INTERNSHIP FINAL REPORT

Project Name:

Skills for Industry Competitiveness and Innovation Program (SICIP)

Research title

Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training

Submitted To

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Declaration

Student Declaration

I hereby declare that the research report entitled "Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training" is my own original work and has been prepared as part of the requirements for my undergraduate degree.

This study was carried out by me through data collection, analysis, and interpretation while following proper research ethics. This report has not been submitted, either in whole or in part, to any other university or institution for the award of any degree or academic qualifi reportsI have properly acknowledged and referenced all the books, journals, reports, and other sources of information used in this study. I confirm that this report reflects my own work and follows the academic guidelines of my department and the instructions of my supervisor.

Student's Signature: _____

Name: Sumita Chakma

Student ID: 2022-1-3-033

Date: 2026

Supervisor's Certificate

This is certified that Sumita Chakma, a student of BSS in Sociology Program, Department of Sociology, East West University, has completed her internship at Palli Karma-Sahayak Foundation (PKSF) under the Skills for Industry Competitiveness and Innovation Program (SICIP) and has prepared the Internship Report titled "Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training" as part of the requirement for completing her degree.

She is now authorized to submit the report for evaluation and defense.

Md. Arif Hossain

Supervisor

Coordinator (Training, Assessment & Monitoring)

Acknowledgement

First of all, I would like to express my sincere gratitude to Almighty God for giving me the strength, patience, and opportunity to complete this research successfully.

I would like to express my heartfelt gratitude to the Skills for Industry Competitiveness and Innovation Program (SICIP) Project under Palli Karma-Sahayak Foundation (PKSF) for providing me with the opportunity to conduct this research and successfully complete my internship. I would like to sincerely thank Mr.Md. Ziauddin Iqbal, Chief Coordinator, SICIP Project, PKSF, for his valuable guidance, encouragement, and continuous support throughout my internship and research. My special thanks go to my supervisor, Mr. Md. Arif Hossain, Coordinator (Training, Assessment & Monitoring), SICIP Project, PKSF, for his continuous guidance, valuable suggestions, and supervision throughout this study. His advice and encouragement played a significant role in the successful completion of this research. I am also deeply grateful to Ms. Sharmin Akter Tripty, Assistant Coordinator (Training, Assessment & Monitoring), SICIP Project, PKSF, for her kind cooperation, valuable support, and assistance throughout the research process. I would also like to thank all the respondents who willingly participated in this study and shared their valuable opinions and information.

Last but not least, I would like to express my heartfelt gratitude to all my well-wishers and to all the officers, staff, and other members of PKSF for their kindness, friendly behavior, and support whenever I interacted with them. Their encouragement and cooperation made my internship and research experience more meaningful and enjoyable. Finally, I would like to express my sincere thanks to my teachers, friends, and family members for their continuous encouragement, love, and support. Without their inspiration and cooperation, this research would not have been completed successfully.

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Preface

The journey of conducting this research, titled “Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training,” has been both meaningful and enriching. As a person from an ethnic minority community, I have a personal interest in understanding the challenges that ethnic minority groups face in accessing skill development opportunities. This inspired me to explore the barriers that limit their participation in training programs and to examine how these challenges affect their socio-economic development.

Throughout this research, I gained valuable knowledge and practical experience in data collection, data analysis, and academic research. The study enabled me to better understand the social, economic, geographical, cultural, linguistic, and institutional factors that influence access to skill development training among ethnic minority communities. It also strengthened my research skills, critical thinking, and understanding of inclusive development.

I sincerely hope that the findings of this study will contribute to a better understanding of the challenges faced by ethnic minority groups and provide useful insights for policymakers, development practitioners, researchers, and organizations working to promote equitable access to skill development opportunities.

Finally, I would like to express my heartfelt gratitude to my research supervisor for continuous guidance and encouragement throughout this study. I am also deeply grateful to all the respondents who generously shared their time and experiences. Their valuable contributions made this research possible.

Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training



1. Institution Description: Palli Karma Sahayak Foundation

Introduction:

Palli Karma-Sahayak Foundation (PKSF) is a leading non-profit development organization in Bangladesh dedicated to reducing poverty through sustainable and inclusive development initiatives. Established by the Government of Bangladesh, PKSF serves as a national public-sector institution and a direct access entity that promotes collaboration between the government and non-government organizations. Its mission is to achieve sustainable poverty eradication by implementing multidimensional, human-centered development programs across the country.

PKSF provides a wide range of financial and non-financial services to improve the livelihoods of disadvantaged and marginalized communities. These services include microcredit, micro-savings, micro-insurance, skills development training, education, healthcare, nutrition support, and market linkage initiatives. Through its extensive network of more than 200 Partner Organizations (POs), PKSF implements development projects throughout Bangladesh. Currently the organization serves over 20 million members, making it one of the largest development finance and poverty reduction institutions in the country.

History:

In the 1980s, the Government of Bangladesh felt the need to establish a specialized institution for poverty alleviation through employment generation. After years-long discussions with development partners, different ministries and top development experts, the GoB finally decided to found the Palli Karma-Sahayak Foundation (PKSF). This apex development organization formally came into being on 13 November 1989, after the President of Bangladesh approved the proposal. Ever since, PKSF has been working relentlessly to fight poverty and improve lives across the country.

Mission:

To implement policies and action programs involving multiple dimensions of human living and human poverty; pursue a life-cycle approach to human progress, catering to the appropriate needs at all stages of life. The policy planning and action programming centre on human beings and focus on socio-economic development and environmental protection. The support and services provided relate to education, workforce development, health and nutrition, infrastructure, inclusive and appropriate financing for planned economic activities, social issues and social capital, response to climate change impacts, gender issues, cultural dimensions, sports and social advocacy etc.

Vision:

A Bangladesh where poverty has been eradicated; the ruling development and governance paradigm is inclusive, people-centred, equitable and sustainable; and all citizens live healthy, appropriately educated and empowered and humanly dignified life.

Funding of PKSF:

According to the PKSF goal, PKSF management is authorized to receive funding from a variety of sources, including the capital markets, foreign governments, private individuals and organizations, the Government of Bangladesh (GOB), and international donors and lending agencies. So far, PKSF has received funding from the Asian Development Bank (ADB), USAID, DA/World Bank, and International Fund for Agricultural Development (IFAD).

Programs:

PKSF implements a wide range of development programs aimed at reducing poverty, improving livelihoods, promoting financial inclusion, and ensuring sustainable socio-economic development in Bangladesh. Its major programs include ABASON (housing support for poor families), Agriculture Unit (agriculture, fisheries, and livestock development), Agrosor (microenterprise development), Buniad (support for the extremely poor), ENRICH (multidimensional poverty reduction), Environment and Climate Change Unit (climate resilience initiatives), Jagoron (rural and urban microcredit), Kuwait Goodwill Fund (KGF) Program (food security and agricultural finance), LIFT (innovation and pilot initiatives), Livelihood Restoration

Loan (LRL) (post-COVID livelihood recovery), Program for Adolescents (youth development and life skills), Risk Mitigation (agricultural and disaster risk management), Social Advocacy and Knowledge Dissemination Unit (awareness and knowledge sharing), Sufolon (agricultural microcredit for farmers), and Uplifting the Quality of the Lives of the Elderly People (support for the well-being of older adults). Collectively, these programs contribute to poverty alleviation, employment generation, human resource development, environmental sustainability, and the overall improvement of the quality of life for disadvantaged communities in Bangladesh.

Ongoing Project:

The ongoing projects of PKSF include the Bangladesh Rural Water, Sanitation and Hygiene for Human Capital Development Project, Extended Community Climate Change Project–Drought (ECCCP-Drought), Growth for Climate Resilient and Environmental Entrepreneurship and Nutrition (GREEN) Project, Microenterprise Financing and Credit Enhancement (MFCE) Project, Pathways to Prosperity for Extremely Poor People–European Union (PPEPP-EU) Project, Recovery and Advancement of Informal Sector Employment (RAISE) Project, Resilient Homestead and Livelihood Support to the Vulnerable Coastal People of Bangladesh (RHL) Project, Safe Water Project (SWP), Skills for Industry Competitiveness and Innovation Program (SICIP), Sustainable Microenterprise and Resilient Transformation (SMART) Project, and The Project for Developing Inclusive Risk Mitigation Program for Sustainable Poverty Reduction (IRMP).

Internship Description:

I completed a 90-day internship at the Palli Karma-Sahayak Foundation (PKSF) from 2 April 2026 to 2 July 2026 under the Skills for Industry Competitiveness and Innovation Program (SICIP). The internship provided me with an opportunity to gain practical knowledge about project management, training activities, human resource management, documentation, and field-level activities related to skills development.

During my internship, I was involved in various organizational and project-related activities. I assisted with CV collection, sorting, screening, and documentation of trainers' CVs for different

training trades. I also participated in the preparation and organization of files and documents related to training activities. Through these activities, I learned how human resource and administrative tasks are managed in a professional organization.

I also gained practical exposure to the Training Management System (TMS) and learned how training-related information and documentation are managed digitally. I observed the recruitment and selection process of Lead Trainers and Associate Trainers and attended relevant meetings and interviews. In addition, I observed different aspects of training management, including course structures, trade-based training activities, and coordination among project officials, trainers, and trainees.

As a Sociology student, I also had the opportunity to observe the social and economic aspects of skills development programs. I interacted with project officials, trainers, and trainees and learned about the challenges faced by trainees, particularly those from disadvantaged and ethnic minority communities. I also participated in field visits and collected information relevant to my internship research on barriers and challenges in accessing skill development training.

The internship helped me develop practical skills in Microsoft Word, Microsoft Excel, documentation, communication, data organization, and report writing. It also improved my interpersonal, observational, analytical, and professional skills. Overall, the internship experience helped me connect my academic knowledge of Sociology with real-world organizational and development activities and provided valuable practical experience for my future career.

Projects Description

2. Overview of the Skills for Industry Competitiveness and Innovation Program (SICIP) project

The Skills for Industry Competitiveness and Innovation Program (SICIP) is a national workforce development initiative implemented by Palli Karma-Sahayak Foundation (PKSF) under the Finance Division, Ministry of Finance, and Government of Bangladesh. The program is jointly financed by the Government of Bangladesh (GoB) and the Asian Development Bank (ADB) through a Results-Based Lending (RBL) approach. It aims to develop a skilled, competitive, and industry-ready workforce by providing competency-based technical and vocational training that meets national and international labor market demands.

Aligned with PKSF's Strategic Plan 2025–2030, SICIP focuses on creating decent employment opportunities by strengthening the skills and capacities of disadvantaged and marginalized youth. Under the 1st Business Plan, the program will provide training to 12,000 youths, while the 2nd Business Plan will support 7,800 youths from persons with disabilities (PWD), third gender, and ethnic minority communities. In total, 19,800 youths will receive practical skills training, career guidance, and support for job placement or self-employment opportunities.

The program is being implemented from 2025 to 2028 and offers fully residential, free-of-cost training to ensure equal access for all participants. SICIP also aims to strengthen technical and vocational education and training (TVET) institutions, improve training quality, promote socially inclusive skills development, enhance green innovation, and strengthen institutional capacity for skills monitoring and management. Building on the success of the Skills for Employment Investment Program (SEIP), SICIP continues PKSF's commitment to producing a skilled workforce that contributes to Bangladesh's sustainable economic growth and employment generation.

2.2 Key Objectives of SICIP

The key objectives of the Skills for Industry Competitiveness and Innovation Program (SICIP) are:

1. To develop a skilled and industry-ready workforce through competency-based technical and vocational training.
2. To enhance the employability and socio-economic resilience of youth, particularly disadvantaged and marginalized groups.
3. To improve advanced technical skills in priority and emerging industrial sectors.
4. To strengthen managerial capabilities and promote green innovation for sustainable economic development.
5. To expand socially inclusive skilling and up skilling opportunities for women, persons with disabilities (PWD), third gender, ethnic minority communities, and other vulnerable groups.

6. To strengthen the institutional capacity of Technical and Vocational Education and Training (TVET) systems for effective skills monitoring, quality assurance, and management.

7. To facilitate employment, entrepreneurship, and income-generating opportunities for trained participants, contributing to national economic growth and poverty reduction.

2.3 Activities of the Project

The major activities of the Skills for Industry Competitiveness and Innovation Program (SICIP) include:

1. Identifying and selecting eligible trainees from disadvantaged and marginalized communities.

2. Providing competency-based technical and vocational skills training in industry-demanded trades.

3. Delivering fully residential, free-of-cost training with accommodation, meals, training materials, and learning support.

4. Conducting practical hands-on training using modern equipment and competency-based curricula.

5. Offering soft skills, life skills, communication, workplace ethics, occupational health and safety, and digital literacy training.

6. Organizing competency assessments and certification for successful trainees.

7. Providing career counseling, job placement support, and entrepreneurship guidance.

8. Facilitating self-employment and income-generating opportunities for graduates.

9. Monitoring trainee progress, training quality, and employment outcomes through the Training Management System (TMS).

10. Strengthening the capacity of training institutions, trainers, and industry partnerships to ensure quality and sustainable skills development.

Target Groups

The Skills for Industry Competitiveness and Innovation Program (SICIP) primarily targets unemployed and underemployed youth across Bangladesh, with special emphasis on disadvantaged and marginalized populations. The main target groups include:

- Unemployed and underemployed youth.
- Women seeking skills development and employment opportunities.
- Persons with Disabilities (PWD).
- Third gender (transgender) individuals.
- Ethnic minority communities.
- Economically disadvantaged and marginalized people.
- School and college graduates seeking technical and vocational skills.
- Aspiring entrepreneurs interested in self-employment and income-generating activities.
- Job seekers aiming to meet the demands of national and international labor markets.

Economic Inclusion Programs under the SICIP Project

The Skills for Industry Competitiveness and Innovation Program (SICIP) aims to promote economic inclusion by expanding access to market-oriented skill development opportunities for disadvantaged and marginalized groups in Bangladesh. The program focuses on improving employability, creating income opportunities, and ensuring the participation of socially excluded communities in the workforce.

Under the SICIP project, economic inclusion programs mainly focus on the following areas:

1. Inclusive Skill Development Training

SICIP provides competency-based technical and vocational training to increase employment opportunities for disadvantaged populations. Through PKSF's implementation, priority is given

to low-income youth, marginalized communities, and persons with disabilities, third-gender individuals, and ethnic minority communities.

The training programs cover various demand-driven trades, including:

- Bakery and Pastry Production
- Food and Beverage Production
- IT Freelancing
- Graphic Design
- Fashion Garments
- Mobile Phone Servicing
- Electrical Installation and Maintenance
- Refrigeration and Air Conditioning
- Plumbing and Pipe Fitting
- Beautification
- Professional Digital Marketing

2. Support for Ethnic Minority Communities

One of the important components of SICIP is socially inclusive skills training for ethnic communities. Under PKSF's second business plan, special training opportunities are designed for ethnic minority groups to improve their access to skill development and employment disadvantages.

These programs aim to reduce barriers such as:

- Limited access to formal training institutions
- Geographical isolation
- Lack of employment opportunities
- Socio-economic disadvantages

3. Employment and Job Placement Support

SICIP does not only provide training but also focuses on connecting trained participants with employment opportunities. After successful completion of training, participants receive support for wage employment and alternative income-generating activities. PKSF aims to ensure employment opportunities for certified trainees through job placement initiatives.

4. Entrepreneurship and Income Generation Support

For participants interested in self-employment, SICIP encourages alternative livelihood opportunities. The program supports trainees in using acquired skills for small business activities and income generation.

5. Women’s Economic Empowerment

SICIP emphasizes women’s participation in skill development programs. PKSF’s SICIP initiative targets female enrollment and provides opportunities for women from disadvantaged backgrounds to develop marketable skills and participate in economic activities.

6. Social Inclusion and Equal Access

The economic inclusion approach of SICIP focuses on reducing inequality by ensuring that vulnerable groups can participate in Bangladesh’s growing labour market. The project supports socially disadvantaged groups through targeted training programs and institutional mechanisms for inclusive participation.

Chapter 2

This chapter will discuss about the literature reviews, study area and the significance of the study. Literature review is a core part of any study. It reviles new ideas and knowledge for the study. And choosing study site is a major part of any research, there is no site is statics and bounded anymore. And finally, this chapter will discuss about the significance of the study.

Literature Review:

Ethnic minority communities in Bangladesh continue to face considerable barriers in accessing skill development and Technical and Vocational Education and Training (TVET) opportunities. According to the World Bank's *Skills for Economic Transformation in Bangladesh* report, only 2.63% of ethnic minorities are classified as skilled workers, while more than 80% possess little or no formal training. The report identifies language barriers, discrimination, limited institutional access, and the concentration of training centers in urban areas as major constraints to participation (World Bank, 2021).

Existing studies consistently demonstrate that vocational training contributes positively to employment and income generation. Using data from the Bangladesh Labour Force Survey (2016–2017), a study published in Springer found that vocational training significantly improves employment opportunities and earnings. Nevertheless, participation remains uneven, with ethnic minorities and other disadvantaged populations having lower access to training programs due to structural inequalities and inadequate outreach mechanisms (Springer Study, 2021).

Economic constraints also play an important role in limiting access to skill development programs. A randomized controlled trial conducted among poor rural households in Bangladesh reported that vocational training combined with financial assistance substantially increased employment and income. However, credit constraints and social barriers prevented many marginalized groups, including ethnic minorities, from participating in such programs (SSRN, 2022). Similarly, another study utilizing data from the Bangladesh Integrated Household Survey found that poverty, low educational attainment, and geographical isolation significantly reduce participation in TVET programs. Rural youth from ethnic minority communities were found to have the lowest participation rates, highlighting persistent geographical inequalities in access to skills training (SSRN, 2022).

Language and cultural exclusion constitute additional challenges for indigenous populations. A qualitative study published in the *International Journal of Multidisciplinary Research* revealed that indigenous students experience higher dropout rates because of difficulties associated with learning in non-native languages, the shortage of trained teachers, and the absence of mother-tongue educational materials. These barriers negatively affect their ability to continue into vocational education and skill development programs (IJOMR, 2023).

Institutional barriers within the TVET system further hinder equitable access. A study published in the *International Journal of Engineering Research and Technology* identified poor administration, inadequate numbers of qualified instructors, and weak industry linkages as major weaknesses within training institutions. Such institutional deficiencies disproportionately affect marginalized ethnic groups who depend heavily on public training facilities (IJERT, 2021). Likewise, the ILO Baseline Assessment on Indigenous Skills and Employment found that indigenous communities have very limited access to formal training institutions and face restricted employment opportunities because of weak connections between training programs and labor market demands (ILO, 2020).

Gender and social exclusion have also been highlighted as important factors influencing participation in skill development programs. An ILO report on gender and social inclusion in TVET indicates that women and ethnic minority groups often encounter institutional discrimination, restrictive social norms, and a lack of inclusive policies, resulting in lower participation rates and poorer employment outcomes (ILO, 2021). Furthermore, a mixed-method study conducted by WTI reported that many trainees discontinue skill development programs due to family responsibilities, migration, and high living costs. Even after completing training, many struggle to secure employment because of inadequate job placement services (WTI, 2022).

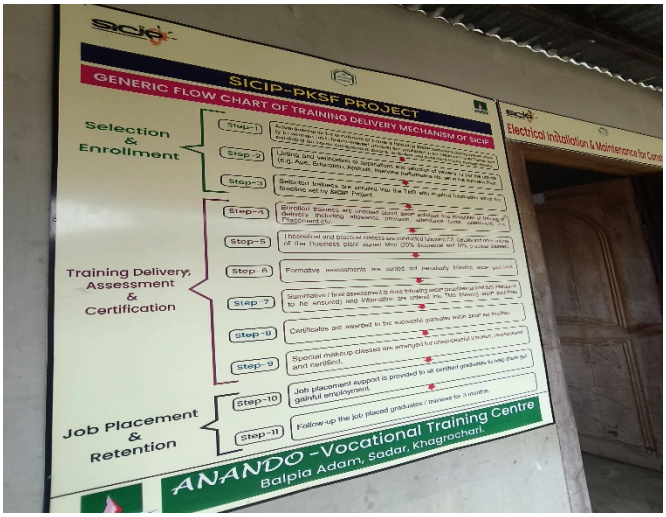
At the systemic level, the World Bank has noted that Bangladesh's skills development sector is highly fragmented, involving 22 ministries and agencies in program implementation. This fragmentation creates coordination problems, duplication of activities, and inefficiencies, which ultimately reduce accessibility for ethnic minority populations, particularly those living in remote areas (World Bank, 2021).

Although previous studies have examined socioeconomic, linguistic, institutional, and geographical barriers to skill development, there remains limited research specifically exploring how these factors collectively shape the experiences of ethnic minority communities in Bangladesh. Therefore, this study seeks to address this gap by comprehensively assessing the barriers and challenges faced by ethnic minority groups in accessing skill development training programs.

Study Area:

The research will focus on ethnic minority communities living in selected areas of Bangladesh, particularly remote regions where access to skill development training is limited, such as the Chittagong Hill Tracts (Khagrachari) and other PKSF-supported project areas. These locations are selected because ethnic minority communities are highly concentrated there and face significant geographical and social barriers.





As part of the study, ANANDO Vocational Training Centre, Khagrachari, a PKSF-supported training institute, will be included as a specific study site. The center provides skill development training opportunities for local communities, including ethnic minority trainees. Data will be collected from selected trainees and relevant stakeholders to understand their experiences, challenges, and barriers related to participation in skill development training.

Significance of the Study

The significance of the study “Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training under the PKSF-SICIP Project” is to understand the problems faced by ethnic minority communities in accessing skill development training. People from ethnic minority communities, especially those living in remote areas, may face different problems when they want to join training programs. These problems may include long distances, transportation problems, financial difficulties, language differences, cultural differences, lack of information, and institutional problems.

The study will examine the experiences of ethnic minority trainees under the PKSF-SICIP Project. In particular, ANANDO-Vocational Training Centre, Khagrachari will be considered as a study site. The study will examine how trainees access training, participate in training, and complete their training. It will also consider their access to employment opportunities after completing the training.

The findings of the study may be useful for PKSF and the SICIP Project. The study can identify the main problems faced by ethnic minority trainees. This information may help improve trainee selection, information sharing, communication, training activities, trainee support, and support for finding employment after training.

Chapter 3

Methodological Consideration

Any research demands a careful and nuanced approach to methodology, given the multifaceted and interdisciplinary nature of the subject. This chapter discuss the methodological considerations addressing choosing the study site, research question, research objective, sampling, sources of data, technique of data collection, techniques of data analysis, research ethics, etc. To conduct valid research, methodological consideration is very important.

Objectives of the Internship Study

The main objective of this study is to assess the existing linguistic, cultural, social, and economic barriers and challenges faced by ethnic minority groups in accessing and participating in skill development training programs.

Expected Outcomes:

a) To assess whether skill development training has helped ethnic minority participants in getting employment.

b) To assess changes in family monthly income and expenditure before and after training.

c) To identify transportation difficulties faced by participants in attending training.

d) To identify language difficulties faced by participants during training.

Objectives of the Study

The study is designed with the following objectives:

1. To identify the language barriers that ethnic minority groups face when accessing and completing skill development training programs.

2. To examine how cultural practices, beliefs, and social norms affect participation in skill development training among ethnic minority communities.

3. To assess how well training materials, teaching methods, and communication approaches include ethnic minority participants in terms of culture and language

Research Questions

1. What are the barriers and challenges faced by ethnic minority groups in accessing skill development training?

2. What improvements can be made to increase access and effectiveness of skill development training for ethnic minorities?

3. How do language and cultural differences influence the access of ethnic minority groups to skill development training opportunities?

Methodology

Research Designs

This study employs a mixed-method approach, integrating both quantitative and qualitative research methodologies to provide a comprehensive understanding of the barriers and challenges faced by ethnic minority groups in accessing skill development training. A purposive sampling technique was used to select respondents who have relevant experiences or knowledge regarding skill development training. Primary data were collected through structured questionnaires, interviews, and qualitative discussions with selected participants, while secondary data were obtained from relevant reports, research studies, government documents, and organizational publications. The combination of quantitative and qualitative data allows the study to identify measurable patterns as well as explore the experiences, perceptions, and challenges of ethnic minority participants in greater depth.



Data Collection Method

Primary Data: Structured questionnaire survey with 15 ethnic minority trainees.

Key Informant Interviews (KII): Interviews with the Principal, trainers, job placement personnel, and relevant staff of ANANDO Vocational Training Centre.

Field Visit and Observation: Direct observation during the field visit to understand the training environment and activities.

Secondary Data: Relevant reports, project documents, training records, and other published materials were reviewed.

In-depth Interviews (IDI)

In-depth Interviews (IDIs) were conducted with selected ethnic minority trainees who had successfully completed their skill development training. The interviews explored their post-training experiences, employment opportunities, changes in income, and perceptions of the effectiveness of the training. The interviews also examined the challenges they faced after completing the training and the extent to which the training contributed to their employment, livelihood, and overall quality of life.

Key Informant Interviews (KII)

Key Informant Interviews (KIIs) were conducted with the Principal of Anondo Vocational Training Centre, the Job Placement Officer, trainers, and employees involved in the skill development training program. The interviews aimed to explore the barriers and challenges faced by ethnic minority participants in accessing and completing skill development training, as well as their experiences regarding training delivery, language and cultural barriers, institutional support, and post-training employment opportunities.

Sampling:

- Sampling Method: Purposive Sampling
- Sample Size: 15 respondents
- Target Respondents: Ethnic minority trainees

Data Analysis:

1. Quantitative Analysis:

Descriptive statistics (mean, frequency, percentage, and charts)

2. Qualitative Analysis:

Thematic analysis of interviews was conducted to gain deeper insights into the challenges and successes of ethnic minority trainees in accessing skill development training and employment opportunities.

Ethical Considerations:

In conducting this research, ethical principles were carefully maintained to protect the rights, privacy, dignity, and well-being of all participants. Before data collection, the purpose and objectives of the research were clearly explained to the participants, and informed consent was obtained from all participants before their participation.

Participation in the research was completely voluntary. Participants were informed that they had the right to refuse to answer any question or withdraw from the research at any stage without facing any negative consequences. Confidentiality and anonymity were maintained throughout the research process, and participants' names and other personal information were not disclosed in the research report. Special attention was given to respecting the cultural identity, language, traditions, beliefs, and social values of ethnic minority participants. Data were collected through surveys, 5 Key Informant Interviews (KIIs), and 15 In-depth Interviews (IDIs). The information collected from all participants was used strictly for academic and research purposes. All collected information was kept confidential, stored securely, and reported accurately without fabrication, falsification, manipulation, or misrepresentation.

Chapter 4: Findings from the Study

Data Collection Process

The data collection for this study was conducted at ANANDO Vocational Training Centre, Khagrachari, under the Skills for Industry Competitiveness and Innovation Program (SICIP) implemented through the Palli Karma-Sahayak Foundation (PKSF). The main purpose of the data collection was to understand the experiences, employment opportunities, and barriers and challenges faced by ethnic minority trainees participating in skill development training under the SICIP project.

During the data collection process, in-depth interviews (IDIs) were conducted with selected trainees. The interviews focused on their employment status before joining the training, whether the training helped them obtain employment, and how the training contributed to improving their skills and employment opportunities.

Information was also collected about the trainees' monthly family income and expenditure, household economic conditions, and financial difficulties related to participation in training. The interviews further explored whether participants experienced language barriers, geographical and transportation difficulties, or other social and economic challenges while accessing and participating in the training.

The participants were also asked about the practical skills they gained through SICIP training and whether these skills were useful for obtaining employment or creating self-employment opportunities. In addition, relevant information about the training activities and employment-related support was collected through discussions with trainers and staff of the training centre.

The information collected from the interviews was organized and analyzed thematically according to the major issues identified from the participants' responses. This helped identify the key barriers and challenges faced by ethnic minority trainees in accessing and participating in skill development training under the SICIP project, as well as the role of training in improving their employment opportunities.

Findings of the study

The findings show that out of the 15 ethnic minority respondents, 9 (60%) were engaged in employment after completing the training, while 6 (40%) were not engaged in any employment. This indicates that the majority of the ethnic minority respondents were engaged in employment after receiving skill development training.

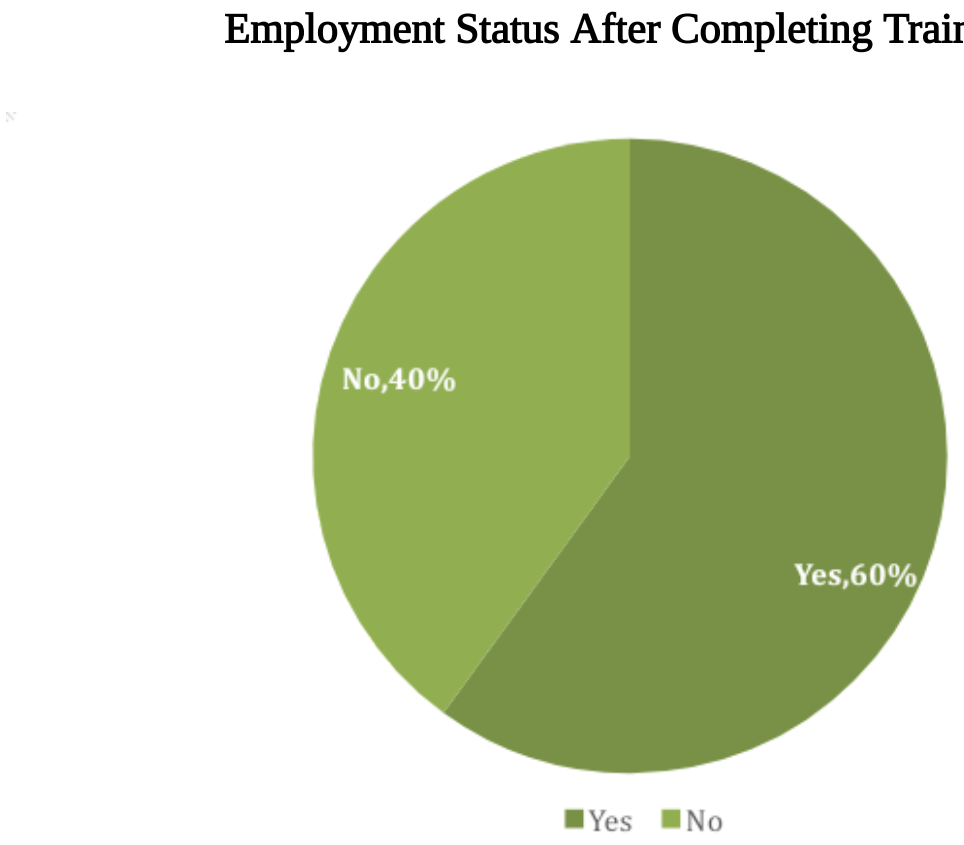


Figure: 1

Monthly Family Income of Respondents

The findings show that 10 respondents had a monthly family income of 10,000–15,000 BDT, which was the largest income group. Two respondents had a monthly family income of 0–5,000 BDT, while two respondents were in the 5,000–10,000 BDT income group. One respondent reported an income under the Other category.

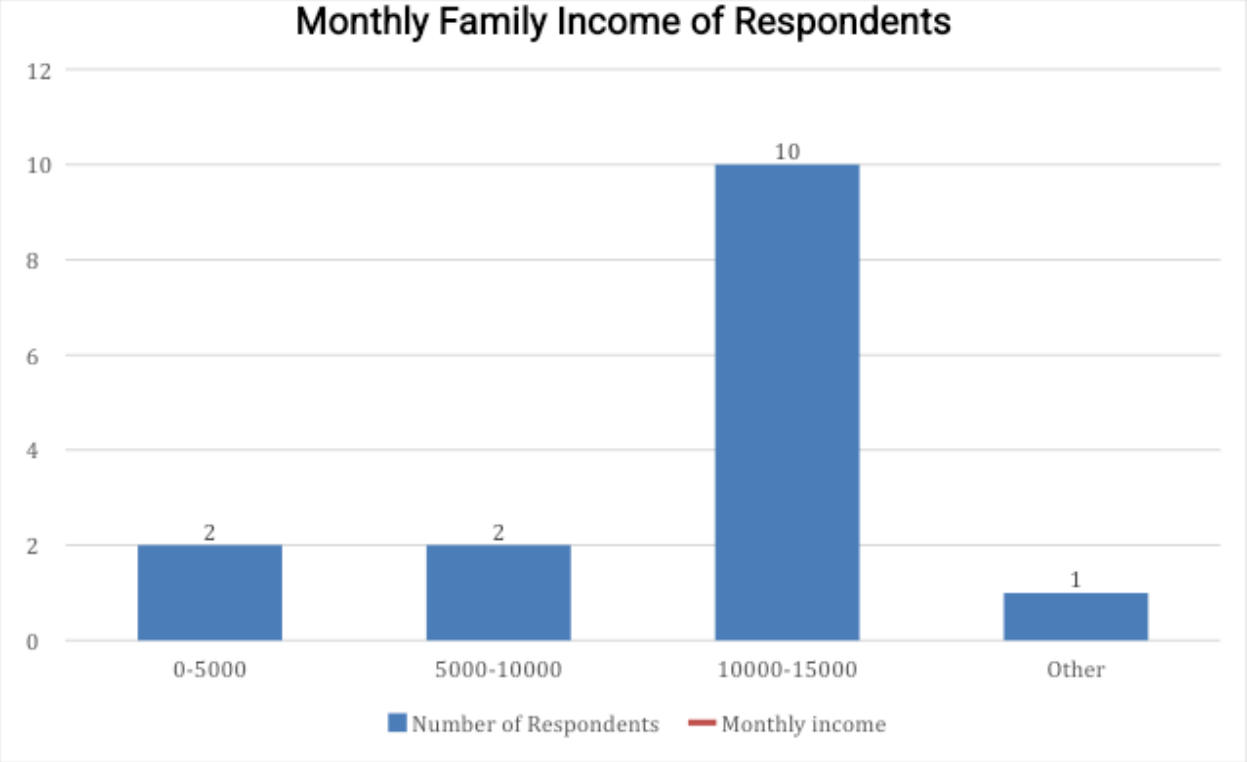


Figure 2

Overall, most respondents came from families with a monthly income between 10,000 and 15,000 BDT. This suggests that many participants belonged to low- to middle-income households, which may create financial challenges in accessing and completing skill development training.

Monthly Family Expenditure of Respondents

The findings show that 13 respondents reported their monthly family expenditure under the "Other" category, while 2 respondents reported expenditure between 10,000–15,000 BDT.

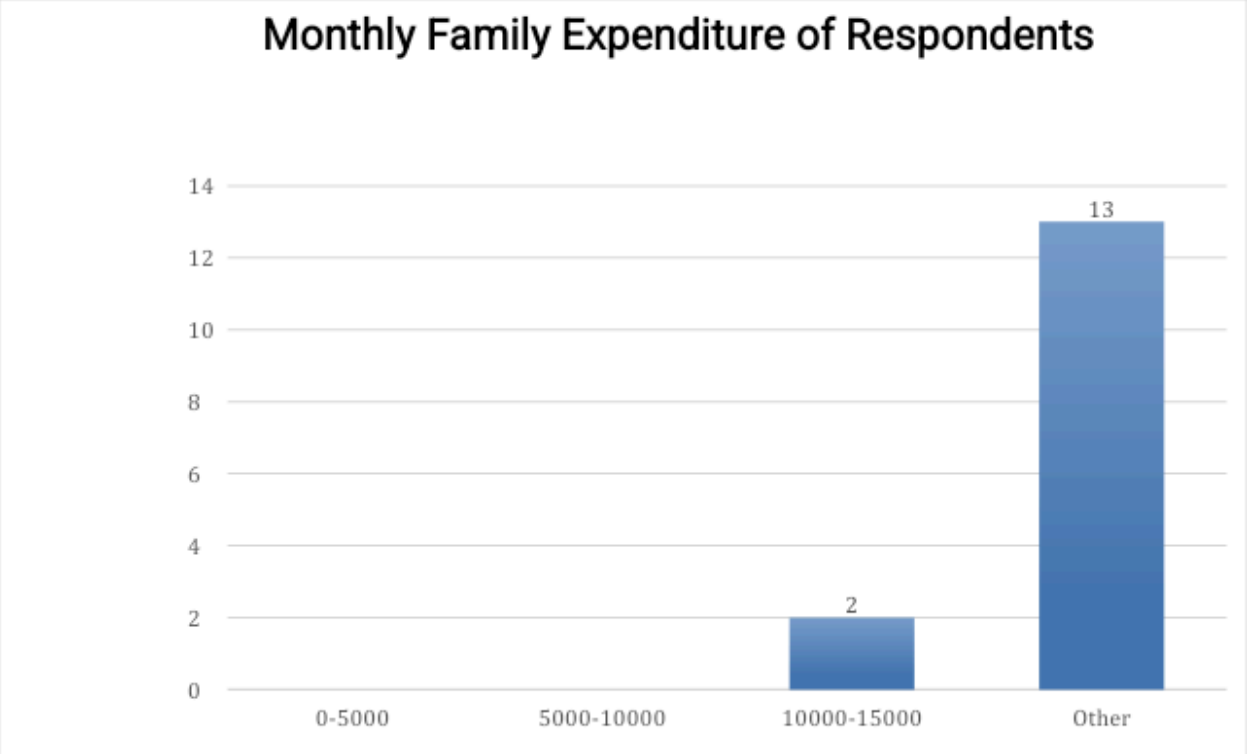


Figure 3

Overall, the findings indicate that the majority of respondents had monthly family expenditures outside the specified income ranges. This suggests that household expenditure patterns varied considerably among the respondents and may reflect differences in family size, household needs, and living costs.

Demographic information

The age distribution of the respondents shows that the study mainly included young participants. Out of the 15 respondents, 7 respondents (46.7%) were aged 21–25 years, representing the largest age group. 5 respondents (33.3%) were between 15–20 years, while 3 respondents (20.0%) were aged 26–30 years.

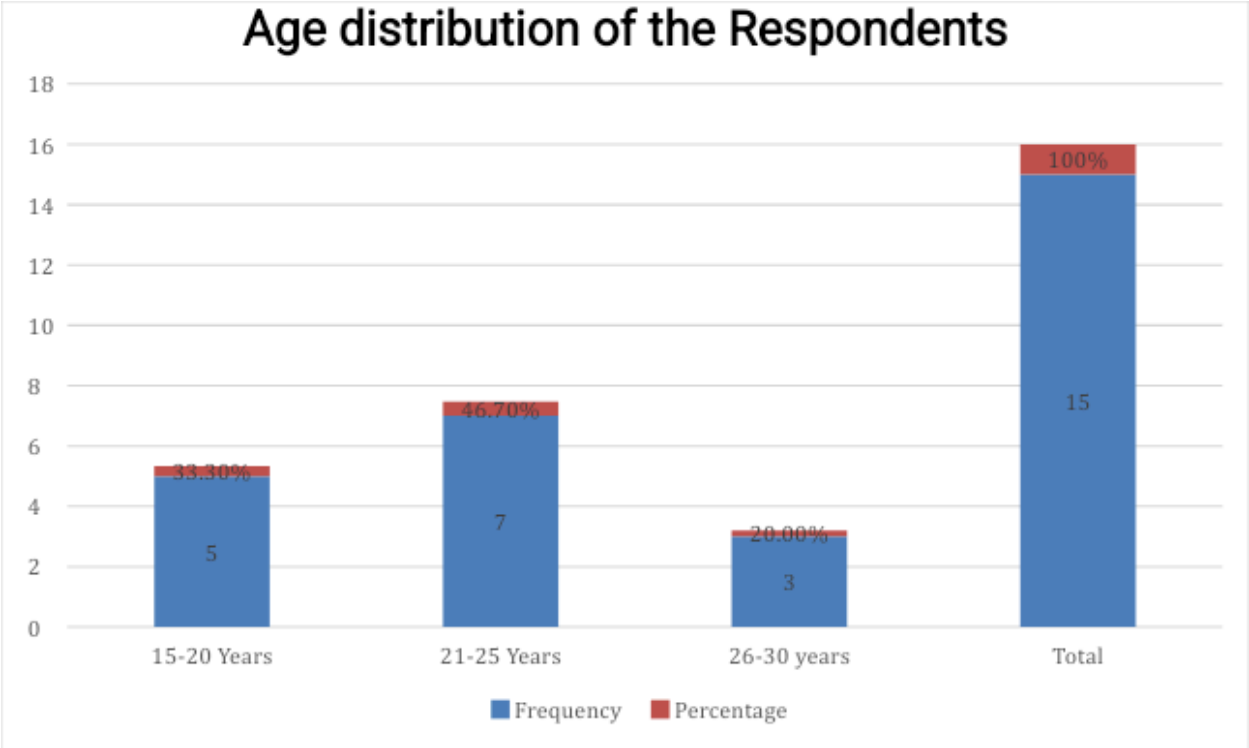


Figure 4

Overall, the findings indicate that the majority of participants were young people aged 15–25 years. This suggests that the skill development training under the PKSF-SICIP Project has primarily engaged young individuals who are at an important stage for developing skills, entering employment, and improving their livelihood opportunities.

Language-Related Problems during Training

Among the 15 respondents, 5 respondents (33.3%) reported that they faced language-related problems while participating in the training, whereas 10 respondents (66.7%) reported that they did not face any language-related problems. This indicates that language-related difficulties were experienced by a smaller proportion of the trainees.

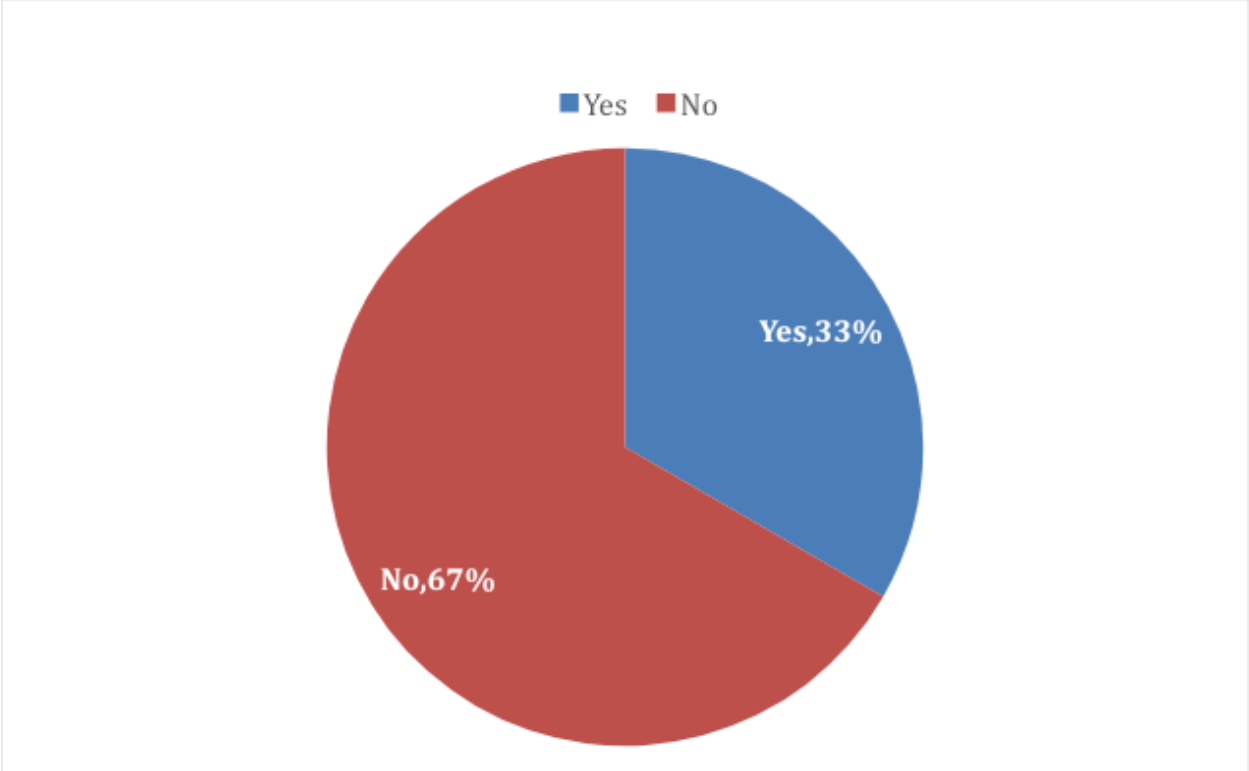


Figure 5

Need to Increase Ethnic Minority Participation in Training

The findings show that the majority of respondents believe that ethnic minority participation in skill development training needs to be increased. Among the 15 respondents, 11 respondents (73.3%) stated “Yes”, indicating a need to increase participation. In contrast, 4 respondents (26.7%) stated “No.”

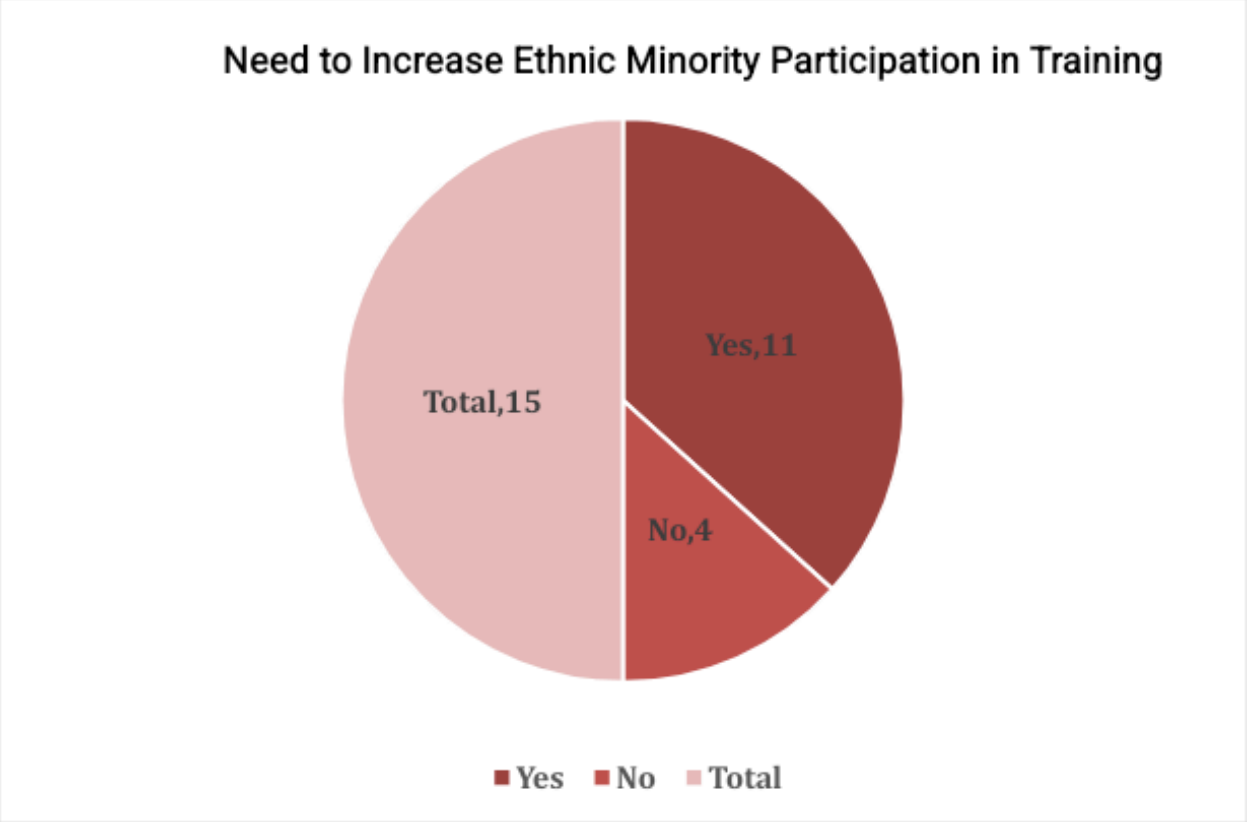


Figure 6

Overall, the findings suggest that there is a strong need to promote greater participation of ethnic minority communities in skill development training. This may require improving awareness, reducing financial and geographical barriers, and making training programs more accessible and culturally and linguistically inclusive.

Key Findings

The Key Informant Interviews (KIIs) conducted with the Principal, Job Placement Personnel, Trainers, and Staff of ANANDO Vocational Training Centre identified several barriers and challenges faced by ethnic minority youth in accessing skill development training and transitioning from training to employment and self-employment. The major findings are presented below.

Short Training Duration

Informants identified the short training duration as one of the major challenges. The current three-month training period may not be sufficient, particularly for trainees who have little or no previous knowledge of the trade. Informants suggested extending the training period to around five months or introducing longer courses so that trainees have sufficient time to develop practical skills. They also emphasized giving greater importance to practical training than theoretical learning.

Training Dropout and Irregular Attendance

Some trainees leave the training before completing the course. Informants reported that a few trainees discontinue training after two or three months without informing the training centre properly. Family responsibilities, financial difficulties, personal circumstances, and communication gaps may contribute to dropout and irregular attendance. Regular communication with trainees and their guardians could help reduce this problem.

Geographical and Transportation Barriers

Trainees from remote and hilly areas often face difficulties in travelling to the training centre. Transportation problems can become more serious during heavy rainfall and adverse weather conditions. Although hostel facilities are available, some trainees are reluctant to stay away from their families. These geographical and mobility issues can affect regular participation in training.

Reluctance to Move outside the Home District

A significant challenge identified by the informants is the reluctance of many ethnic minority trainees to move outside their home district, particularly Khagrachhari, for employment. Although employment opportunities are available in other districts and cities, many graduates prefer to remain close to their families and communities. Family responsibilities, cultural attachment, and social considerations influence their decisions and reduce access to wider employment opportunities.

Family and Cultural Barriers

Family and cultural factors influence both training participation and employment decisions. Some families may be unwilling to allow trainees to work or live away from home. Cultural attachment to the local community can also discourage trainees from seeking employment outside their locality. Informants suggested involving guardians and explaining the benefits, safety, and career prospects of employment opportunities.

Gender-Related Challenges

Although female participation in training has improved, female trainees may face additional challenges related to family acceptance, safety, mobility, communication, and marriage-related responsibilities. Some families may be hesitant to allow women to work outside their home areas. Informants emphasized the need for safe working environments and greater family involvement to encourage female participation in employment.

Limited Employment Opportunities

Training graduates acquire skills in different trades, but suitable employment is not always available for everyone. Informants identified employment opportunities in Fashion Garments, Mobile Phone Servicing, Electrical Installation and Maintenance (EIM), Refrigeration and Air Conditioning (RAC), Electronics, Mechanics, Computer Operation, and Driving. However, the number of available jobs may not always match the number of trained graduates.

Weak Industry and Employer Linkages

The KIIs highlighted the need for stronger connections between the training centre and employers or industries. Although some graduates are connected with local businesses and companies, more systematic employer networks, job fairs, direct recruitment opportunities, and industry partnerships could improve job placement.

Lack of Capital, Machinery, and Equipment for Self-Employment

Lack of financial resources is a major barrier to self-employment. Some graduates have the required skills but cannot start businesses because they cannot afford machines, tools, equipment, and initial capital. Informants suggested providing starter packages, machinery support, microfinance, or other financial assistance after training to help graduates establish small businesses.

Limited Post-Training Support

Informants emphasized that support should continue after completion of training. Graduates may face difficulties finding jobs or starting businesses without further guidance. They suggested contacting graduates approximately five to six months after training to assess their employment status, identify problems, and provide career guidance or employment support.

Lack of Opportunities to Practice Skills

Some graduates may gradually lose their practical skills if they do not use them after completing training. Lack of employment, equipment, and opportunities for continued practice can affect skill retention. Informants therefore emphasized the importance of continued practice, workplace exposure, and post-training support.

Curriculum and Labour-Market Mismatch

Informants suggested that the training curriculum should be regularly updated according to current and future labour-market demand. Lesson plans should incorporate market-oriented skills, new technologies, and updated industry requirements. Greater alignment between training content and employer demand could improve graduates' employability.

Limited Access to Modern Technology and Equipment

Some trades require modern machinery, laboratories, and updated equipment. Informants indicated that upgrading training facilities and introducing new technologies would help trainees develop skills relevant to the current labour market. This is particularly important for technical trades such as RAC, Electronics, Mobile Phone Servicing, and Mechanics.

Communication and Language Challenges

Ethnic minority trainees may have different linguistic and cultural backgrounds from the mainstream population. Although trainees generally participate actively, some may require additional explanation and time to understand training content and instructions. Culturally sensitive communication and supportive teaching methods can therefore improve the learning process.

Financial and Socio-Economic Constraints

Financial difficulties can affect trainees' ability to participate regularly and complete training. Transportation, food, accommodation, and family responsibilities may create additional financial pressure. Some trainees may also need to contribute to household income, making it difficult to spend sufficient time on training.

Limited Mobility for Employment

Even after completing training, many graduates prefer to seek employment within their own communities. This limits their access to employment opportunities in larger markets. Career counselling and motivation may help trainees understand the benefits of suitable employment outside their locality while also promoting local employment and self-employment opportunities.

Need for Locally Relevant and Culturally Appropriate Trades

Informants emphasized the importance of selecting training trades based on the local economy, culture, and market demand of ethnic minority communities. Areas such as tourism, food processing, local businesses, and community-based services may provide suitable opportunities for employment and self-employment. Developing and marketing locally available products could also create income-generating opportunities.

Need for Career Counselling and Motivation

Some trainees require additional guidance to understand available employment opportunities and career pathways. Informants suggested providing career counselling during and after training. Trainees and guardians should receive information about available jobs, salary expectations, workplace safety, career progression, and employment opportunities outside the home district.

The KII findings indicate that ethnic minority youth are generally interested, active, and patient in participating in vocational training, and ANANDO Vocational Training Centre is making a positive contribution to their practical skill development. However, several barriers continue to affect their access to training and transition into sustainable employment and self-employment.

The major challenges identified through the KIIs include short training duration, training dropout, geographical and transportation difficulties, reluctance to move outside the home district, family and cultural barriers, gender-related concerns, financial constraints, limited employment opportunities, weak industry linkages, lack of capital and equipment for self-employment, insufficient post-training support, limited opportunities to practice skills, curriculum and labour-market gaps, limited modern training facilities, communication challenges, and inadequate career counselling.

Chapter 5

Discussions and Recommendations

Discussion

The present study, titled “Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training,” was conducted to identify the major barriers and challenges faced by ethnic minority youth in accessing and benefiting from skill development training. The study focused on trainees who completed vocational training at ANANDO Vocational Training Centre, Khagrachhari. Data were collected from 15 respondents through a survey and from the Principal/Manager, Job Placement Personnel, Trainers, and Staff through Key Informant Interviews (KIIs).

The findings indicate that ethnic minority youth have a positive interest in vocational skill development training. Most trainees participate actively in training and are interested in acquiring skills that can improve their employment and income opportunities. However, the findings also show that several social, economic, geographical, cultural, and institutional factors affect their participation and post-training outcomes.

One of the major challenges identified was the short duration of training. According to the KII findings, three months may not be sufficient for trainees, particularly those who are beginners. More time is needed for practical learning and skill development. Therefore, extending the training duration and increasing practical sessions may help trainees become more competent and confident.

Geographical and transportation barriers were also found to affect participation. Many ethnic minority communities live in remote and hilly areas, making access to training centres difficult. During heavy rainfall and poor weather conditions, transportation and communication become even more challenging. Although hostel facilities provide some support, some trainees are reluctant to stay away from their families and communities.

The study also found that family, cultural practices, and attachment to the local community influence trainees’ employment decisions. Many trainees prefer to remain within their home

districts rather than move to other areas for employment. Family responsibilities, cultural attachment, safety concerns, and unfamiliar working environments can reduce their willingness to migrate for jobs.

Gender-related challenges were also identified. Although female participation in vocational training has improved, women may face barriers related to family permission, marriage, safety, mobility, and social attitudes toward women's employment. These factors can affect both their participation in training and their ability to enter the labour market.

Financial constraints are another important challenge. Some trainees come from economically disadvantaged families and may have difficulties meeting transportation, accommodation, and other costs. After completing training, many graduates also lack the capital, tools, and machinery required to start their own businesses. As a result, acquiring skills does not always lead directly to self-employment or increased income.

The findings further indicate the need for stronger training-to-employment linkages. Training institutions need to maintain stronger relationships with industries, employers, and local businesses. Training curricula should also be regularly updated according to labour-market demand. Job fairs, employer networking, workplace visits, and direct recruitment opportunities could help trainees move more easily from training to employment.

Another important issue is the need for post-training support. Completing vocational training does not automatically ensure employment or self-employment. Graduates may require career counselling, job information, financial support, equipment, and technical guidance. Regular follow-up after training could help identify graduates' challenges and provide appropriate support.

The study titled "Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training" shows that the challenges faced by ethnic minority youth are not limited to access to training. Their ability to successfully transition from training to employment or self-employment is also influenced by financial, geographical, family, cultural, gender, and labour-market factors. Therefore, a more inclusive, practical, and locally relevant skill development approach is needed.

Recommendations

Based on the findings of the study, the following recommendations are proposed:

- Extend the Training Duration

The duration of short vocational courses should be reviewed. Where necessary, the current three-month training period could be extended so that trainees have sufficient time to develop and practice their skills.

- Increase Practical Training

Greater emphasis should be placed on hands-on practical training. Trainees should receive adequate opportunities to practice using real equipment and machinery so that they become confident and job-ready.

- Improve Transportation and Hostel Facilities

For trainees from remote and hilly areas, transportation and accommodation facilities should be improved. Hostel facilities should be made safer, more comfortable, and suitable for female trainees so that distance does not prevent participation.

- Strengthen Family and Guardian Engagement

Training centres should involve parents and guardians, particularly when trainees face family-related barriers. Awareness sessions can help families understand the importance of vocational skills, employment, women's participation, and career development.

- Create More Employment Opportunities within Local Areas

Since many ethnic minority youth prefer to remain in their home communities, training programs should be linked with local businesses, industries, tourism, agriculture-related activities, food processing, repair services, and other local economic opportunities.

- Strengthen Industry and Employer Linkages

Training centres should establish stronger partnerships with employers and industries. Job fairs, employer meetings, internships, workplace visits, and direct recruitment opportunities can improve job placement after training.

- Provide Financial and Equipment Support

Graduates interested in self-employment should receive access to small loans, grants, starter packages, tools, machinery, and technical assistance. This would help trainees convert their acquired skills into sustainable income-generating activities.

- Introduce Regular Post-Training Follow-up

The training centre should maintain contact with graduates after completion of training. Follow-ups at regular intervals, such as three to six months after graduation, can help identify employment difficulties and provide appropriate support.

- Update the Curriculum According to Market Demand

Training curricula should be regularly reviewed and updated based on current labour-market requirements. New technologies, modern equipment, and emerging employment opportunities should be incorporated into the training courses.

- Promote Women's Participation

Special measures should be taken to increase women's participation in vocational training and employment. Safe working environments, family awareness, flexible arrangements, and access to suitable trades can encourage more women to participate.

- Provide Career Counselling and Motivation

Career counselling should be included during and after training. Trainees should receive information about available jobs, salary expectations, career progression, workplace requirements, and employment opportunities outside their local areas.

- Provide Language and Communication Support

Training centres should use clear and supportive communication methods for trainees from different linguistic and cultural backgrounds. Trainers should be encouraged to consider cultural and language differences when delivering training.

- Develop Locally Relevant Training Trades

New training opportunities should be introduced based on the skills, culture, resources, and economic potential of ethnic minority communities. Tourism, food processing, local product development, solar technology, and other market-oriented trades could be considered where appropriate.

- Strengthen Career and Employment Motivation

Trainees should be encouraged to explore employment opportunities beyond their immediate locality when appropriate. At the same time, local employment and self-employment opportunities should be developed so that trainees can contribute to the economic development of their own communities.

- Ensure Sustainable Support for Training Programs

Training institutions should focus not only on providing short-term training but also on creating a complete pathway from training → skills → employment/self-employment → income generation. This integrated approach would make vocational training more sustainable and beneficial for ethnic minority youth.

Chapter 6

Limitations of the Research

Despite the valuable insights gained from this study, several limitations should be acknowledged. These constraints may have influenced the depth and scope of the findings and should be considered when interpreting the results.

1. Small Sample Size:

The study was conducted with only 15 respondents who had completed their vocational training. The small sample size may not fully represent the experiences of all ethnic minority trainees. A larger sample could have provided more comprehensive and generalizable findings.

2. Adverse Weather and Flood Situation:

Data collection was conducted in Khagrachhari during a period of heavy rainfall and flooding. The adverse weather conditions created difficulties in transportation and communication. Although efforts were made to contact all 15 respondents, reaching and communicating with them was challenging due to the flood situation.

3. Time Limitations:

The research was conducted within a limited internship period, which restricted the opportunity for extensive field visits, repeated interviews, and long-term follow-up with the respondents. A longer research period could have allowed for more detailed investigation of the respondents' post-training employment and livelihood conditions.

4. Communication Difficulties:

Due to heavy rainfall, flooding, and transportation problems, maintaining regular communication with some respondents was difficult. These challenges may have limited the opportunity to collect more detailed information about their experiences after completing training.

5. Limited Long-Term Assessment:

The study mainly focused on the respondents' experiences after completing vocational training. Due to time constraints, it was not possible to conduct a long-term assessment of changes in their employment status, income, or livelihood conditions. Therefore, the long-term impact of vocational training could not be fully assessed.

6. Self-Reported Information:

The study relied mainly on information provided directly by the respondents. Some respondents may have provided answers based on their personal perceptions or may have been hesitant to

share detailed information about their income, employment, family circumstances, or challenges. Therefore, some responses may be subject to self-reporting or social desirability bias.

7. Limited Representation of Ethnic Minority Groups:

The study focused on a small number of ethnic minority trainees associated with the selected training centre. Therefore, the findings may not reflect the experiences of all ethnic minority communities or all vocational training institutions in Bangladesh.

Despite these limitations, the study provides useful insights into the barriers and challenges faced by ethnic minority youth in accessing skill development training and transitioning towards employment and self-employment.

Chapter 7

Learning and Self-Evaluation

Learning from the Internship

My internship at Palli Karma-Sahayak Foundation (PKSF) was a valuable learning experience that helped me connect my academic knowledge with practical work. During the internship, I became familiar with a professional working environment and learned how development organizations plan, implement, monitor, and document different activities. My involvement with the SICIP project also helped me understand the importance of skill development and employment opportunities for disadvantaged and ethnic minority communities.

One of the most important learning experiences was conducting my own research on “Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training.” Before this internship, my research experience was mainly limited to academic assignments and assisting with field-level data collection. During this internship, I had the opportunity to develop my own research topic, prepare research objectives and questions, review relevant literature, develop a questionnaire, collect primary data, conduct Key Informant Interviews (KIIs), analyze data, and prepare the research report.

Through my fieldwork at ANANDO Vocational Training Centre in Khagrachhari, I gained practical knowledge about vocational training, trainee participation, job placement, self-employment, and the different challenges faced by ethnic minority youth. I also learned how geographical location, family circumstances, culture, financial conditions, language, and employment opportunities can influence access to skill development training.

The internship also helped me improve my communication, teamwork, time management, data collection, report writing, and analytical skills. I gained practical experience in using Microsoft Word and Excel for documentation, data organization, and presentation. I also learned how to communicate professionally with trainers, staff members, trainees, and other stakeholders.Overall, this internship helped me become more confident, responsible, and familiar with professional research and development work. It provided me with practical experience that will be useful for my future academic and professional career.

Influence on My Future Goals

This internship has had a significant influence on my future academic and professional goals. As a Sociology student, I previously understood social issues mainly from academic and theoretical perspectives. However, the internship allowed me to observe how social and economic challenges affect people in real-life situations. My research with ethnic minority youth helped me understand the importance of inclusive skill development, employment opportunities, and social and economic empowerment. I realized that providing training alone is not always sufficient; trainees also need appropriate employment opportunities, career guidance, financial support, and post-training assistance.

The experience has increased my interest in working in the development sector, social research, and community-based development activities. It has also encouraged me to pursue higher education and develop stronger research and analytical skills. In the future, I would like to use my academic knowledge and practical experience to contribute to programs that promote equal opportunities, skill development, employment, and improved livelihoods for disadvantaged communities.

The internship also helped me identify areas where I need further improvement, particularly in advanced data analysis, research methodology, professional communication, and project management. Therefore, this experience has motivated me to continue learning and develop myself both academically and professionally.

Conclusion

The internship at PKSF was an important and enriching part of my academic journey. It provided me with an opportunity to apply my sociological knowledge in a professional development setting and gain practical experience in research and project-related activities.

Through my involvement with the SICIP project, I had the opportunity to learn about vocational skill development and the challenges faced by ethnic minority youth in accessing training and employment opportunities. My fieldwork at ANANDO Vocational Training Centre, Khagrachhari allowed me to interact with trainees, trainers, staff, and other stakeholders and understand their experiences from a practical perspective.

My research focused on assessing the barriers and challenges faced by ethnic minority groups in accessing skill development training. Through surveys and Key Informant Interviews, I learned that although ethnic minority youth are interested in vocational training, they may face challenges related to geographical accessibility, transportation, short training duration, family and cultural factors, financial limitations, employment opportunities, mobility, and lack of post-training support.

This internship also helped me understand that successful skill development requires more than simply providing training. Effective employment linkages, market-oriented curricula, practical training, career counselling, financial support for self-employment, and post-training follow-up are also important for achieving sustainable outcomes.

Overall, the internship strengthened my research, communication, teamwork, data management, analytical, and professional skills. It also increased my confidence and helped me better understand the relationship between sociological knowledge and practical development work. Most importantly, this experience has motivated me to pursue further education and future professional opportunities in social research and the development sector, where I hope to contribute to improving the lives and opportunities of disadvantaged and marginalized communities.

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Appedndix

গবেষণা প্রশ্নপত্র (Research Questionnaire)

Research Title:Assessing the Barriers and Challenges of Ethnic Minority Groups in Accessing Skill Development Training

সাক্ষাৎকার গ্রহণের তারিখ: _____

উত্তরদাতার ব্যক্তিগত ও পারিবারিক তথ্য

ক্রমিক নং	প্রশ্ন	উত্তর	কোড	স্কিপ
১	**উত্তরদাতার নাম:**			
২	**উত্তরদাতার ঠিকানা:**			
৩	**বয়স:**			
৪	**ফোন নং:**			
৫	**লিঙ্গ:**		১।নারী ২।পুরুষ	
৬	**ধর্ম:**		১। ইসলাম ২। হিন্দু ৩। খ্রিষ্টান ৪। বৌদ্ধ ৫। অন্যান্য	
৭	**জাতীয় পরিচয় পত্র নম্বর:**			
৮	**শিক্ষাগত যোগ্যতা:**		১। কোনো প্রাতিষ্ঠানিক শিক্ষা নেই ২। প্রাথমিক(৫ম শ্রেণি পর্যন্ত) ৩। মাধ্যমিক(১০ম শ্রেণি পর্যন্ত)	

			৪। উচ্চ মাধ্যমিক ৫। উচ্চতর শিক্ষা	
৯	**পরিবারের সদস্য সংখ্যা:**	মোট: পুরুষ মহিলা	১। ১-২ ২। ৩-৪ ৩। ৫-৬ ৪। ৭-৮	
১০	**পরিবারের মাসিক আয়:**		১। ০-৫০০০ ২। ৫০০০-১০০০০ ৩। ১০০০০-১৫০০০ উল্লেখ করেন	
১১	**পরিবারের মাসিক ব্যয়:**		১। ০-৫০০০ ২। ৫০০০-১০০০০ ৩। ১০০০০-১৫০০০ উল্লেখ করেন	

প্রশিক্ষণে অংশগ্রহণের তথ্য:

ক্রমিক নং	প্রশ্ন	উত্তর	কোড	স্কিপ
১২	আপনি কোন ট্রেডে প্রশিক্ষণ গ্রহণ করছেন?		১। বেকারি ও পেস্ট্রি উৎপাদন ২। খাদ্য ও পানীয় উৎপাদন ৩। গ্রাফিক ডিজাইন ৪। আইটি ফ্রিল্যান্সিং ৫। ফ্যাশন ডিজাইন ৬।অটো মেকানিক্স ৭। বিউটিফিকেশন ৮। ইলেকট্রিক্যাল্ ইনস্টলেশন ও রক্ষণাবেক্ষণ ৯। ফ্যাশন গার্মেন্টস	

			১০। মোবাইল ফোন সার্ভিসিং ১১। প্লাম্বিং ও পাইপ ফিটিং ১২। রেফ্রিজারেশন ও এয়ার কন্ডিশনিং ১৩। হাউসকিপিং (একাধিক)	
১৩	প্রশিক্ষণের সময়কাল:		☐ ১ মাসের কম ☐ ১–৩ মাস ☐ ৪–৬ মাস	
১৪	আপনি কোন বছরে প্রশিক্ষণ সম্পন্ন করেছেন?			
১৫	প্রশিক্ষণে অংশগ্রহণের প্রধান কারণ কী ছিল?		১। দক্ষতা অর্জন ২। আত্মকর্মসংস্থান ৩। আয় বৃদ্ধি ৪। পরিবারের উৎসাহ ৫। প্রকল্পের সুবিধা ৬। কর্মসংস্থানের সুযোগ বৃদ্ধি	
১৬	প্রশিক্ষণের তথ্য আপনি কিভাবে পেয়েছিলেন?		১। পরিবার ২। বন্ধু/প্রতিবেশী ৩। স্থানীয় জনপ্রতিনিধি ৪। এনজিও ৫। প্রশিক্ষণ প্রতিষ্ঠান	

			৬। সামাজিক যোগাযোগ মাধ্যম	

প্রশিক্ষণের গুণগত মান মূল্যায়ন:

১৭। নিচের বিষয়গুলো সম্পর্কে আপনার মতামত দিন।

বিষয়	খুব ভালো	ভালো	মোটামুটি	দুর্বল	খুব দুর্বল
প্রশিক্ষণের দক্ষতা	☐	☐	☐	☐	☐
প্রশিক্ষণের বিষয়বস্তু	☐	☐	☐	☐	☐
ব্যবহারিক প্রশিক্ষণ	☐	☐	☐	☐	☐
প্রশিক্ষণ পরিবেশ	☐	☐	☐	☐	☐
সময় ব্যবস্থাপনা	☐	☐	☐	☐	☐

ক্রমিক নং	প্রশ্ন	উত্তর	কোড	স্কিপ
১৮	প্রশিক্ষণকালে আপনি কী কী সুবিধা পেয়েছেন।		১। স্টাইপেন্ড ২। যাতায়ত ভাতা ৩। প্রশিক্ষণ সামগ্রী ৪। খাবার ৫। আবাসন ৬। প্রশিক্ষকের সহযোগিতা	
১৯	প্রশিক্ষণ চলাকালে কী কী সমস্যার সম্মুখীন হয়েছেন?		১। যাতায়ত সমস্যা ২। ভাষাগত সমস্যা ৩। পারিবারিক বাধা ৪। আর্থিক সমস্যা ৫। প্রশিক্ষণের সময়সূচি ৬। কোনো সমস্যা হয়নি	

প্রশিক্ষণের ফলাফল ও প্রভাব:

ক্রমিক নং	প্রশ্ন	উত্তর	কোড	স্কিপ
২০	এই প্রশিক্ষণটি কি আপনাকে চাকরি পেতে সহায়তা করেছে?		☐ হ্যাঁ ☐ না ☐ আংশিকভাবে	
২১	প্রশিক্ষণের আগে আপনি কি কোনো কাজে নিয়োজিত ছিলেন?		☐ হ্যাঁ ☐ না	
২২	বর্তমানে আপনি কি কোনো কাজে নিয়োজিত আছেন?		☐ হ্যাঁ ☐ না	

সামাজিক প্রভাব

ক্রমিক নং	প্রশ্ন	উত্তর	কোড	স্কিপ
২৩	প্রশিক্ষণের ফলে আপনার সামাজিক কর্মকান্ডে অংশগ্রহণের কী বৃদ্ধি পেয়েছে?		☐ অনেক বৃদ্ধি পেয়েছে ☐ কিছুটা বৃদ্ধি পেয়েছে ☐ কোনো পরিবর্তন হয়নি ☐ কিছুটা কমেছে ☐ অনেক কমেছে	
২৪	প্রশিক্ষণ সম্পন্ন করার পর আপনি কি কোনো সামাজিক সংগঠনের সঙ্গে যুক্ত হয়েছেন?		☐ হ্যাঁ ☐ না	
২৫	প্রশিক্ষণে অংশগ্রহণের জন্য আপনার পরিবার কি সম্মতি দিয়েছিল?		☐ হ্যাঁ ☐ না	

২৬	ভবিষ্যতে নিজস্ব ব্যবসা/উদ্যোগ শুরু করার আগ্রহ রয়েছে?		☐ হ্যাঁ ☐ না	

ক্ষুদ্র নৃগোষ্ঠী হিসেবে প্রতিবন্ধকতা

২৭	ক্ষুদ্র নৃগোষ্ঠীর সদস্য হিসেবে প্রশিক্ষণে অংশগ্রহণে কোনো বিশেষ বাধার সম্মুখীন হয়েছেন?		☐ হ্যাঁ ☐ না	
২৮	আপনার মতে প্রশিক্ষণে ক্ষুদ্র নৃগোষ্ঠীর অংশগ্রহণ বাড়াতে কী করা প্রয়োজন?		☐ হ্যাঁ ☐ না	

Qualitative Questionnaire:

ক.ভাষাগত প্রতিবন্ধকতা

২৯. প্রশিক্ষণে অংশগ্রহণের সময় কি আপনি ভাষাগত সমস্যার সম্মুখীন হয়েছেন?

☐ হ্যাঁ

☐ না

৩০. হ্যাঁ হলে, কী ধরনের সমস্যা হয়েছে?

৩১. প্রশিক্ষকের নির্দেশনা বুঝতে কি কোনো সমস্যা হয়েছে?

☐ হ্যাঁ

☐ না

৩২. যদি হ্যাঁ হয়, তবে কেন? যদি না হয়, তবে কেন নয়?

৩৩. ভাষাগত কারণে কি শেখার ক্ষেত্রে কোনো বাধা তৈরি হয়েছে?

☐ হ্যাঁ

☐ না

৩৪. যদি হ্যাঁ হয়,অনুগ্রহ করে ব্যাখ্যা করুন কী ধরনের ভাষাগত বাধা আপনি অনুভব করেছেন।

খ.সাংস্কৃতিক প্রথা, বিশ্বাস ও সামাজিক নিয়ম

৩৫. আপনার সাংস্কৃতিক প্রথা কি প্রশিক্ষণে অংশগ্রহণে প্রভাব ফেলেছে?

☐ হ্যাঁ

☐ না

৩৬. যদি হ্যাঁ হয়, তবে কেন? যদি না হয়, তবে কেন নয়?

৩৭. ধর্মীয় বা সাংস্কৃতিক কারণে কি কোনো সমস্যা হয়েছে?

☐ হ্যাঁ

☐ না

৩৮. যদি হ্যাঁ হয়, তবে কেন? যদি না হয়, তবে কেন নয়?

৩৯. প্রশিক্ষণের ব্যাবহারিক (প্র্যাকটিক্যাল) ক্লাসে আপনি কি পর্যাপ্তভাবে অনুশীলন করতে পেরেছেন?

☐ হ্যাঁ

☐ না

৪০. যদি না হয় তবে করতে না পারার কারণ কী ?

৪১. এই প্রশিক্ষণগুলো থেকে আপনি কী শিখেছেন?

৪২. প্রশিক্ষণগুলোর মাধ্যমে আপনার ধারণায় কী ধরনের পরিবর্তন হয়েছে?

৪৩. আপনি কি আশেপাশের অন্যান্য ব্যক্তিদের সঙ্গে দক্ষতা উন্নয়ন প্রশিক্ষণ সম্পর্কিত জ্ঞান শেয়ার করেন? শেয়ার করার /না করার কারণ কী?