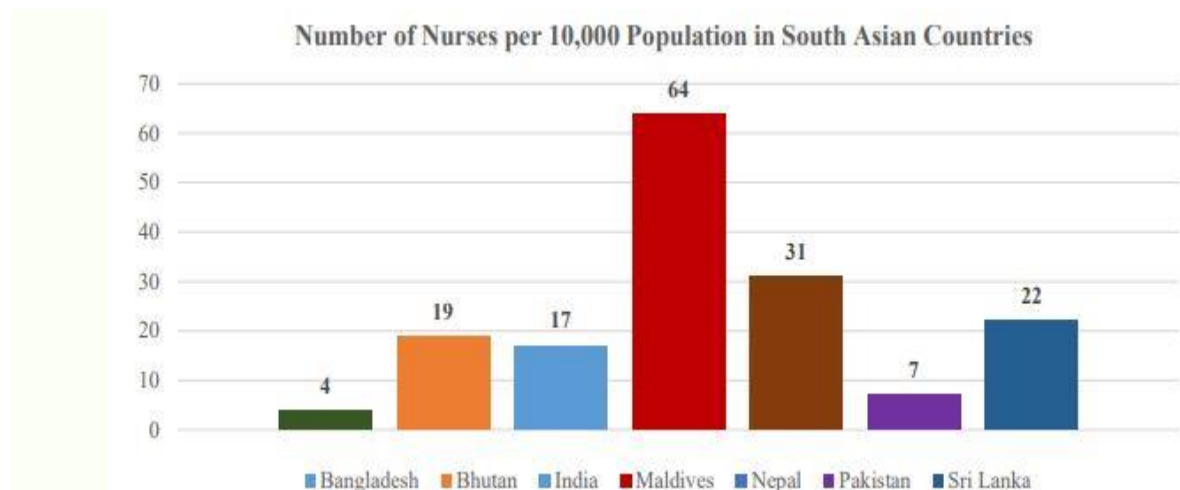


Figure 2: Number of Nurses per 10,000 Population in South Asian Countries

The Government of Bangladesh (GOB) has been implementing the Skills for Employment Investment Program (SEIP) since 2014. The project is being implemented under a multi-Tranche financing framework arrangement (MFFA) with Asian Development Bank (ADB), provider of the major share of the project's funds.

Asia Development Bank (ADB) signed a Multi-Tranche Financing Facility (MFF) Agreement with Bangladesh Government in 2014, in order to support long-term and comprehensive skills development efforts in Bangladesh assessing its potential contribution to higher GDP growth by skilling and up-skilling a large number of working age people in priority sectors. Swiss Agency for Development and Cooperation (SDC) is also co-financing the program, which supports skills development from 2014 to 2024.

SEIP has been currently supporting 11 priority sectors. Under these priority sectors SEIP is partnering with 13 industry associations, and also with the public training institutes alongside some semi-government and autonomous bodies like PKSF, BB-SME etc. The priority sectors SEIP is presently working for are as follows:

- Readymade Garment and Textile
 - Construction
 - Information Technology
 - Light Engineering
 - Leather and Footwear
 - Ship Building
 - Tourism and Hospitality Management
 - Agro Processing
 - Transport (Motor Driving)
 - Nursing & Caregiver
 - Renewable Energy

Under the proposed specialized training program, Kumudini Welfare Trust (KWT) has providing specialized nursing to Registered Nurses (RN) and specialized Caregiver training to willing youth. Upon completion of training, KWT will ensure job replacement for all the trainees. Duration of specialized nursing training will be one year, while the duration for care giving program will be six months (a total of 900 hours, spread over into three level, consisting of 360, 270 and 270 hours respectively) as per the approved curriculum of BTEB.

2.2.1 Goal of the project:

The goal of the project is to develop a skilled workforce through skills development training and therefore place them in productive self and wage employment that will improve their sustainable livelihoods.

2.2.2 Objective of the project:

The main objectives of SEIP are as follows:

- Impact skills training linked to gainful wage or self-employment through Kumudini partners and selected training institutes.
- Increase access for targeted poor people (Booth male and female) to market responsive skills development training programs.
- Ensure job replacement of the trainees after training, etc.

2.2.3 Feature or Benefit of the Project:

- Assume responsibility and accountability to provide competent care to critically ill patients and appropriate family care in tertiary care and specialized units / departments of Hospital, nursing homes, maintaining national and international standards of care delivery.
- Develop bi-lingual communication skills (Bengali and English) to communicate effectively with patients and their family members, clinicians, and other colleagues.
- Demonstrate clinical nursing competence as well as expertise in providing specialized and critical care which includes nursing process using critical and diagnostic reasoning, complex monitoring and implementing therapies under the guidance of medical doctors.
- Apply theoretical, physiological, and pharmacological principles and evidence base in implementing therapies and interventions in critical care, and conduct evaluation of nursing practice.
- Identify the critical conditions using differential diagnosis and carry out treatment or interventions to stabilize and restore patient's health and minimize or manage complications independently or collaboratively as a part of critical care team; and
- Collaboration and interaction with other health care professionals in the critical care team providing culturally appropriate care, across the continuum of critical care.
- The training of quality specialized nursing and Caregiver experts, the project will also develop capacities of nursing faculty to deliver international standard nursing and Caregiver specialized training.

2.2.4 Outputs of the Project:

- Produced around 26,579 skilled and semi-skilled workers under Tranche-1, Tranche-2 and Tranche-3 by June 2022.
- At least 60% of the total trainees will be employed after training and retained.
- The ratio of wage and self-employment of the employed trainees will be approximately 60:40 of 60% total trainees.

2.3 Skills for Employment Investment Program (SEIP) Project in Kumudini Welfare Trust (Specialized Nursing and Caregiver Course)

Skills for Employment Investment Program (SEIP) has been aspiring to implement a training program in the Health Care sector of the country with a special focus on developing the skills of the nurses and health technicians. The board of SEIP's aspiration has been that the health workforce in the country has the right skills, values, cultural sensitivities, and behavioral norms to best meet the patients' needs and deliver high-quality care. Accordingly, in the "Labour Market and Skills Gap Analysis" conducted in 2016 by the BIDA (Bangladesh Institute of Development Studies) for SEIP, the skills gap and demands in these areas were identified. Given the level of sensitivity of the health care service itself as well as the requirement of ensuring optimum standard it took some time for SEIP to identify the right partner training provider for this program.

Finally, SEIP has identified Kumudini Welfare Trust (KWT) of Bengal (BD) Ltd., a leading non-government entity in nursing education and training in Bangladesh, as the partner training provider, and SDCMU (Skills Development Coordination and Monitoring Unit) and KWT have come to a consensus to implement skills training in nursing and Caregiver.

SEIP and Kumudini Welfare Trust signed contract for conducting training on specialized nursing and care giving courses in health care sector in 2020.



Figure 3: SEIP and Kumudini welfare trust signed contract for conducting training on specialized nursing and care giving course in health sector.

2.3.1 Specialized Nursing Course

Specialized nurse is a type of advanced practice registered nurse (APRN), who provides direct patient care by working with other nurses and staff to improve the quality of care a patient receives. They often serve in leadership roles and may educate and advise other nursing staff.

Bangladesh has a huge shortage of nurses, and it is more acute in the case of Specialized Nurses in different fields. So far, a very limited number of nurses have been able to gain specialization and that to it remain confined in the field of Renal and pediatric Nursing.

There are 10 or more types of specialized nursing. KWT-SEIP project provides training on following six specialized nursing courses.

- Pediatric Nursing
- Renal Nursing
- Cardiac Nursing
- Trauma Nursing
- Intensive Care Nursing
- Oncology Nursing

2.3.1.1 Pediatric Nursing:

Pediatric nurses care for young children and their families. They have specialized knowledge about the function of young bodies and the health conditions that may affect them and assist in the diagnosis, treatment, and monitoring of these patients.



Figure 4: Theoretical and Lab Class of Pediatric Nursing

2.3.1.2 Renal Nursing:

Renal Nursing (also known as Dialysis Nursing, or Nephrology Nursing) in the care and management of patients with kidney failure. A patient experiencing kidney failure needs an alternative way for their blood to be cleaned and filtered – and this is where Dialysis Nurses come in.

2.3.1.3 Cardiac Nursing:

Cardia nursing is a nursing specialty that works with patients who suffer from various conditions of the cardiovascular system. Cardia nurses help treat conditions such as unstable angina, cardiomyopathy, coronary artery disease, congestive heart failure, myocardial infarction, and cardiac dysrhythmia under the direction of a cardiologist.



Figure 5: Lab class of Cardiac Nursing

2.3.1.4 Trauma Nursing:

Trauma Nurses specialize in treating and diagnosing traumatic injuries or illnesses that put their patient's bodies and lives at immediate risk of physical duress. The word trauma refers to a disturbing or distressing experience.



Figure 6: Clinical Practice of Trauma Nursing

2.3.1.5 Intensive Care Nursing:

Critical care nurses work with patients who are critically ill or injured and require close monitoring and care. They are responsible for looking after patients with potentially fatal conditions and following the treatment care plan for the best outcomes.

2.3.1.6 Oncology Nursing:

Oncology nurses care for patients who have cancer. They help in the treatment and monitoring of the disease, in addition to providing support and education to patients and their families.

2.3.1.7 Terms and Condition for Admission in Specialized Nursing Courses:

- Education qualification of specialized nursing must be graduation from Diploma in Nursing or B.Sc. in Nursing (Basic or Post-basic) with registration from BNMC as registered Nurses.
- Must be between 18 or 40 years of age.
- Special focus to include people from Poor, minority ethnic groups and disadvantaged and people with disability.
- Mandatory provision of ensuring at least 30% of female participation across all training.
- Not participated in any SEIP training before.

#	Courses	Duration			Number of Batch	Batch Size	Batch Size approved by BNMC
		Months	Days	Hours			
A: Courses in Specialized Nursing							
1	Diploma in Pediatric Nursing	12	252	1897	1	40	30
2	Diploma in Critical Care Nursing	12	258	1776	1	40	30
3	Diploma in Trauma Nursing	12	258	1812	1	40	30
4	Diploma in Renal Nursing	12	262	1894	1	40	30
5	Diploma in Oncology Nursing	12	258	1788	1	40	30
6	Diploma in Cardiac Nursing	12	265	1966	1	30	30
Sub-total (A): courses in Specialized Nursing					6	230	180

Table 1: Targeted Participate Number, Batch Size & Duration of Specialized Nursing Courses

2.3.2 Caregiver Course

The purpose of Caregiver training is to create employment by creating skilled manpower in the country. These courses are to provide individuals with the necessary knowledge, skills and attitude to provide quality care for infants to senior citizens, and person with special needs for supporting them in their basic needs.



Figure 7: Lab class of Caregiver for Infant, Toddler & Children (Batch 1)

2.3.2.1 Terms and Condition in Caregiver Courses:

- The minimum educational qualification is SSC.
- Age must be between 18-45 years.
- Prefer to poor, minority ethnic groups, female, disabled and disabled and disadvantaged trainees.
- Only female can apply at KTTI, Mirzapur and male and female at KTTI in Narayanganj
- Mandatory provision of ensuring at least 30% female participation across all training, and
- Not participated in any SEIP training before.

#	Courses	Duration			Number of Batch	Batch Size	Total Trainees
		Months	Days	Hours			
B: Courses in Caregiver							
1	General Caregiver, and Caregiver for Infant, Toddler and Children	6	130	910	4	20	80
2	General Caregiver, and Caregiver for Elderly	6	130	910	3	20	60
3	General Caregiver, and Caregiver for persons with Special Need	6	130	910	1	20	20
TOTAL					8		160

Table 2: Targeted Participate Number, Batch Size & Duration of Caregiver Courses

CHAPTER 03

Project Plan of the Skills for Employment Investment Program (SEIP) of Specialized Nursing and Caregiver at Kumudini Welfare Trust of Bengal (BD) Limited



CHAPTER 03

3.0 Project Plan of the Skills for Employment Investment Program (SEIP) of Specialized Nursing Caregiver at Kumudini Welfare Trust of Bengal (BD) Limited

Kumudini Welfare Trust has analyzed the following facts to plan the project of the Skills for Employment Investment Program (SEIP) of Specialized Nursing and Caregiver

3.1 Expected Outputs and Outcomes:

3.1.1 Expected Numbers of Trainees to be Trained:

During the proposed one-and-a-half-year duration, the project will provide training to a total of 340 individuals in specialized nursing and Caregiver. Among these, 180 will be enrolled for training on various specialized nursing program and 160 will be enrolled on Caregiver program.

Table 1 below shows the year-wise estimated number of trainees on the project. This is the optimum number of trainees that can be enrolled given the physical facilities and human resources sought in the project. If such facilities are increased and appropriate permissions are given by BNMC and BTEB, then KWT can train even more trained in specialized nursing and Caregiver programmers.

Program	Area	2021-2022	2022-2023	Total Enrolment Numbers
		Sept-Dec	Jan-Dec	
Specialized Nursing	Pediatric	-	15	15
	CCU	-	30	30
	Trauma	-	35	35
	Renal	-	15	15
	Oncology	-	30	30
	Cardiac	-	10	10
	Subtotal	-	135	135
Caregiver Training	Caregiver	50	80	80
Grand Total		50	215	215

Table 3: Estimated Number of Trainees in the project

Apart from those mentioned in Table1, the project will enhance capacities of a number of nursing faculty, enabling them to conduct international standard training on specialized nursing and Caregiver. They will be trained using the On-the-job training (OJT) method, under the supervision of the project coordinator and other expatriate expertise of the project.

3.1.2 Potential Profile of the Trainees:

KWT operates its educational and training programmers in-line with vision of its founder and core values of the organization, which ensures access for women, particularly from poor families, small ethnic minority communities and other hand-to-reach and vulnerable communities. This same value will be followed for the specialized nursing and Caregiver training programmers.

Sl	Course Name	Age Limit	Preferred Group	Educational Qualification
A	Specialized Nursing			
1	Pediatric	18 to 35 Years	Female from poor families, persons with disabilities, small ethnic community people and other vulnerable communities, not participated in any SEIP Training before.	Graduation from Diploma-in Nursing or B.Sc. -in Nursing (Basic or post-basic) with registration from BNMC as Registered Nurses
2	CCU			
3	Trauma			
4	Renal			
5	Oncology			
6	Cardiac			
B	Caregiver Training			
1	Caregiver	18 to 35 Years	Male and female from poor families, persons with disabilities, small ethnic community people and other vulnerable communities, not participated in any SEIP Training before.	Completion of SSC

Table 4: Potential profile of the Trainees

3.1.3 Expected Benefit to the Health System of Bangladesh:

The proposed project will create a steady supply of competent health care providers to address healthcare requirements across the lifespan and across health illness continuum. The nurse to be produced from the project will be client centered, providing holistic care with caring behavior. They will carry out knowledge based and community-oriented nursing practice with positive attitudes, ethical behaviors, and accountability in accordance with the national and international regulations and professional standards. All these qualities will ensure the nursing professionals, to be developed by KWT becoming a vital member of the healthcare provision team, along with physicians and health technicians, in ensuring universal health coverage, while maintain the quality and integrity. Universal Health Coverage is a commitment of our Prime Minister to the global community, and this project will help Bangladesh in achieving it.

3.1.4 Expected Gender Equality and Poverty Eradication Outcomes:

The proposed project will provide opportunities for girls from poor and vulnerable families and will provide them quality education with which they will be able to get into public health sector, either as a nursing professional or as a teaching professional. In both ways, the person will avail the opportunity to earn for herself and for her family. Similarly, those receiving Caregiver training

from the project will be employed in national and international employment and will earn valuable income for themselves and their families.

3.1.5 Expected Contribution of the Project on Economy of the Country:

Activities of a competent nurse saves lives of patients particularly the mothers and children, and increase professional lifespan of patients, which contributes to the GDP of the country, since the lifetime saved can be utilized in earning income by the patients. As per a study in 2015, employment of one nurse in hospital can add an additional of USD 7,411 per year, which is equivalent to BDT 622,524 per year in Bangladesh. Considering a total of 180 trainees of the project being deployed as nurses in hospital and length of active work life per nurse as 20 years, but 2030, the project will result in benefits that has economic value of BDT 784 million of the GDP.

As mentioned before, the majority of the Caregivers trained from the project are expected to get overseas employment. On average, a Caregiver's salary ranges from USD 20,349 to USD 28,833. As these Caregivers will be from marginal families, it is expected that, like other overseas employment, the majority of their income will be sent home to the family members as remittance. If 80 percent of the trainees get overseas employment, with an average annual salary of USD 20,000, and if 70 percent of their salaries are sent to their families as remittance, then after completion of the project and by 2030, the project will be able to generate remittance of USD 12.54 Million.

3.2 Job Placement Strategy of Specialize Nursing and Caregivers

- KWT has a strong network and liaison among the leading private hospitals and nursing institutes in the country, which can be the potential recruiters of the specialized nursing and Caregiver trainees. KWT will communicate with each of the private hospitals and private nursing institutes with contact details of the trainees those successfully complete training. KWT already has a database of private hospitals and private nursing institutes.
- Kumudini Welfare Trust will prepare a list of nursing homes, geriatric care homes, old homes and agencies providing Caregivers to individual households. Contact details will be shared with these homes of the trainees completing the Caregiver program.
- KWT is in the process of establishment linkage with different professional nursing councils from South Korea, Australia, USA, UK, Canada, and other developed countries. KWT will communicate with these professional bodies regarding the training completion and trainee list, along with their contact details.
- KWT will have exposure visits to different countries and will have discussions with potential overseas recruiters, including nursing institutes, Caregiver homes, hospital etc. Upon completion of each batch of training, information will be shared with these recruiters regarding the training completion information and contract details of the trainees.

- To secure overseas jobs in countries like USA, UK, Iceland, New Zealand, UAE and Australia, nurses have to appear at the licensing examination. One of the major requirements to appear in such licensing examination is the Occupational English Test (OET), which is the global standard of English Language Test for Healthcare Professionals. The examination is held centrally; however, applicants can appear at the examination in their respective countries through online, under the supervision of internationally reputed organizations, e.g., the British council. This is a very important qualification, necessary for overseas employment in the aforementioned countries.

Considering the importance of OET in increasing overseas employability of the nurses, KWT will take special arrangement to ensure that trainees of specialized nursing can sit for this certification with required training to appear at the licensing examination in the respective nursing councils. In this view, KWT will have MOU with the reputed training organizations that provide special coaching and sessions targeting OET. All the trainees will be provided such special coaching throughout their specialized training period. After training, their OET examination appear fees will be born from the project. It is expected that the specialized coaching will guide the specialized nurses getting the OET certification.

- A special requirement to get a license from Nursing and Midwifery Council (NMC), UK is to appear and qualify for the computer-based Test (CBT). This is considered as Competency Part 1 examination of licensing process of NMC, and mandatory for all expatriate nurses willing to get jobs in UK. Considering the importance, KWT will ensure that the trainees of specialized nursing acquired skills necessary for CBT. As mentioned before, there will be special emphasis on computer literacy of the trainees. In addition, KWT will sign MOU will competent organization that will provide to the trainees. Appropriate allocations have been made in the budget in this regard.

3.3 Training Strategy Planning

A range of teaching learning strategies will be followed for active learning. Learning opportunities are provided for participants who encourage a problem-solving approach and learning by doing. Besides, the teachers for nurses who are the external specialist (guest teacher) may be engaged for teaching for the benefit of the students.

Since it is a skill-based education, training, and emphasis will be given on practical session. For this course method, group discussion, brainstorming, simulation, seminar / workshop, and demonstration will be used. Case study, problem-based learning, clinic labs, clinical teaching, and clinical placement will be used for clinical practice. The manual for training will be used as reading material.

3.4 Course Requirement Planning

Course requirement planning is divided into two factors, these are as following

- In Class Attendance (Medical, English, IT training, Theory).
- Practicum.

3.4.1 In Class (Medical English, IT training, Theory) Attendance:

At least 90% percent; actively participate in the classroom, group work, individual / group assignment, and other related activities; Submission individual / group assignment on time and attend in midterm and final examination.

3.4.2 Practicum:

100% attend and actively participate in pre and post-clinical conferences as scheduled; Practice and participate in the clinical rotation as scheduled; Report to the concerned nursing officer of the assigned hospital and ward on time in full uniform, Prepare health education plans and provide health education according to the topic of interest or as allocated; Prepare and submit nursing care / Caregiver plans, and provide nursing care / Caregiver according to the topic of interest or as allocated; Write, submit, and present case studies as allocated or of personal interest.

3.5 Assessments and Evaluations Planning of the Project

There are two sectors to assessments and evaluation planning of the SEIP project, these are-

- Assessment and Evaluation for Specialized Training
- Assessment and Evaluation for Caregiver Course

3.5.1 Assessments and Evaluations Planning for Specialized Training:

Two exams will be held, mid-term examination and the final examination to assess and evaluate the specialized training.

3.5.1.1 Method of Assessment:

The method of assessment will be both formative and summative for the theory and practical part. In the theory and practice part, formative assessment will be done throughout the course. Major emphasis will be given to the acquisition of clinical skills. Two exams will be held: the mid-term examination and final examination.

3.5.1.1.1 Formative Assessment:

Formative assessment will be done throughout the course. Major emphasis will be given to the acquisition of clinical skills. Formative assessment will be included attendance, class test or quizzes, and in course assignments such as nursing care plan, case study, presentation of written assignment, interpretations of the laboratory report, oral presentation, reflective report / journal / diary, report writing, and so on. Based on the assessment lesson plan will be redesigned and extra sessions will be conducted if needed.

A mid-term examination will be conducted as a formative assessment. The examination will be arranged by KWT, following the guideline of BNMC. It will include only written tests; the mark will be preserved in the record book of KWT. It will be done to prepare the students for appearing in the final examination. In addition, the result of mid-term examination will be considered for selecting students to be awarded the opportunity of Occupational English Test (OET) and Computer-based Test (CBT) training and examination. Each participant must appear in the

midterm examination and year final examination. To pass, a student must pass in all the modules, and she/he must pass in each area of that specific module. Mark obtained in the formative assessment will be added with the final year mark sheet. The formative assessment mark sheet must be signed by an external examiner / assessor.

The assessment results need to be documented and preserved at the PIU for auditing or monitoring purpose.

3.5.1.1.2 Summative Assessment:

Summative assessment will be included written exam, oral and practical examination. The students will be assessed through the mid-term examination.

In each module, 60% marks must be obtained in written, oral, and practical parts. To pass the year final exam, a trainee must achieve a passing grade in all of the modules in the final examination. Trainees who fail (i.e. obtained less than 60%) in any part of the modules' assessment in the final exam will not be awarded the certificate. If a candidate will fail in either a written or practical paper, he / she will subsequently get two more chances. If a student fails to meet the course's clinical practice requirements for any genuine reason (sic, emergency leave, and so on) he / she will take up his / her clinical practice. Upon completion of the assessment, all the assessment results will need to be documented for future audit / monitoring purpose. The information related to the assessment and re-assessment will be uploaded of TMS.

3.5.1.2 Examination Procedure:

Each participant will must appear in the midterm examination and year final examination. The regular final examination will be held in each academic year in December under the supervision of BNMC, as per the approved policy of assessment of specialized nursing in Bangladesh. To pass, a student will must pass in all the modules, and she or he will must pass in each assessment area of that specific module.

3.5.1.3 Duration of Exam Hours:

Marks	Exam Hours
40-60	2 Hours
80-100	3 Hours
120-150	3 Hours 30 Minutes

Table 5: Duration of Exam Hours

All examination will be conducted according to set of criteria by Bangladesh Nursing and Midwife Council (BNMC).

3.5.2 Assessment and Evaluation Planning for Caregiver Training:

All assessments and evaluation of Caregiver training will be conducted as per the BTEB guideline and approved CS. In this regard, Assessors will be engaged from Kumudini Welfare Trust, as per the instructions and guidelines from BTEB. Final Assessment will be done by BTEB where their designated assessor will be present during assessment. Currently, these guidelines are not explicitly available in public sources. KWT communicated with BTEB and was informed that these guidelines will be provided once the approval is received by KWT to conduct this training.

3.5.2.1 Formative Assessment:

KWT will conduct periodic / formative assessment to assess the progress of the trainees. Based on the assessment, the lesson plan will be redesigned and extra sessions will be conducted if needed. Documents relating to the formative assessment need to be preserved at the PIU. The assessment results to be documented for auditing / monitoring purposes.

3.5.2.2 Summative Assessment:

Summative assessments and evaluations of Caregiver training will be conducted as per the BTEB guideline and approved CS. In this regard, assessors will be engaged from KWT, as per the instructions and guidelines from BTEB. However, the final assessment will be done by BTEB where their designated assessors from BTEB will be presented during the assessment. The assessors will follow SEIP / BTEB will be presented during the assessment. The assessors will also follow SEIP / BTEB Assessment Guide and Tools to assess trainees' performance. The units of competency specified in the competency standards are the benchmarks for the assessment. Upon completion of the assessment, PIU will document all the assessment results for future audit / monitoring purposes. If any trainee fails or is found not yet competent, he/she may appear again for an assessment. The information related to reassessment will be uploaded to the TMS. Formative assessment can be either written or oral.

3.6 Monitoring and Evaluation Planning of Project Activities

The PSC will be directly monitoring the training proceedings of the specialized nursing and Caregiver training under the proposed project. As the program will be in operation, primarily within KWT campus of Mirzapur, it is expected that they will be able to monitor progress on day-to-day basis. Apart from the daily monitoring, the PSC members will have monthly progress monitoring meetings in which they will discuss about the progress of the training and its quality, identify the challenges and discuss about the potential mitigation measures to address those challenges. The PSC will produce a monitoring report every month, based on their observations. This monitoring report will be shared with SEIP. One batch of training for the male will be conducted in Narayanganj campus of KWT, which will also be monitored by the PSC members.

- By policy, BNMC is responsible to monitor all academic and training proceedings relevant to nursing in Bangladesh. Hence, BNMC will also be responsible for the monitoring of quality of the specialized nursing and Caregiver training. KWT will arrange a monitoring visit of BNMC representatives, at least once a quarter. The feedback of the BNMC representatives in these monitoring visits will be share with SEIP as part of the progress reporting.

- KWT will ensure periodic monitoring visits from BTEB, NSDA and Informal Sector Industry Skills Council to ensure quality, timeliness, and effectiveness of Caregiver training programmers.
- Skills Development Coordination and Monitoring Unit (SDCMU) officials will visit TIs on a regular basis following monitoring guidelines. Visit maybe scheduled or surprise. The visiting officials will enter key findings and directions into the monitoring log and also enquire about the compliance on the direction of earlier monitoring visits recorded in the log. She or he will also submit reports at SDCMU in written and share a copy with KWT.
- KWT will conduct tracer surveys, twice, during the project implementation, with the first one at the end of second year and the second one at the end of third year and prior end of project evaluation. The tracer survey will be focused on the performance of the trainees in their job, their satisfaction / dissatisfaction, and their opinion regarding further improvement of the Project evaluation. KWT may engage Ranada Prasad Shaha University (RPSU) to conduct this survey also.
- SEIP has a Training Management System (TMS) to track records of the trainees and employees. If allowed, KWT will upload the information of the trainees of the specialized nursing and Caregiver training into this TMS regularly. The following information will be uploaded regularly in this TMS, if KWT is given the access.

SI	Particulars	Data Entry Timeline
01	Enrollment related data	
	Course period less than one and half month	Within 10 days from batch start date
	Course period more than one and half month	Within 15 days from batch start date
02	Assessment and Certificate data	Within 07 days after assessment
03	Job Placement Data	Within 07 days after placing in the job
04	Trainee Attendance	Respective data of training delivery

Table 6: Timetable for uploading Data into the TMS

3.7 Quality Assurance and Performance Appraisals Planning of Specialized Nursing and Caregiver

- SEIP has developed an internal quality assurance system to ensure the implementation of competency-based training at all training institutes. Competency-based training itself is an approach to skills development process that emphasizes on acquisition of required

competencies at the workplace. Within this approach training programs are made up of CS set by appropriate authority itself and each trainee is assessed against the CS for being ensured that trainees have achieved the necessary skills, Knowledge and develop proper attitude towards the occupation. SEIP may also engage third-party quality assurance consultants to check and review the quality of the proceedings of the proposed specialized training program.

- In the case of nursing, BNMC is the ultimate authority of quality assurance of any nursing and allied training programs. BNMC has its own stringent method and process in doing so, which include period visits, discussion with trainers, trainee and management staff and conducting quality audit. The proposed specialized training program's nursing training part will also be covered by BNMC's quality assurance mechanism. In case of Caregiver training, regular liaison will be held with NSDA, BTEB and Informal Sector Industry Skills Council to conduct rigorous activities to supervise and audit the quality of the training program.
- As per the SEIP policy, the overall performance of KWT will be evaluated each year through Annual Performance Appraisal. Accordingly, the Project Director will make sure that the overall performance of KWT is evaluated at the end of each year using the SEIP guidelines and by SEIP.
- KWT will outsource performance evaluation to measure the progress of the project – a midterm survey to be conducted in the second year of the project; and at the end of project. Due to its reputation in qualitative and quantitative research and evaluation, KWT may engage Ranada Prasad Shaha University (RPSU) in conducting these evaluation research. This evaluation will include the following issues.
 - Performance against target.
 - Quality of the training program.
 - Quality of training delivery.
 - Quality of trainers.
 - Impact of training on trainees.
- IF SEIP's audits or ADB's fiduciary reviews find any irregularities or mishandling of training programs (e.g., records of enrollment, certification, trainers, qualifications, etc), as well as improper financial management practices at KWT's training providers, training courses at the training center will be immediately suspended. If repeated irregularities are found by SEIP's periodic monitoring or ADB's fiduciary reviews, KWT's contract will be suspended or terminated as specified in the Contract. Additional disciplinary actions may be undertaken for future training programs to be implemented by KWT.

3.8 Risk Assessment Planning and Due Diligence

3.8.1 Risk Assessment:

A number of risks may arise, some of which have been documented below.

SL	Possible Risks	Possible Mitigation Measures
1	Achieving enrollment target within the stipulated time	Advocacy, social marketing Awareness campaign Wide circulation of enrollment advertisement
2	Achieving job placement	More vigilance and proactive role by the PIU Organizing job fair Arranging promotional campaign, meeting/ workshop with entrepreneurs / employer in healthcare industry Establishing network between industry owners and KWT
3	Tracing self-employed graduates or graduates being employed in places other than healthcare sector	Keep traceable contract records (all possible) at the outset of the training program Creating some platform to keep trainees connected
4	Ensuring Specialized nurses passing OET examination	Social coaching through the international organizations having specialty in OET. KWT is in discussion with such organizations to sign MOU in this regard Additional efforts from the faculty, trainers and management of KWT to improve English skills of the trainees
5	Ensuring Caregivers passing the online examination for NCCC.	Special focus to improve the skills of the Caregivers so that they can pass the online examination for NCCC, including mock examination

Table 7: Possible Risks and Mitigation Measures

3.8.2 Due Diligence:

The costs stated in this business plan are estimated and in consideration of the current market price and economy. Training will be implemented for new entrant and up skilling and the cost allocated for each training program will be spent with due diligence and efficiency in accordance with the procurement provisions and financial regulations of government and ADB's financial guidelines. KWT will ensure in maintaining physical and financial records in institutions without any irregularities.

3.9 Trainee Target and Cost Estimation

3.9.1 Trainee Target:

In the Tranche-3, there will be 10 courses, 6 in different areas of Specialized Nursing, 1 in ophthalmic and 3 in Caregiver. Targeted trainees will be youth and youthful grown-ups within 18-45 times of age. Further, in line with the key objective of the project, there will be a special focus to include people from the diversified group including low-skilled, persons with disabilities, poor, ethnic, indigenous people, and SECP. Besides KWT, SEIP will be abiding by the mandatory provision of ensuring at least 30% female participation across all training courses.

The following table shows course-wise favored target trainees and their qualifications, at a regard;

SL #	Course	Educational Qualification	Age Limit	Preferred Group
Specialized Nursing Course				
1	Diploma in Pediatric Nursing	Graduation from Diploma-in Nursing or B.Sc.-in-Nursing (Basic or Post-basic) with registration from BNMC as Registered Nurses	18-40 Years	Female (100%), people with disabilities, poor, indigenous people, and small ethnic community people (SECP), and also not participated in any SEIP training before.
2	Diploma in Critical Care Nursing			
3	Diploma in Trauma Nursing			
4	Diploma in Renal Nursing			
5	Diploma in Oncology Nursing			
6	Diploma in Cardiac Nursing			
Ophthalmic Course				
7	Ophthalmic Personnel Certificate Course	Secondary School Certificate (SSC) from any disciplined and scored at least GPA 2.50 out of 5:00	18-40 Years	Female (30%), male, people with disabilities, poor, indigenous people, and small ethnic community people (SECP)
Caregiver Courses			18-45 Years	
8	General Caregiver, and Caregiver for Infant, Toddler and Children	Completion of SSC		
9	General Caregiver, and Caregiver for Elderly			
10	General Caregiver and Caregiver for Persons with Special Needs			

Table 8: Course-wise preferred target group and qualification in Tranche 2

The selection process will be commenced through advertisement in the national dailies, publication of the advertisement on the SDCMU and KWT website, social media (e.g., Facebook pages, Facebook group, Twitter, LinkedIn, WhatsApp, etc) and dissemination with aid of other modes like miking, banner, billboard and distributing poster, leaflets locally, etc. Advertisements in the daily newspapers will be published by the PIU. A selection / admission committee can be formed

to review and finalize the list of trainees to be enrolled, through a written test / interview as required by the respective BNMC and NSDA trainee selection criteria. The trainee enrolment process will be documented properly and kept ready for monitoring.

3.9.2 Cost Estimation:

The estimated budget for the program is BDT 170,020,800 (Seventeen Crore Twenty Lac and Eight Hundred) for implementing the training of 400 trainees. At the end of the contract period, if there remains any utilized money from SEIP Grant, measures will be taken to use it with prior approval of SEIP.

SL #	Budget Items	Total
	Budget Trainees	400
A.	Training Costs at the training venue level	120,260,520
B.	Training-related Cost at PIU Level	10,539,200
C.	PIU Operational Cost	12,354,820
D.	Total Coasts at PIU Level (B+C)	143,154,540
E.	Costs of Specialized training and Exam	6,151,058
F.	Sub Total (A+B+C+D)	149,305,598
G.	Training Equipment / Office Furniture, Books	16,168,302
H.	Contingencies 2.0%	29,86,112
I.	Program's Total Costs (A+B+C+D+E+F)	29,24,60,138
J.	SEIP Grant without Equipment, special training, exam, and Contingencies [I – (E+G+H)	270,140,778
K.	SEIP Grant without Equipment and Contingencies [I – (G+H)	276,291,836
	Unit costs (without special training & exam for selected 70 trainees, equipment-furniture-books, and contingencies)	675,351.95
	Total Trainee Target	400

Table 9: Summary of Estimated Training Costs

CHAPTER 04

Implementation of the Skill for Employment of Investment Program (SEIP) Project



CHAPTER 04

SEIP entails three major tasks which are equally important as well as very challenging for the successful implementation of the project. The major tasks are following; -

- Selection of Appropriate Trainees.
- Selection of Quality Training Institutes for Providing Quality Training.
- Job Placement of the Passed-out Trainees.
- Monitoring and Evaluation Mechanism.

4.1 Selection of Appropriate Trainees, Admission Process and Student Allowance

Trainees are selected based on the trainee selection criteria spelled out in table 2 above.

The advertisement will head off the training start date through a widely circulated daily newspaper. Besides, other modes of dissemination like hanging of banners at the Kumudini premises and distribution of leaflets are used to attract prospective trainees. Moreover, ensuring enrolment of the targeted trainee, if needed, KWT-SEIP carry out advocacy and social mobilization programs.



Figure 8: Selection of Appropriate Trainees, Admission Process

The trainee selection / admission process starts at least 1 month before the commencement of training. A selection / admission committee is formed for the objective selection of trainees. Apart from the selection criteria, the committee may decide upon other necessary and suitable criteria and when required. For the identification of suitable trainees, besides the trainee selection criteria, the committee takes special care of willingness / attitude / aptitude of the applicants towards contributing to the health sector. To be more specific in the trainee selection /admission process, the steps of KWT are as following.

4.1.1 Advertisement:

- **In national dailies:** Generally, admission is based on the admission policy of the KWT with necessary adjustment for the applicable admission criteria of the accreditation bodies, i.e., BNMC and TEB. In the advertisement, there are Information about the course name, duration, required qualification, age limit, necessary document, and special benefits of the training program, including a preference for the woman, people with disabilities, poor, indigenous, and SECP. PIU of KWT arrange for the advertisement in daily newspapers.
- **On the website and social media:** The advertisement also publishes on the SDCMU, the KWT website and Facebook pages.
- **At the Local Level:** Local advertisement is carried out in the areas adjacent to the Kumudini Complexes, which involves the distribution of leaflets, miking and hanging banners, distributing prospectus.



4.1.2 Selection / Admission Committee:

The trainee selection / admission committee is formed to accomplish the trainee selection / admission process. The committee is consisted of the following members;

Admission Committee for the Specialized Nursing Course	
a.	Principal, Kumudini Nursing College
b.	Director of Nursing Education or Representative, DGNM (Director General of Nursing and Midwifery)
c.	Registrar or Representative, BNMC
d.	Representative from SDCMU, SEIP
e.	Director or Representative, Kumudini Hospital
f.	Matron or Representative, Kumudini Hospital
g.	Chief Coordinator, KWT-SEIP
Admission Committee for the National Certificate in Caregiver Course	
a.	Representative, KWT
b.	Principal, NSC in Caregiver Program, Mirzapur Campus of KWT
c.	Principal, Kumudini Trading Training School
d.	Representative from SDCMU, SEIP
e.	Trainer, Kumudini Trade Training School
f.	Chief Coordinator, KWT-SEIP

Table 10: Members of the Committee in SEIP Project

4.1.3 Admission Test, Long listing, and short listing of Candidates:

Admission forms are provided to the interested candidates. Based on the form submission, accompanied by the required academic and professional documents, the Admission Committee

has developed a list of eligible candidates. These eligible candidates are invited for the admission test. The admission test questionnaire cover Nursing Science, English, Bangla, and General Knowledge. The examination is conducted by using MCQ (Multiple Choice Question). Each question carries the 01 mark. The duration of the examination is 01 (one) hour with 80 MCQ. A candidate must obtain 60% marks in both written and oral examinations. There is also an oral examination bearing 20 marks.



Figure 9: Examination of Socialized Nursing and Caregiver Trainees

- For the Caregiver training admission test, a written examination is held followed by viva voice. The written examination cover English, Bangla, Mathematics, and General Knowledge. The examination is conducted by using MCQ with each question carrying 01 marks and a total of 80 marks, while 20 marks are reserved for viva.
- Upon the completion of the admission tests, the admission committee will finalize the list and publish the result consisting of a merit list of the selected trainees, and a waiting list. In case anyone from the merit list does not get admitted, the vacancy will be filled in from the waiting list.
- Selected trainees are duly enrolled, and their information is uploaded on the TMS by the PIU. All the trainee selection and enrollment processes are documented and preserved for monitoring as well as other administrative and financial purposes.

4.1.4 Student's Allowances:

Student allowance provides @BDT 6000 for specialized nursing courses and @BDT 4000 for Caregiver courses per trainee per month on 80% or above actual attendance basis. These allowances are disbursed through the bank account / mobile banking (Bkash, Ucash, Nagad, Rocket, etc.) to the trainees every month.

4.2 Selection of Quality Training Institutes for Providing Quality Training

Kumudini Welfare Trust has been identified as the suitable partner to improve envisioned skills development training in the health sector.

KWT and SDCMU have come to a broad consensus to implement skills training in nursing and Caregiver in Bangladesh. These two entities have also signed MoU for the development of curriculum and competency standards (CS) for three specialized nursing training courses in the area of Intensive Care, Trauma, and Oncology, and one Caregiver training program.

Further, Kumudini has recently received approval from BNMC to conduct specialized nursing training in Renal Nursing, Pediatric nursing, and is in the process of getting approval from Cardiac nursing. Kumudini has also submitted three Competency Standard and Course Curriculum of Specialized Nursing, i.e., Oncology, and Trauma for the approval of BNMC by the end of 2021.

Kumudini has started Caregiver training, which is a National Technical and Vocational Qualification Framework (NTVQF), Prevocational Qualification by the beginning of 2022.

Job placement target is at least 60% of total enrollees within 3 months of the completion of training and a minimum of 3 months retention in jobs. Trainees have been provided with international standard learning and skills in health care services. The specialized nursing training is delivered based on the competency standards (CSs) and curriculum accredited by the national and international competent authority. Training on Caregiver is based on the CS accredited by BTEB among the 6 specialized nursing courses. CSs for 3 courses have been developed with the involvement of the Yonsei University College of Nursing, Korea. Moreover, these CSs are duly reviewed and accredited by Inha University, South Korea.

4.3 Job Placement of the KWT-SEIP Graduates

4.3.1 In Country Job Placement:

KWT has taken some steps to place the job for Special Nursing trainees and Caregiver trainees inside the country, the steps are mentioned in detail:

4.3.1.1 Liaison with the prospective Job providers:

KWT has a strong network and liaison among the leading private hospital and nursing institutes in the country, i.e. the potential recruiters of the specialized nursing and Caregiver trainees. For job placement inside the country, KWT has established a dedicated team who maintain communication with each of the private hospitals and private nursing institutes with contact details and credentials of the certified trainees.



KWT has signed MoU with some renowned hospital and medical institutes in Bangladesh like Kidney Foundation Hospital and Research, National Heart Foundation, and Square Hospital for training, practice, and job placement support. Recently, nurses who graduated from these institutes are working in different public and private hospitals at home like Square Hospital, Samorita Hospital, Shishu Hospital and Institute – Dhaka, Heart Foundation, Kidney Foundation Hospital and Research.

For the job placement of the certified Caregiver, KWT has been preparing a list of nursing homes, geriatric care homes, old homes, and agencies providing Caregivers to individual households. Contact details with credentials of the certified trainees will be shared with these institutes.

4.3.1.2 Job fair:

KWT has been arranging linkage workshop and job fair at its Mirzapur campus, Narayanganj campus, as well as in Dhaka corporate office of the KWT to make the community and the prospective employer aware of the high quality of the nurses and Caregiver trained under the KWT-SEIP training program.

4.3.2 Overseas Job Placement:

4.3.2.1 For Trainees Certified in Specialized Nursing Course:

To secure overseas jobs in countries like USA, UK, Ireland, New Zealand, UAE and Australia, nurses have to appear at the licensing examination. One of the major requirements to appear in such licensing examination is the Occupational English Test (OET), which is the global standard of English Test for Healthcare Professionals. Considering the importance of OET in increasing the overseas employability of the nurses, KWT-SEIP has making special arrangement to ensure that the 5 top scorers from each batch of the Specialized Nursing courses can sit for this certification

with the required training to appear at the licensing examination in the respective nursing councils. In this regard, KWT has signed MoU with reputed training organizations- Dhaka Oxford Synergy that provide special coaching and session targeting OET. The full expenses will be covered by KWT-SEIP.

4.3.2.2 For the trainees certified in Caregiver Course:

To enable overseas employability of the Caregivers, KWT has developed partnership with the American Caregiver Association, which is the national accreditation body for Caregivers in the USA. Among others, the association has a National Caregiver Certification Course (NCCC), which enables employment opportunities for expatriate Caregivers in the USA. The certification requires the trainees to appear in an online examination, passing which ensures receiving the certification. KWT- SEIP bears the cost of the online examination fees for the 5 top scorers from each batch. Five top scorers will be identified based on the performance in the mid-term evaluation.



Figure 11: Job replacement

Recently, KWT – SEIP has organized job placement workshop with HOSPICE Bangladesh at KTTI. KWT -SEIP has also organized job placement workshop with S.A. Trading for overseas job at KTTI, Narayanganj. Besides, KWT-SEIP has signed MoU with S.A. Trading for overseas job placement.

4.3.3 Job Placement Team and their responsibility:

Job placement team consists of Chief Coordination. Coordinator (Job placement, Database & procurement) will be engaged to provide job placement services to the competent trainees. This team under the guidance of PSC will ensure that at least 60% of the trainees are placed in jobs in Private medical hospitals and private nursing institutes or abroad. The activities of job placement support service include the following:

- Maintaining a detailed profile of job vacancies in the private hospitals and nursing institutes
- Maintaining an updated database of potential employers / industries
- Developing linkage with the potential employers / industries
- Provide job counseling to the trainees.

- Counseling trainees about potential sector-specific jobs, making them oriented about the overall job market and preparing them for facing interview.
- Disseminating training outcomes to the employers through email or letter, or one-to one visits
- Keeping contacts with job placed trainees for being acquainted about skills gap to review and update curricula and standards for successive cycles for training.
- Preparing documents indicating value addition in terms of real wage improvement before and after training, and
- Arranging other suitable programs in consultation with SDCMU

4.3.4 Tracking Job Placed Graduates (for at least 03 Months & maintain records):

Job placed graduates are tracked for at least 03 months. Tracking is done periodically (monthly) batch-wise under the supervision of the coordinators (job placement, Database & Procurement). Relevant information is documented in the job placement & Tracking Register with an update on the TMS accordingly. The employment certificate and other relevant documents for the job-placed trainees' preserve at KWT-SEIP PIU. PIU track the job placed graduates through telephonic conversation, face-to-face follow up, direct persuasion to the trainees, etc. Also, the PIU maintain a job placement and tracking register which include the following items:

Name	Course & Name Batch	Reg. No.	Phone/ Cell No.	Employer's Name & Address	Joining Date	Salary	Follow-up findings during the retention period			Remarks & Signature
							1 st follow up	2 nd follow up	3 rd follow up	

Table 10: Job-placement and Tracking Register

4.4 Monitoring and Evaluation Mechanism

Monitoring is one of the important tools of ensuring quality training delivery and keeping the program activities on track. SEIP project has a multi-player monitoring system to make sure that all training programs are implemented following the set quality standard. The primary responsibility of ensuring training quality lies with the PIUs or training providers. Frequent and regular visits to the training centers by the SDCMU, PIU, and the independent Monitoring Firm's officials can ensure proper and timely implementation of the training program with the set quality.



Figure 12: Ms Fatima Yasmin, Sr Secretary, Finance Division, Ministry of Finance and Mr. Rajiv Prasad Shaha, Managing Director, Kumudini Welfare Trust of Bengal (BD) Ltd., visit the training activities of the SEIP-KWT project at Kumudini Complex, Mirzapur, Tangail.

4.4.1 Frequency of visit by Project Implementation Unit (PIU) Members & Reporting Arrangement

The Chief Coordinator (CC) prepare a monthly visit plan for the relevant PIU staff. Visiting PIU staff submit visit report to CC soon after the visit. CC submit all visit reports before the PSC chairman. Visiting staff record key findings into the Monitoring Logbook keep in both Mirzapur and Narayanganj campuses. They are also responsible for entering key visit findings into the respective field on TMS. The summary of the visit information along with a brief description of action taken will be submitted to SDCMU in the 1st week of every month. The following table presents the required number of monthly visits to be conducted by the PIU staff:

Position	Frequency of Monthly Visit	Reporting Arrangement
Chief Coordinator	Minimum 2 visits	Reports submit to PSC Chairman and EPD, SEIP within 07 days of the visit
Coordinator (Training, Monitoring & Assessment)	Minimum 4 visits	Reports submit to CC within 07 days if visit
Coordinator (Job placement, Database & Procurement)	Minimum 4 visits	
Coordinator	Minimum 4 visits	
Other Officers	As and when required	

Table 11: Monthly Visits and Reporting Arrangement

Summary of the visit information along with a brief description of actions taken to submit to the SEIP in the 1st week of every month in the prescribed format.

4.4.2 Monitoring by Project Steering Committee (PSC)

Besides reviewing monitoring findings by the PSU staff, the PSC directly monitors the training implementation. The program in operation, primarily at the KWT campus of Mirzapur, Tangail, and as the majority of the PSC members are stationed at the Mirzapur campus. For that, they are able to monitoring the progress on a day-to-day basis. However, the PSC members will have monthly progress monitoring meetings in which they discuss the progress of the training and its quality, identify the challenges, and discuss the potential mitigation measures to address those challenges. The monitoring report share with SDCMU. Training activities at the Narayanganj campus of KWT are monitored by the PSC members.

4.4.3 Monitoring by Bangladesh Nursing and Midwifery Council (BNMC)

By policy, BNMC is responsible to monitor all academic and training proceedings relevant to nursing in Bangladesh. Hence, BNMC monitor the quality of the proposed specialized nursing and Caregiver training. KWT arrange monitoring visits by the BNMC representatives, at least once a quarter. The feedback of the BNMC representatives in these monitoring visits share with SDCMU as part of the progress reporting.

4.4.4 Monitoring by the Bangladesh Technical Education Board (BTEB) / National Skill Development Authority (NSDA)

KWT ensure periodic monitoring visits from BTEB, NSDA, and informal Sector Industry Skills Council to ensure the quality, timeliness, and effectiveness of Caregiver training programs.

4.4.5 Compliance Mechanism / Action Taken

Once visit reports are submitted, these is reviewed by the CC. He provides guidelines to the persons concerned for taking correcting measures. A specific register is maintained to track the compliance actions taken and verify those from time to time. CC ensures compliance with all the observations / suggestions communicated to him through visit reports submitted by the PIU staffs, SDCMU, and any third party engaged by the SDCMU. The findings and compliance actions are present in the PSC meeting regularly for its information, review, and guidance. In case of non-compliance or any serious deviation from the standard implementation modalities and fiduciary gap, CC immediately brings the matter to the notice of the concerned AEPD, SDCMU.

4.4.6 Maintaining Monitoring Log

A monitoring Logbook is maintained at the PIU, Mirzapur, and Narayanganj campuses so that ADB / SEIP team can understand the process of monitoring and compliance actions taken by all concerned against visit observations / findings. The template for maintaining the monitoring log is as bellow;

Name of the PIU / Training Institute							
Sl No	Visit Date	Name & Designation of the Visiting Officer	Persons Meet during Visit	Major Findings & Suggestion	Action Taken on	Action Verified by on (xx/xx/xxx)	Remarks
1							
2							
3							

Table 12: Monitoring Logbook that keep at PIU

All the information in the monitoring log should be legible and specific and understandable to all visitors including ADB / SEIP and other relevant personnel.

4.4.7 Monitoring by Skills Development Coordination and Monitoring Unit (SDCMU)

4.4.7.1 Monitoring by SDCMU Officials (Executive, FH Team and Consultant):

SDCMU officials visit training campuses regularly following the SEIP monitoring guideline. Sometimes visits are scheduled or sometimes it is surprisal. The visiting officials enter key findings and directions into the monitoring log and also enquire about the compliance on the direction of earlier monitoring visits recorded in the log. He or she also submits reports as SDCMU in writing and uploads key findings / suggestions into the relevant field in the TMS. If any major deviation is founded during the visit, the observations will be communicated to the institutes for corrective action. The financial Management (FM) team of the SDCMU will pay periodic visits to the PIU and the training venues as well to check their financial management practices and maintenance of financial records and documents.

4.4.7.2 Monitoring by the Quality Assurance Officers (QAO's) of SDCMU:

The quality assurance officers of SDCMU make frequent visits to the training venues with the special purpose of ensuring training quality. They stay at the training centers as required to observe the quality issued by directly attending the training classes and mentoring the trainers / faculties and also trainees. QAQ ensure compliance with their findings by pressuring them with the training centers until they are fully complied with.

4.4.8 Monitoring by Third Party Independent Monitoring Firm (TPIMF)

SDCMU engage an outsource monitoring from to ensure regular and continuous field level monitoring of training programs being conducted by all private and public Tis including those of KWT-SEIP. Visit reports of the TPIMF send to the SDCMU every month which subsequently send to the PIU. Regular stock taking of the progress of compliance is done by a regular quarterly workshop arranged at SDCMU with the participation of all CCs including CC KWT-SEIP, AEPDs, DEPDs, M&E Specialist, and Officers of the TPIMF.

4.4.9 Monitoring Mechanism when Physical Visit may not be possible

During extraordinary situation e.g., COVID-19, when physical monitoring and Inspections are not possible, the KWT has ensured the installment and operations of web-based closed circuit (CC) cameras in the training venues for virtual monitoring (it is also advised to arrange for web-based CC during normal situation).

4.4.10 Monitoring Data Management and Recording System

There are two ways to monitor data management and recording, the ways are as follow-

- Uploading Data into the TMS
- Preparing and Preserving Records or Documents

4.4.10.1 Uploading Data into the Training Management System (TMS):

Data Entry Operation at the PIU enter batch wise information and data on enrollment, assessment, certificate, and job placement under the supervision of the coordinators (job placement and database). The timeline for uploading data on the RMS as follows;

#	Particulars	Data Entry Timeline
01	Enrollment related data	
	• Course period less than once & half month	Within 10 days from the batch start date
	• Course period more than one and half month	Within 15 days from the batch start date
02	Assessment and Certificate Data	Within 07 days after assessment
03	Job Placement Data	Within 07 days after placement in the job
04	Trainee Attendance	Respective data of training delivery
05	Trainer's Data	As soon as the respective trainer is appointed / engaged
06	Assessor's Data	As soon as the respective assessor is appointed / engaged

Table 13: Timeline for uploading data into the TMS

4.4.10.2 Preparing and Preserving Records and Documents:

The records or documents that has been prepared during and after the training preserve at PIU for the training at Mirzapur and Narayanganj campus, and the PIU level details are shown in the following table:

#	Documents / Records	To be Preserved at PIU Level	To be preserved at Training		
A. Enrollment			In Batch File	In Registers/ File	
1	Trainee enrolment examination record	Original Copy	Photocopy		
2	Selection Top Sheet	Original Copy	Photocopy		
3	Admission Form + Photos + Copy of related like NID / BCN, etc	Original Copy	Photocopy		
4	TMS Trainee Data Sheet	Original Copy	Photocopy		
5	Admission Committee Meeting Register and minutes of the committee on the enrollment process				
6	Admission Register				
A. Training Materials (Printed trainee handout, CBL.M. PPE, Training uniform, Job sheet, Pen, Notebook etc.			Training Material Stock Register (received from PIU)		
7	PIU Challan	Original Copy			Photocopy
8	Material distribution & Balance record				
9	Training Material receiving acknowledge				
10	Training Material Stock Register				
B. Consumable Training Material					
11	Requesion Letter		Original	Consumable Training Material Register	
12	Receiving and distribution record				
13	Personal Protection Equipment (PPE) Distribution Register				

C. Attendance				
14	Training Attendance Register	Original Copy	Original Copy	Attendance Register
15	Attendance (Trainer, Demonstration & CIC)			
16	Staff Attendance Register			
17	Trainee Drop Out Information	Photocopy		
D. Career Counseling				
18	Top Sheet			Job Counseling Register
19	Trainee Attendance			
E. Trainee Allowance Disbursement				
20	Bank Account Confirmation	Original Copt	Photocopy	
21	Allowance receiving acknowledgment			
F. Assessment				
22	Trainee’s Assessment			
23	Result Summary Sheet			
G. Final Assessment				
24	Trainees’ Answer Sheet	Original Copy		
25	Result Sheet		Photocopy	
26	The batch Closing Top Sheet		Photocopy	
27	CV’s assessment, List of external assessor’s pool and offer letters			
28	Evidence of payments to Assessors			
H. Cash / Bank book register / Procurement				
29	Photocopy of Bills			Cash / Bank Book Register
30	Photocopy of Cheque			
31	Record of payment			
32	General Cash Book			
33	Fund Received and Disbursement Register			
34	Procurement Department			
I. Job Placement & Tracking				
35	List of the potential employers			Job placement & tracking Register
36	Employer’s committee meeting minutes			
37	Trainee Pre-employment profile			
38	Placement Certificate			
39	Job placement statement			
40	Job hunting register			
41	Job retention periodic follow up logbook			
42	Statement of job retention after 3 months			
J. Monitoring Records		Monitoring Log		Monitoring Register
43	Visitor’s Book			Visitor Register
44	Monitoring logbook of PIU staff			
45	Field visit monitoring report			

Table 14: Records / Documents to be preserved at PIU and Training Venue Level

4.4.11 Performance Evaluation of the Project

4.4.11.1 Annual Performance Evaluation:

As per the SEIP policy, the overall performance of PIU, KWT evaluate each year. Accordingly, the overall performance of PIU and the program itself are evaluated at the end of each year using the SEIP guidelines and by SDCMU-SEIP.

4.4.11.2 Special (Periodical):

In addition to annual performance evaluation, PIU, KWT / PSC or SDCMU-SEIP can carry out / suggest for periodical performance evaluation of PIU. For doing performance evaluation, SDCMU has developed guidelines. A 3-member committee has been formed to undertake the evaluation. Upon completion of the periodic evaluation, a report is sent to KWT. Periodical evaluation will be done after six months of the program implementation. The objectives of the special assessment are to understand the effectiveness of the implementation process. It is highlighted the following issues;

- Performance against the target
- Quality of the training program
- Quality of training delivery
- Quality of trainers
- Impact of training on trainees

If SEIP's audits or ADB's fiduciary reviews find any irregularities or mishandling of training program (e.g. records of enrollment, certification, trainers qualification, etc), as well as improper financial management practices at KWT's training, the concerned training course may suspended, if irregularities are found by SEIP's periodic monitoring and / or ADB's fiduciary reviews, KWT's contract may suspended or terminated as specified in the Contract Additional disciplinary actions may be undertaken for future training programs to be implemented by KWT.

4.4.11.3 Self-Assessment:

Following the respective guidelines from the SDCMU, KWT conducts periodic self-assessment and shares the assessment report with PIU and SDCMU.

4.4.11.3.1 Trainers' / Faculties' Performance Assessment:

Faculties' / trainers' performances are evaluated by the trainees / students at the end or during the course delivery, using a prescribed from Annexure. Trainees / students are asked to assess anonymously the following aspects on a five – point scale.

- i) Adequacy in preparation for the class
- ii) Effectiveness of communication ability during the class
- iii) Availability and assisting students beyond class time.
- iv) Effectiveness is using teaching aids.
- v) Creation of an atmosphere of mutual respect and showing interest in learning
- vi) Motivating and stimulating students towards critical thinking and intellectual curiosity
- vii) Regularity in maintaining a class schedule.
- viii) Effectiveness of feedback on the assignments, and.
- ix) Covering contents specific in the syllabus for the course.

KWT-SEIP PIU collects the faculty / trainer-wise filled out evaluation forms twice during the implementation of the course, on completion of each quarter. The evaluation results place before the PSC with analysis and scoring for their review. Based on the objective review of the performance evaluation of the faculty, the PSC can decide on the retention / continuation of the trainers. The PSC through the CC sends the trainers' / faculties' evaluation scorecard to the SDCMU and also to the individual trainers.

4.4.11.3.2 Course Effectiveness and Curriculum Review

At the end of the training course of each batch, the trainee / students asked to evaluate the course using a specified format. In this case also, the course and rated on a 5-point scale. Feedback on the course effectiveness and curriculum are as following aspects;

- Module structure and contents
- A mix of theory and practicum
- Hospital attachment
- Contribution to learning and acquiring skills.
- Availability of support services including lab equipment, books etc.
- Quality of accommodation, transport, and other facilities
- Recommendations for the improvement of the design
- The overall quality of the course curriculum, training delivery

Towards the end of the program, KWT-SEIP can arrange workshops / seminars to review the course curriculum, training delivery, and other aspects of the courses with representatives from relevant stakeholders including Hospital, Nursing institutes, Daycare centers, Children's Homes / Orphanages, Elderly Homes, Private Homes, Hospital / Health Centers. Rehabilitation centers, and Private Care centers. Feedback from the trainees' / students' and the review workshops are documented and shared with SDCMU, BNMC, and BTEB as deemed necessary.

4.4.12 Auditing of the Course

Any expenditures cover under Specialized Nursing and Caregiver Training program of KWT are subject to audit according to existing financial audit procedures of SEIP. Internal Audit and external audit are carried out in the manner mentioned below:

4.4.12.1 Internal Audit:

SEIP undertakes internal audit function of KWT by engaging its officials as well as consultants from time to time and when necessary to provide reasonable assurance that risk management, control and governance systems are functioning well. Details of internal control procedure is guided by Financial Management Manual approved by SEIP. However, KWT perform day to day audit through the project's internal audit staff.

4.4.12.2 External Audit:

The financial statements of the concerned entity are audited by an independent external auditor, appointed by SEIP, in accordance with International Standards on auditing following terms of reference specified in the agreement signed between SEIP and Auditors / Audit firm.

CHAPTER 05

Findings and Recommendations



CHAPTER 5

5.1 Findings of the Study

- Employment rate of SEIP graduates trained under tranche-2 has been achieved 64%, where women's employment achieved 33.3% against the 30% target,
- Trainees are not motivated for the specialized nursing courses, because lacking of adequate knowledge about opportunities of specialized nursing courses,
- Some trainees are getting enrolled only for stipend,
- They are overloaded due to shortage of dedicated senior nurse supervisors / wards in charge in the hospital duty and also overburdened because of regular hospital duty,
- There is no priority for higher-level government nursing jobs for specialized nurses. They are treated equally with general nurses,
- Lacking of proper time management of doctors because doctors are busy with various tasks and unable to pay time for the preparation of training class including preparing job sheets and lesson plans. Though management has arranged room and necessary supporting equipment for their preparation, but most of the trainers never sit in the trainer room,
- Lack of comprehension regarding job sheets for the classes of specialized nursing,
- The academic syllabus is not followed perfectly due to the inadequate practical and clinical classes in the related field like pediatric, renal, intensive care, trauma and cardiac ward / department,
- Poor communication between trainers and relevant PIU staff of the KWT-SEIP project,
- As there is no priority for higher-level positions in employment for Specialized Nurses, the majority are less interested in these courses,
- Limited number of trainers and trainees available for specialized nursing courses and Caregiver course,
- Implementing a Caregiver course within scheduled six months is a challenge as there is a need for at least two times re-assessment,
- There is no CBLM for Caregiver courses
- The assessment tools used in existing programs are in English, which makes it difficult for trainees to understand,
- The monitoring by PIU staff did not properly reflect the actual state of the training system at the training institute level,
- The budget allocated to each trainee for teaching and training materials is not properly utilized throughout the training,
- Graduate certificates are not marked with the government logo along with the SEIP and entity logos,
- In most cases, the formal contractual agreement between employed graduates and employers are not acknowledged,
- Linkage between training institutes and employers is not at satisfactory level that hampers job placement of graduates,
- The arrangement of job fairs is not at satisfactory level in training institutes, which hinders guidance on career development for the graduates,

5.2 Recommendations

- The trainee selection process needs to be done carefully in order to reduce dropouts and unemployment.
- Trainees with homogenous levels of education should be encouraged to the appropriate level of skills development.
- Priority should be given to local area and market demand while selecting courses for the training institutes.
- Occupational Health and Safety (OHS) measures should be covered in the course curriculum.
- The PIUs/ SDCMU-SEIP should ensure adequate practical classes for all courses at the training institute level.
- Trainees for Caregiver course need hospital visits and attachments to provide hands-on-skills.
- SEIP graduate certificate should be recognized by national quality assurance bodies (e.g., NSDA and BTEB).
- Bangladeshi government logo is used in certificates provided by NSDA and BTEB, but not in SEIP-provided certificates. Therefore, the SEIP should take the initiative to use the government logo on the certificates issued to all SEIP graduates.
- Content related to ethical issues needs to be incorporated into the course curricula.
- Career counselling-related contents should be incorporated into course curricula, besides the trainer should allocate some time for students' motivation and should take initiatives to grow interest in the trainees by informing about future prospect as well as outcomes of these course, especially in the current job market.
- Trainer / doctors should sit in their allocated room, and use equipment and prepare material for trainers before their class as well as supply class notes to trainers regularly.
- Trainers / doctors should communicate time to time with PIU regarding course pedagogy.
- Respective trainers should dedicate one day only for the specialized batches or recruit new trainers for running the program smoothly according to the requirement of the KWT-SEIP project.
- Course coordinator and all trainer of the course should prepare comprehend job sheet as per the requirement of the Competency Standard (CS)
- PIUs and SDCMU-SEIP should ensure that the training institutes must make the arrangement of job fairs in order to provide guidance on career development.
- PIUs should strengthen program monitoring policies.
- A true picture of the training system should be reflected at the training institute level during the monitoring, which will be done by both PIU and SDCMU-SEIP staffs
- The allotted budget per trainee for teaching and learning materials should be utilized properly.
- The linkage between training institutes and employers needs to be strengthened to recruit the trained graduates which is one of the major objectives of this SEIP project.

CHAPTER 06

Conclusion and References



CHAPTER 6

6.1 Conclusion

Kumudini Welfare Trust of Bengal (BD) Ltd., has a glorious legacy of serving the poor and the vulnerable for more than 87 years. It focuses mainly on the fields of healthcare, education, and women's empowerment. Presently, the trust has a workforce of over 5,000 employees. With a strong philanthropic underpinning, KWT has been producing efficient nurses through different levels of nursing education and training programs under the Kumudini Nursing College, Mirzapur Tangail established in 2007. Nursing education there is being facilitated by the adjacent Kumudini Women's Medical College and Hospital. Since 1944 Kumudini Hospital has provided free healthcare to the distressed. Nurses who graduated from these institutes are working in different public and private hospitals at home and abroad.

Kumudini Welfare Trust (KWT) in collaboration with Ministry of Finance is implementing the project named "Skills for Employment Investment Program (SEIP)". In the first phase, Kumudini Nursing College (KNC) has run a total of 5 post graduate Specialized Nursing Course in the field of Renal, Pediatric, ICU, Trauma and Oncology. In addition, a Caregiver course has also run. The curriculum for these courses is being developed by Yonsei University, Korea. Faculty members and Senior administration officials from Federation University, Australia will help the local teachers and administration in running the project which will create a milestone in the health sector in future.

Besides, the Government of Bangladesh intends to increase the market responsive skills of nurses and strengthen competencies of the existing ones in order to increase employment opportunities, productivity and decent income. Consistent with strategic direction of skills development, the Government is more concerned with ensuring that its future health workforce has the right numbers, skills, values, cultural sensitivities and behaviors to meet patients' need and deliver highly quality care. Thus, the Government is committed to higher nursing education standards, which address local needs as well as the global demand for nurses.

6.2 References

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Appendix 1

Abbreviations

KWT	Kumudini Welfare Trust
ADB	Asian Development Bank
BNMC	Bangladesh Nursing and Midwifery Council
DGNM	Directorate General of Nursing and Midwifery
NSDA	National Skill Development Authority
SDCMU	Skills Development Coordination and Monitoring Unit
TMS	Training Management System
MoU	Memorandum of Understanding
CS	Competency Standard
KNS&C	Kumudini Nursing School & College
PKSF	Palli-Karma-Sahayak Foundation
SADC	Swiss Agency for Development and Cooperation
MFFA	Multi-Tranche Financing Framework Arrangement
APRN	Advanced Practice Registered Nurse
SECP	Small Ethnic Community People
BTEB	Bangladesh Technical Education Board
NCCC	National Civilian Community
SDG	Sustainable Development Goals
KNS	Kumudini Nursing School
OJT	On-the-job training
OET	Occupational English Test
CBT	Computer-Based Test
PSC	Public Service Commission
PIU	Project Implementing Unit