

## Bangladesh Technical Education Board

The series marks an important contribution to educational advancement of benefit to countries, agencies and organisations within the Commonwealth and beyond. Over the past few years, the enrolment rate in primary schools in Bangladesh has increased to 90 per cent.

This publication highlights priorities and strategies in meeting current and emerging needs for skills development in South Asia. The report is in line with the Asian Development Bank's effort to support its developing member countries' priorities toward global competitiveness, increased productivity, and inclusive growth. It also identifies key issues, constraints and areas of improvement in making skills training more responsive to emerging labor market needs in South Asia as an important factor in sustaining high economic growth. The report was completed in 2012 under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of RETA 6337 (Development Partnership Program for South Asia).

This is volume 3 of a three-volume publication on Bangladesh's trade prospects. Bangladesh's ambition is to build on its very solid growth and poverty reduction achievements, and accelerate growth to become a middle income country by 2021, and share prosperity more widely amongst its citizens. This includes one of its greatest development challenges: to provide gainful employment to the over 2 million people that will join the labor force each year over the next decade. Moreover, only 54.1 million of its 94 million working age people are employed. Bangladesh needs to use its labor endowment even more intensively to increase growth and, in turn, to absorb the incoming labor. The Diagnostic Trade Integration Study identifies the following actions centered around four pillars to sustain and accelerate export growth: (1) breaking into new markets through a) better trade logistics to reduce delivery lags ; as world markets become more competitive and newer products demand shorter lead times, to generate new sources of competitiveness and thereby enable market diversification; and b) better exploitation of regional trading opportunities in nearby growing and dynamic markets, especially East and South Asia; (2) breaking into new products through a) more neutral and rational trade policy and taxation and bonded warehouse schemes; b) concerted efforts to spur domestic investment and attract foreign direct investment, to contribute to export promotion and diversification, including by easing the energy and land constraints; and c) strategic development and promotion of services trade; (3) improving worker and consumer welfare by a) improving skills and literacy; b) implementing labor and work safety guidelines; and c) making safety nets more effective in dealing with trade shocks; and (4) building a supportive environment, including a) sustaining sound macroeconomic fundamentals; and b) strengthening the institutional capacity for strategic policy making aimed at the objective of international competitiveness to help bring focus and coherence to the government's reform efforts. This third volume provides in-depth analysis of eight different manufacturing and services sectors of the Bangladeshi economy, which help to illustrate the thematic analysis of volume 2 and ground it in sector experiences. Besides pointing to cross-cutting themes, the analysis also highlights some specific issues and actions that could help relieve constraints to faster export growth in these sectors.

The purpose of this book is to provide a general introduction of Industrial Relations with a critical analysis of Cox model of Industrial Relations and Trade Union Movement of Bangladesh. Now days in Bangladesh both public and private universities are teaching Industrial Relations as one of the major subjects of MBA and BBA program. This book will serve the academic purpose as well as to appeal to the largest possible readership and professional In Bangladesh mangers, supervisor and trade unionists confronting each other every day without understanding the process they are engaged. This book should also be useful to the public and specialist groups like teachers.

This book discusses the subject of pathways to a sustainable economy through science and technology innovations which are regarded as the important components of the '4th Industrial Revolution'. The volume has been developed from Bangladesh's 'Vision 2041' agenda which includes development actions needed to catch up with more developed nations. Most importantly, the goals of the 'Vision 2041' have been taken from the dreams of the architect of independent Bangladesh, Bangabandhu (Friends of Bengal) Sheikh Mujibur Rahman. His dream was to make Bangladesh the Switzerland of Asia. The Father of Bangladesh Nation was killed by assassins' bullets along with his most of the family members in August 1975. After his death, the nation moved backwards while recovering from nine months of liberation post war in 1971. Between 1975 and 1990 Bangladesh was ruled by military and quasi military governments. Bangladesh established a true democratic regime in 1996 with Sheikh Mujib's daughter, Sheikh Hasina, who formed the government after 21 years with a mandate to realise the dreams of her father. Sheikh Hasina, had her own 20 year vision for Bangladesh, called, 'Vision 2021', with plans to make the nation poverty free by 2021. After a pause between 2001 and 2008, Sheikh Hasina returned to power in 2009. Under her consecutive three terms she brought Bangladesh back on track and Bangladesh is one of the nations which reduced poverty half under MDGs by 2015. During her third consecutive term Sheikh Hasina, is on the way to transforming Bangladesh into a 'middle income' nation by 2021. This volume aims to identify and mitigate the challenges of '4th Industrial Revolution' investigating the areas of science and technology innovations for Bangladesh and for other parts of the world keeping in mind establishing a sustainable economy under UN agendas to 2030 (SDGs). The primary audience for this book are UN development agencies, academic institutions, government policymakers and business leaders of the more developed and developing nations alike.

Presents an overview of the main issues of data mining, including its classification, regression, clustering, and ethical issues. Provides readers with knowledge enhancing processes as well as a wide spectrum of data mining applications.

Twenty-five years ago there was increasing optimism in policy, curriculum and research about the contribution that technology education might make to increased technological literacy in schools and the wider population. That optimism continues, although the status of technology as a learning area remains fragile in many places. This edited book is offered as a platform from which to continue discussions about how technology education might progress into the future, and how the potential of technology education to be truly relevant and valued in school learning can be achieved. The book results from a collaboration between leading academics in the field, the wider group of authors having had input into each of the chapters. Through the development of a deep understanding of technology, based on a thoughtful philosophy, pathways are discussed to facilitate student learning opportunities in technology education.

Consideration is given to the purpose(s) of technology education and how this plays out in curriculum, pedagogies, and assessment. Key dimensions, including design, critique, students' cultural capital are also explored, as are the role and place of political persuasion, professional organisations, and research that connects with practice. The discussion in the book leads to a conclusion that technology education has both an ethical and moral responsibility to support imaginings that sustain people and communities in harmony and for the well being of the broader ecological and social environment.

This publication is part of a series of six country reports on technical and vocational education and training (TVET) and higher education in Bangladesh, Nepal, and Sri Lanka. Each report presents current arrangements and initiatives in the respective country's skills development strategies. These are complemented by critical analyses to determine key issues, challenges, and opportunities for innovative strategies toward global competitiveness, increased productivity, and inclusive growth. The emphasis is to make skills training more relevant, efficient, and responsive to emerging domestic and international labor markets. The reports were finalized in 2013 under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of Regional Technical Assistance 6337 (Development Partnership Program for South Asia).

This book explores the diverse experience of Bangladesh's development over the last fifty years and provides systematic explanations of its success in socioeconomic development. It also assesses future trends on the basis of past experiences. It is widely acknowledged that Bangladesh provides one of the most striking examples in the study of present day development along with rapid growth and catching up. The analysis highlights the development traps that Bangladesh faced during its journey and the ones that may have to be faced in the coming decades in order to move towards prosperity. The book asserts that explaining Bangladesh's development is not for the simpleminded; any single mono-causal explanation for Bangladesh's development is bound to fall down in the face of reality. This book will be of interest to academics, students, policy makers and development practitioners especially in developing countries—in particular in South Asia and Bangladesh.

Electronic business plays a central role in the economy, facilitating the exchange of information, goods, services, and payments. It propels productivity and competitiveness and is accessible to all enterprises, and as such, represents an opportunity also for SME competitiveness. E-Business Issues, Challenges and Opportunities for SMEs: Driving Competitiveness discusses the main issues, challenges, opportunities, and solutions related to electronic business adoption, with a special focus on SMEs. Addressing technological, organizational, and legal perspectives in a very comprehensive way, this text aims to disseminate current developments, case studies, new integrated approaches, and practical solutions and applications for SMEs.

This book is the first that provides a comprehensive overview of the way countries, education systems and institutions have responded to the call for an integration of learning for work, citizenship and sustainability at the Second International Conference on Technical and Vocational Education which was held in Seoul in 1999. Discussions on the central theme of the Seoul Conference - lifelong learning and training for all, a bridge to the future – led to the conclusion that a new paradigm of both development and Technical and Vocational Education (TVET) was needed. This book showcases the wide range of international initiatives that have sought to put such exhortations into practice. It includes: case studies of national TVET policy reforms, reoriented curricula, sustainable campus management programs, and examples of innovative approaches to integrating learning in TVET with on-the-job training and in community service. It also focuses on the issues and challenges being faced and ways of moving forward. Case studies feature initiatives in a wide range of world regions and countries, and include authors from: UK, Germany, Finland, Canada, USA, Australia, South Africa, China, Republic of Korea, India, Pakistan and the Philippines.

In the past decade, Bangladesh has achieved significant social and economic progress. Despite high population density, a limited natural-resource base, underdeveloped infrastructure, frequent natural disasters and political uncertainty, the country has recorded positive developments in terms of broad economic and social indicators. This Handbook presents a comprehensive and interdisciplinary resource on the politics, society and economy of Bangladesh today. Divided into six thematic sections, the Handbook focuses on relevant issues and trends on: History and the making of contemporary Bangladesh Politics and institutions Economy and development Energy and environment State, society and rights Security and external relations Written by a team of international experts in the field, the chapters provide an accessible and up-to-date insight into contemporary Bangladesh. The Handbook will be of interest to students and academics of South Asian studies, as well as policymakers, journalists and others who wish to learn more about this increasingly important country.

"This book accommodates theories, issues and methodologies for designing, implementing and operating e-government systems, presenting cases covering a variety of services and applications that have been improving the governance of nations and economies"--Provided by publisher.

This publication is part of a series of six country reports on technical and vocational education and training (TVET) and higher education in Bangladesh, Nepal, and Sri Lanka. Each report presents current arrangements and initiatives in the respective country's skills development strategies. These are complemented by critical analyses to determine key issues, challenges, and opportunities for innovative strategies toward global competitiveness, increased productivity, and inclusive growth. The emphasis is to make skills training more relevant, efficient, and responsive to emerging domestic and international labor markets. The reports were finalized in 2013 under the Australian AID-supported Phase 1 of Subproject 11 (Innovative Strategies for Accelerated Human Resource Development) of Regional Technical Assistance 6337 (Development Partnership Program for South Asia).

Assessment of student learning outcomes (ASLO) is one of the key activities in teaching and learning. It serves as the source of information in determining the quality of education at the classroom and national levels. Results from any assessment have an influence on decision making, on policy development related to improving individual student achievement, and to ensure the equity and quality of an education system. ASLO provides teachers and school heads with information for making decisions regarding a students' progress. The information allows teachers and school heads to understand a students' performance better. This report reviews ASLO in three South Asian countries---Bangladesh, Nepal, and Sri Lanka---with a focus on public examinations, national assessment, school-based assessment, and classroom assessment practiced in these countries.

The National Council for Skill Development and Training and the Bangladesh Technical Education Board (BTEB) determine the technical vocational education and training (TVET) policy guidelines and implementation strategies. The TVET programs run by the government agencies, nongovernmental agencies, and private institutions are nonstandard and nonformal except for the vocational training institutes and technical training centers. The TVET system is quite inadequate to meet the internal job market and overseas employment demand for skilled workers. The National Skill Standard (NSS) classification is not in operation in the job market. The main thrust of TVET reform is the introduction of NSS both in the job market and in the training institutions. Significant issues that require attention are as follows: (1) a large-scale unmet demand for skilled labor in the internal job market and for overseas employment warrants strengthening of TVET facilities; (2) NSS classification should be established and put into operation in the internal job market and for overseas employment; and (3) the TVET system should be articulated with the general stream of education. (Appendixes include the NSS classification, and

tables detailing gross domestic product and employment and demand for skilled workers. Contains 18 references.) (YLB)

In advancing the vision of adult learning articulated at the International Conference on Adult Education (CONFINTEA V) held in Hamburg in 1997, the UNESCO Institute for Education has been conducting studies on the different areas and dimensions of 'Adult Learning and the Changing World of Work'. One question that has been central to this area is: What constitutes adult learning for those who traditionally secure their survival in the informal economy, as well as for those school leavers and dropouts who are forced to work in this sector? In answering this question, the informal sector or popular economy may be defined in various ways, but there is an increasing recognition that it is a phenomenon that has come to stay and that government policies aimed at economic and social development, including national education and training policies and programmes, should target those who work in this sector. In particular, basic education and continuing education and training are being seen as key to empowering people and as crucial to strategies for reducing poverty. Moreover, there is a growing awareness that education is a human right of fundamental significance to promoting decent work and humane living conditions. It is in view of such considerations that UIE and the ILO planned to conduct studies in South Asia (Nepal, Bangladesh, India) to develop an understanding of the quality provision of education and skills development in and for the informal sector.

This joint OECD-ILO publication provides guidance on how local and regional governments can foster business-education partnerships in apprenticeship programmes and other types of work-based learning, drawing on case studies across nine countries.

This book brings together a broad range of approaches and methodologies relevant to international comparative vocational education and training (VET). Revealing how youth in transition is affected by economic crises, it provides essential insights into the strengths and weaknesses of the various systems and prospects of VET in contexts ranging from North America to Europe, (e.g. Spain, Germany or the UK) to Asia (such as China, Thailand and India). Though each country examined in this volume is affected by the economic crisis in a different way, the effects are especially apparent for the young generation. In many countries the youth unemployment rate is still very high and the job perspectives for young people are often limited at best. The contributions in this volume demonstrate that VET alone cannot solve these problems, but can be used to support a smooth transition from school to work. If the quality of VET is high and the status and job expectations are good, VET can help to fill the skills gap, especially at the intermediate skill level. Furthermore, VET can also offer a realistic alternative to the university track for young people in many countries.

The Asia-Pacific countries are in various stages of socio-economic development. Geo-political factors affect the pace of development of the countries in the area also referred to as the Colombo Plan region. TVET's acknowledged importance in the efforts to improve the quality of life of its people is a common motif in the book. The twenty articles by TVET experts and practitioners as well as policy makers provide the reader researcher with a comprehensive appreciation of the respective TVET problems and issues in the countries included. The book is the latest attempt to put under one cover both macro and micro views of TVET, underscoring its current status, emerging trends, best practices and challenges that beset individual systems. The book presents a comprehensive body of TVET information for use as a handy reference, both by serious researchers and national policymakers, also by practitioners on how TVET plays a pivotal role in national socio-economic development. The experiences shared can be models of "systems that worked," learning from them and "avoiding the pitfalls." They further emphasize that "no one solution fits all" when addressing the gamut of challenges and concerns, the resources required and the preferred mindset when implementing TVET reforms.

Severe economic depression and the difficulty to acquire employment with adequate income have significant impact on a nation's social welfare. The need to provide ample educational opportunities is more imperative than ever, particularly in emerging economies. Technical Education and Vocational Training in Developing Nations is a comprehensive reference source for the latest literature on optimizing the implementation of curriculum development and instructional design strategies for technical and vocational education. Featuring innovative coverage across a range of relevant topics, such as curriculum deficiency, teacher competencies, and accessible learning, this book is ideally designed for policy makers, academicians, researchers, advanced-level students, technology developers, and educators interested in the improvement of professional learning programs.

Vocational Education and Training in Times of Economic Crisis Lessons from Around the World Springer

Impressive strands of research have shown the emergent reality of increasing world-level interconnection in almost every field of social action. As a consequence, theories and models have been developed which are aimed at conceptualising this new reality along the lines of an 'institutionalised' World Culture. This offers a new understanding of the worldwide diffusion of specifically modern – i.e. mainly Western – rules, ideologies and organisational patterns, and of attendant harmonisation and standardisation of fields of social action. World Culture theories have not gone unchallenged. Rather, cross-cultural studies have revealed much more complex processes of regional fragmentation and (re-)diversification; of the refraction, appropriation, and hybridisation, through distinct socio-cultural conditioning, of world-level models and ideas; and of the ongoing effectiveness both of structural path-dependencies and of specifically cultural aspects such as collective memories, social meanings, and religious (or ideological) belief systems. Comparative research has thus highlighted an intricate simultaneity of contrary currents: of the increasing world-level interconnection of communication and exchange relations on the one hand, and, on the other, the persistence of context-specific interpretations, translations, and deviation-generating re-contextualisations of world-level forces and challenges. This research provides the theoretical problematique that animates this volume. The chapters explore the conceptual tools and explanatory power of theories and models which do not just oppose or reject World Culture theory, but are instead suited to complementing and differentiating it. The volume offers an enlightening conceptualisation of the intricate interaction of global processes with local agency, and of world-level forces with the self-evolutionary potentials inherent in specific contexts, socio-cultural structures, and distinctive meanings constellations. This book was originally published as a special issue of Comparative Education.

Education is one of the most important constituents of human resource development. In this study an attempt has been made to find out the regional inequality in distribution pattern and accessibility of educational institutions in Sylhet Division, Bangladesh. Spatial dispersion with regard to the city center/district headquarter has been calculated to find out the distributional pattern. Accessibility of the educational institutions has been computed with the help of the number of educational institutions, population density and total area of the Sylhet division where the relationship between density of population and educational institutions have been taken in consideration. Correlation between the density of populations and the density of educational

institutions is established by analyzing standard statistical techniques as well as spatial analysis.

Human capital is an important factor for economic growth in South Asia. Between 1981 and 2010, human capital contributed about 22% of annual gross domestic product per worker growth in India. During the same period, it contributed around 21% in Bangladesh, and 16% in Sri Lanka. However, education and skills remain the binding constraint. Raising the quality of education and skills in South Asia's workforce can play a critical role in catching up to the level of development of the People's Republic of China, the Republic of Korea, and other successful Southeast Asian economies. This study reviews the development of human capital in South Asia and analyzes contributing factors to human development including policies and strategies that countries in South Asia follow.

The manifestation of the colonial nation-state as a legal-bureaucratic-police structure – an exploitation tool – undermined customary modes of governance in colonies. When post-World War II independence of colonies transferred ownership of the state structure to the colonized elite, electoral and civil society politics battled for capture of this post-colonial state. Meanwhile, the state was also forced to build its legitimacy in the face of customary governance practices seeking rehabilitation and decolonization in the midst of civil wars and strife. This "state-building social movement" was further complicated with the global spread of neoliberalism and neocolonialism, and herein lies the significant difference between the post-colonial nation-state and the Western nation-states. This book fills the gap in literature and argues that it is necessary to foreground discussions of the nature of the post-colonial nation-state in examining resistance and provides a window into the dynamics of the post-colonial state and its implication in everyday organizing and resistance.

The position of technology education in the school curriculum is a topic of continuous discussions. This book offers a number of research-based contributions to that discussion. A number of aspects have been identified that are related to the way technology education can be embedded in the curriculum: The historical development of the subject, its disciplinary character, its relation to other parts of the curriculum, and in particular with science and language education, the relation between the formal school curriculum and informal learning, forms of progression over the grades, and its contribution to citizenship, forms of literacy and ethics. The final chapter deals with specific issues for developing countries. The book can support decision making on the curriculum and the development of technology education as a part of that by providing theoretical and empirical insights on this topic.

Information technology is everywhere. As we continue to expand our use of ICT in all aspects of our lives, the use of information communication technology has been developed in support of engaging citizens in the government decision making process. Cases on Progressions and Challenges in ICT Utilization for Citizen-Centric Governance is a collection of case studies on the advancements and challenges of information technology in the involvements of citizens with the government. With contributions from authors around the world, this compilation is relevant to researchers, academics, and practitioners who wish to stay informed of the new world of technology in the government.

Vocational skill development (VSD) has the capacity to contribute to poverty reduction because it serves as the key to job creation and inclusive growth. As developed nations have been faced with high youth and graduate unemployment rates, basic education and vocational skill development have become a priority of development cooperation activities. However, there is a realization that measures to improve skill training can only be successful if they are in harmony with employment and economic policies. Socio-Economic Perspectives on Vocational Skill Development: Emerging Research and Opportunities is a collection of innovative research on the methods and applications of equipping individuals with relevant work skills and implementing effective skills systems that can lead to economic growth and high levels of productivity. While highlighting topics including human capital, professional development, and skill gaps, this book is ideally designed for managers, business professionals, policymakers, academicians, researchers, and management students seeking the current understanding of the strategic role of skill development at different levels of the socio-economic system.

This book evaluates Bangladesh's impressive economic and social progress, more often referred to as a 'development surprise'. In doing so, the book examines the gap in existing explanations of Bangladesh's development and then offers an empirically informed analysis of a range of distinctive factors, policies, and actions that have individually and collectively contributed to the progress of Bangladesh. In an inclusive way, the book covers the developmental role, relation, and impact of poverty reduction, access to finance, progress in education and social empowerment, reduction in the climatic vulnerability, and evolving sectoral growth activities in the agriculture, garments, and light industries. It also takes into account the important role of the government and NGOs in the development process, identifies bottlenecks and challenges to Bangladesh's future development path and suggests measures to overcome them. By providing an inclusive narrative to theorize Bangladesh's development, which is still missing in the public discourse, this book posits that Bangladesh per se can offer a development model to other developing countries.

This book explores human well-being in South Asia from a policy dimension. It discusses the cultural history and diversity of the region in order to highlight major priority areas of public policy to improve people's quality of life. The huge gap between economic development and human development, in areas such as education, health and income, is a concern for policymakers, researchers and other stakeholders. The book helps develop a strong argument for a shift of focus of state's expenditures aimed at improving human well-being, and assesses public policy initiatives from the perspectives of the stakeholders such as the state, the market, households, civil society as well as NGOs and agencies involved in this development mission. As such it is of great interest to scholars in the field of quality-of-life and well-being research and policymakers at national and international level.

"This book reviews the important impact ICTs have on economic, social, and political development and provides analyses of ICTs for education, commerce, and governance"--Provided by publisher.

Bangladesh is committed to achieving universal health coverage (UHC) by 2032; to this end, the government of Bangladesh is exploring policy options to increase fiscal space for health and expand coverage while improving service quality and availability. Despite Bangladesh's impressive strides in improving its economic and social development outcomes, the government still confronts health financing and service delivery challenges. In its review of the health system, this study highlights the limited fiscal space for implementing UHC in Bangladesh, particularly given low public spending for health and high out-of-pocket expenditure. The crisis in the country's human resources for health (HRH) compounds public health service delivery inefficiencies. As the government explores options to finance its UHC plan, it

must recognize that reform of its service delivery system with particular focus on HRH has to be the centerpiece of any policy initiative.

This book presents a comprehensive overview of extant literature on competence-based vocational and professional education since the introduction of the competence concept in the 1950s. To structure the field, the book distinguishes between three approaches to defining competence, based on 1. functional behaviourism, 2. integrated occupationalism, and 3. situated professionalism. It also distinguishes between two ways of operationalizing competence: 1. behaviour-oriented generic, and 2. task-oriented specific competence. Lastly, it identifies three kinds of competencies, related to: 1. specific activities, 2. known jobs, and 3. the unknown future. Competence for the unknown future must receive more attention, as our world is rapidly evolving and there are many 'glocal' challenges which call for innovation and a profound transformation of policies and practices. The book presents a range of different approaches to competence-based education, and demonstrates that competence-based education is a worldwide innovation, which is institutionalized in various ways. It presents the major theories and policies, specific components of educational systems, such as recognition, accreditation, modelling and assessment, and developments in discipline-oriented and transversal competence domains. The book concludes by synthesizing the different perspectives with the intention to contribute to further improving vocational and professional education policy and practice. Joao Santos, Deputy Head of Unit C5, Vocational Training and Adult Education, Directorate General for Employment, Social Affairs and Inclusion, European Commission: "This comprehensive work on competence-based education led by Martin Mulder, provides an excellent and timely contribution to the current debate on a New Skills Agenda for Europe, and the challenge of bridging the employment and education and training worlds closer together. This book will influence our work aimed at improving the relevance of vocational education to support initial and continuing vocational education and training policy and practice aimed at strengthening the key competencies for the 21st century." Prof. Dr. Reinhold Weiss, Deputy President and Head of the Research, Federal Institute for Vocational Education and Training (BIBB), Bonn, Germany: "This book illustrates that the idea and concept of competence is not only a buzzword in educational debates but key to innovative pedagogical thinking as well as educational practice." Prof. Dr. Johanna Lasonen, College of Education, University of South Florida, Tampa, USA: "Competence-based Vocational and Professional Education is one of the most important multi-disciplinary book in education and training. This path-breaking book offers a timely, rich and global perspective on the field. The book is a good resource for practitioners, policymakers and researchers."

Contains up-to-date information on the full range of international schools, including single-sex, co-educational, day and boarding schools, this guide will assist parents and children in choosing the right international school for them.

"This book provides an overview of data mining techniques under an ethical lens, investigating developments in research best practices and examining experimental cases to identify potential ethical dilemmas in the information and communications technology sector"--Provided by publisher.

[Copyright: cbddb81466605ddc6f8ff8f62f25ba14](#)