



TECHNICAL & VOCATIONAL
EDUCATION AND TRAINING (TVET)

SECTOR PERFORMANCE MONITORING FRAMEWORK (SPMF) 2021-2025

Directorate of Technical Education
Technical and Madrasah Education Division
Ministry of Education

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Directorate of Technical Education
Technical and Madrasah Education Division
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Dr. Dipu Moni M.P.

Minister
Ministry of Education
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MESSAGE

Over the past few decades since gaining independence, Bangladesh has experienced remarkable transformations in various areas. These include urbanization, the expansion of the manufacturing and service sectors, infrastructure development, technological advancements, and changes in the economic structure. As a result, the composition of the country's GDP has undergone significant changes.

Aligned with these changes, the government of Bangladesh has made a strong commitment to achieving the goals set out in Vision 2041 and the Sustainable Development Goals by 2030. This demonstrates the country's dedication to long-term planning and sustainable development. Furthermore, based on its recent economic growth trajectory, Bangladesh is expected to officially graduate from the category of Least Developed Countries (LDC) in 2026, marking a major milestone in its development journey.

To effectively reach these targets, Bangladesh recognizes the critical importance of human resource development and social progress. These priorities have been thoroughly reflected in the national strategic plans, including the 8th Five Year Plan. The government acknowledges the need to address rapidly changing labor markets, demographic shifts, technological advancements, and the shortage of skilled human resources. Therefore, it has prioritized the development of technical and vocational education systems as a means to accelerate economic growth, foster the creation of skilled manpower, and generate employment opportunities.

In this context, I am pleased to announce that the Directorate of Technical Education (DTE), under the direct supervision of the Technical and Madrasah Education Division, is preparing to publish the final report on the TVET Sectoral Performance Monitoring Framework (2021-2025). This report will provide a comprehensive overview of the current state of the TVET sector and offer valuable insights into areas where performance improvements can be made. It is expected that the proper implementation of these recommendations and approved KPIs will significantly enhance the capacity of the Technical and Vocational Education and Training Management Information System (TMEDs) in delivering performance information and governance. I am delighted to share that these new policy recommendations will be validated and put into action through the formulation of the Annual Sector Performance Report in 2023.

I would like to take this opportunity to extend my heartfelt congratulations to the members of the working group, the DTE, the TMEDs officials, and the ICDP21 team. Their unwavering teamwork and profound enthusiasm have been instrumental in successfully completing this comprehensive study.

I firmly believe that the findings of this report will hold substantial value for policymakers, educators, and industry leaders as they collaborate to improve the quality and effectiveness of TVET programs across the country. I eagerly anticipate the implementation of the recommendations outlined in the report and look forward to working together to strengthen the TVET sector.

Joy Bangla, Joy Bangabandhu.
May Bangladesh Live Forever.



Deputy Minister
Ministry of Education
Peoples Republic of Bangladesh

MESSAGE

As Bangladesh continues to undergo tremendous change in terms of urbanization, technological advancement, and economic structure, it is critical that we prioritize human resource development and social progress. The Government has committed to achieving the goals and targets set out in Vision 2041 and the Sustainable Development Goals (SDGs) by 2030, and to achieve these goals, we need a well-trained, skilled workforce.

In recent years, Technical and Vocational Education and Training (TVET) has emerged as a potential contributor to economic growth by creating skilled manpower and jobs. The Honourable Prime Minister Sheikh Hasina has put great emphasis on TVET as a pathway for transforming our youths into skilled workforce in order to reap the Demographic Dividend. The Government is working now to spread skill based education related to work to build a community capable of playing a significant role in the development of the country.

I am pleased to see that the Directorate of Technical Education (DTE) has formulated the TVET Sectoral Performance Monitoring Framework (2021-2025). SPMF is based on the principle of Results Based Management (RBM) which is already introduced in all the government agencies through the Annual Performance Agreement and the Ministry Budget Framework. The implementation of TVET SPMF will complement and reinforce these instruments of good governance by providing us with accurate and up-to-date information on the state of the TVET sector, enable us to focus performance at a sector-level and make informed decisions about the future direction of TVET.

Joy Bangla, Joy Bangabandhu.
May Bangladesh Live Forever.

Mohibul Hassan Chowdhury, M.P.



Senior Secretary

Technical and Madrasah Education Division
Ministry of Education

MESSAGE

Every year, more than 2 million youths join the labour force but many of them are unable to find suitable employment. This underscores the vital role of TVET to equip our youths with the required skills for the job market. At present, the Technical and Madrasah Education Division is implementing its Integrated TVET Development Action Plan emphasized on improving access equity and quality technical and vocational education.

In recent years, the Government has been increasing budget allocation for the Directorate of Technical Education to expand the coverage of TVET institutes reaching up to Upzila level. In this regard, it is important that we rigorously track the progress in the implementation of the Government's investments in TVET and ensure achievement of their intended, namely preparing our youth ready for employment and entrepreneurship.

I am pleased to see that for the first time, a comprehensive TVET Sectoral Performance Monitoring Framework (2021-2025) is in place to enable us to monitor the performance of the TVET sub-sector. For the next step, we will prepare the first Annual Sector Performance Report (ASPR) which has been a practice in the primary and secondary education sub-sectors over the past decade.

I would like to express my appreciation to the Director General of the Directorate of Technical Education who has led the development of the SPMF. I would also like to thank the European Union for extending capacity building support for this initiative. I am confident that by working together, we can build a robust and effective TVET sub-sector that will support economic growth and development in Bangladesh.

Thank you.

Md. Kamal Hossain



Director General
Directorate of Technical Education

PREFACE

I am exceedingly happy to appreciate the publication of the TVET Sectoral Performance Monitoring Framework, which will provide the roadmap for comprehensive assessment of the TVET sub-sector. This framework is the result of months of hard work and collaboration among stakeholders with the objective to strengthen performance management and monitoring of the TVET system.

The TVET sector is one of the vital instrument of our economy that plays an important role in creating a skilled workforce which drives economic growth and development. The TVET system in Bangladesh is complex with a multitude of Government Ministries and Divisions providing TVET programs. This monitoring framework, therefore, will enable us to have a comprehensive picture on the overall progress of the sector towards achievement of national and international development goals, including Vision 2041 and SDGs. It will also provide a platform for all stakeholders to strengthen partnership and share mutual accountability for the performance of the TVET sector.

The SPMF comprises of a wide range of indicators to help policymakers and practitioners to identify areas for improvements and design effective interventions to address these challenges. A key feature of SPMF is its articulation between sector outcomes and sector capacity to deliver accessibly and quality education and training through improved governance of the TVET system.

I would like to take this opportunity to thank all stakeholders, especially the SPMF working group members who relentlessly worked and contributed to the development of the Framework. Their expertise and dedication have been instrumental in producing this valuable resource. I would also like to thank the European Union for their continued support and guidance for the TVET sector. I will encourage all stakeholders to use this framework to inform their activities and contribute to the development of a high-quality TVET system in Bangladesh in order to achieve the goal of transforming Bangladesh as a Smart Bangladesh by 2041 set by our Hon'ble Prime Minister.

Thank you,

Dr. Md. Omar Faruque

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ABBREVIATION

8FYP	8th Five Year Plan
APA	Annual Performance Agreement
ASPR	Annual Sector Performance Report
BANBEIS	Bangladesh Bureau of Educational Information System
BBS	Bangladesh Bureau of Statistics
BESP	Bangladesh Education Sector Plan
BMET	Bureau of Manpower, Employment and Training
BTEB	Bangladesh Technical Education Board
CBT	Competency-Based Training
DTE	Directorate of Technical Education
EU	European Union
GoB	Government of Bangladesh
HCDP-21	Human Capital Development Programme for Bangladesh 2021
HIES	Household Income and Expenditure Survey
HSC (Voc)	Higher Secondary Certificate (Vocational)
ILO	International Labour Organization
KPI	Key Performance Indicator
LFS	Labour Force Survey
MICS	Multiple Indicator Cluster Survey
MIS	Management Information System
MoE	Ministry of Education
MoF	Ministry of Finance

MPO	Monthly Payment Order
MTBF	Medium Term Budgetary Framework
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NSDA	National Skill Development Authority
NSDP	National Skills Development Policy
NTVQF	National Technical and Vocational Qualifications Framework
PwD	People with Disabilities
SDG	Sustainable Development Goal
SPMF	Sector Performance Monitoring Framework
SSC (Voc)	Secondary School Certificate (Vocational)
TMED	Technical and Madrasa Education Division
TSC	Technical School and College
TTTC	Technical Teachers Training College
TVET	Technical & Vocational Education and Training
IBAS	Integrated Budget and Accounting System

1. INTRODUCTION

1.1 Background

Bangladesh in recent decades has made remarkable progress in socio-economic development, particularly in poverty reduction, women empowerment, health and education. However, the country is still facing significant challenges in the area of employment and skilled labour force. At present the employment rate remains low compared with the increasing rate of new workers entering the job market. As stated in the 8th Five Year Plan (8FYP), Bangladesh generated 1.15 million jobs per year over the past decade. However, the growth in the working-age population is argued to have outpaced job creation rate. It is estimated that 2.2 million young people entering the workforce every year. Although the official unemployment rate is at 4.2%, youth unemployment rate is 10%; and for youths with a bachelor/ higher education, it is 34%. The quality of the labour force remains weak; 32% of the workforce do not have education, 26% have primary level education, and less than 6% have tertiary education.

Bangladesh aims to achieve an Upper Middle-Income Country status by 2030 and a High-Income Country status in around 2041. In order to reach high-income status in two decades, there is no alternative but to invest in human capital development by raising education quality and deepening skill development programmes to support innovation-driven knowledge society of the future. The Government's commitment to improve the TVET system is declared in recent speeches given by the Honorable Prime Minister Sheikh Hasina: "A competent manpower is the main tool to carry out the development activities. So, technical and vocational education should gradually be streamlined in the education system to build manpower for development, production and prosperity."

1.2 Results Based Management

In order to strengthen institutional transparency, accountability, and proper utilization of resources, GoB has been introducing the principle of Results-Based Management (RBM) in public administration since early 2000's. RBM is a management strategy focusing on performance and achievement of outputs, outcomes and impacts. In FY 2005-2006, the Medium-Term Budgetary Framework (MTBF) was first piloted in four ministries. MTBF rolled out to all 57-line ministries/divisions/other institutions and their agencies by 2010 in a span of 6 years. The objective of the MTBF is to enhance the Ministry Budget Framework (MBF) towards program budgeting which contain strategic objectives, outcome targets and key performance indicators (KPIs).

In 2014, the Prime Minister’s Office (PMO) pioneered the performance management system signing the performance contracts, in the form of the Annual Performance Agreements (APAs), with the agencies working directly under its purview. In the following year, the Cabinet Division signed the APA with all the ministries/divisions. The objectives of APA are to: (i) moving the focus of the ministry/division from process-orientation to result-orientation, and (ii) providing an objective and fair basis to evaluate the overall performance of the ministry/divisions at the end of each fiscal year.

The implementation of the MTBF and APA in line ministries has been uneven to-date due to varying capacity in conceptual understanding, interest, demand, and the application of Results Based Management (RBM) principles and approaches. In the TVET sector especially, there is a need to move beyond the current emphasis on project-level inputs/processes and outputs to a greater focus on sector level outcomes and impacts.

1.3 TVET Sector Overview

The TVET sector, to an extent, is governed by two overarching policies – the National Education Policy 2010 (NEP) and the National Skills Development Policy (NSDP) 2011 and 2022. These policies are aligned with the government’s commitments and vision reflected in other national planning documents such as the Perspective Plan - Vision 2021 and the 8th Five Year Plan (8FYP). The 8FYP states, “A major hallmark was policy led reforms influencing and augmenting the flow of budgetary resources. The NSDP was instrumental in setting the stage for planning and investing resources for increased productivity, employability and mobility of the labour force to reap the benefits of demographic dividend and support the economic transformation in the future.”

Through the gazette notification SRO no 359/Law /2016, the government has bifurcated the Ministry of Education into two divisions namely Secondary and Higher Education Division (SHED) and Technical and Madrasah Education Division (TMED). TMED is mandated to formulate policies, laws, and regulations for the Technical & Vocational Education & Training (TVET) including Madrasah Education in the country. TMED prepares its budget following a Medium-Term Budgetary Framework (MTBF) against strategic objectives and activities. TMED also has the TVET Action Plan which is a medium-term action plan for the TVET sector development and for Sustainable Development Goals (SDG) 4 implementation.

Under TMED, the Directorate of Technical Education (DTE) is the primary administrative authority for TVET with the responsibility of human resource management and development activities, and academic supervision in the TVET sector. The DTE also supports the TMED

in preparation of the Action Plans and implementation of the Plan activities. At present, DTE manages a total of 188 public TVET institutes, including 50 Polytechnics and 134 Technical Schools and Colleges, 4 Engineering Colleges and 2 Teachers Training Colleges.

The Bangladesh Technical Education Board (BTEB) is an autonomous regulatory body of TMED created through Bangladesh Technical Education Act 1967, later replaced by the Bangladesh Technical Education Board Act of 2018. BTEB is designated as self-financing and operates under the supervision of the TMED. BTEB is mandated to look after the recognition and registration of institutions and accreditation of courses. The Board also administers the students' qualification system in terms of registration, examination, testing, and assessment.

In addition to TMED/DTE, the Ministry of Expatriate Welfare and Overseas Employment (MoEWOE) through the Bureau of Manpower Employment & Training (BMET) is responsible for skilled manpower development focused on overseas employment. At present BMET manages a total of 83 Technical Training Centers (TTC) and Institute of Marine Technology (IMT). Other ministries engaging in TVET provision include the Ministry of Textile and the Ministry of Agriculture.

Lastly, the private sector is a major provider of TVET in Bangladesh. According to BANBEIS, private institutes makeup 92% of all public/private TVET institutes 69% of TVET enrolment. The government provides teacher salary subsidies for private secondary vocational schools and higher secondary level BMT colleges through the Monthly Pay Order (MPO) to expand access to TVET, especially in rural communities.

2. SPMF 2021-2025 OVERVIEW

2.1 Purpose and Objective

The purpose of the TVET Sector Performance Monitoring Framework is to enable institutionalization of the Results Based Management (RBM) in the TVET sector. The objectives of SPMF are:

- I. Enabling greater focus on the longer-term goals of in TVET development;
- II. Enabling evidence-based strategic decision making and adjustment based on NSDP priorities;
- III. Strengthening the responsiveness of the TVET programs in taking correctives actions based on regular monitoring of key results areas; and
- IV. Strengthening accountability on TVET sector outcomes amongst all stakeholders.

The potential benefits of SPMF include

- National level decision makers become aware of what extent TVET and skill system is able to contribute in overall socio-economic development of the country
- National level decision makers become aware of what extent targeted population are able to afford and access the TVET and skill training
- National level decision makers come to know about the budget requirement and expenditure by TVET subsector
- TVET sector level decision makers become aware about the effectiveness of TVET system in providing quality and relevant education
- TVET sector level decisions makers become aware about the capacity of key TVET institutions
- TVET stakeholders become aware about the return of investment in TVET and skill training

It is envisaged that SPMF will bring consistency and strengthening implementation of APA, MTBF, SDG and other GoB priorities.

2.2 Methodology and Process

In mid-2021 TMED entrusted DTE to take initiative to develop SPMF for the TVET sub-sector. DTE adopted the strategy to develop it through engaging personnel from TMED, DTE and BTEB. The objective was to develop SPMF based on the existing M&E capacity of the sub-sector and aligned to universally used TVET indicators.

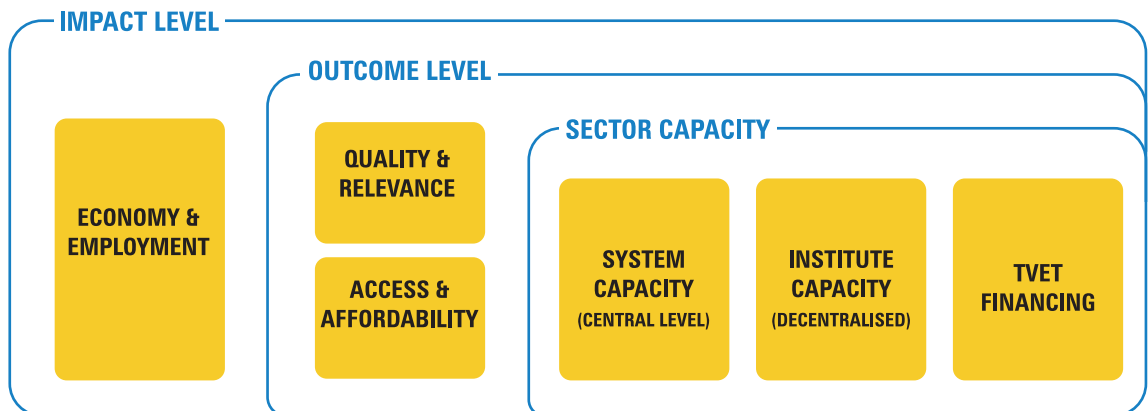
DTE formed a 15-member working group to develop the SPMF; including 1 member from TMED, 4 from BTEB, 7 from DTE head office and 3 DTE Regional Directors. Subsequently, a capacity building initiative on RBM was undertaken with the support of the EU HCDDP-21 technical assistance. The SPMF working group members were given extensive training on RBM concepts, tools and techniques including Log frame Analysis (LFA), Theory of Change (ToC), Results Based Financing, concept of indicators, process and technique of developing indicators. Through working sessions, the SPMF working group conducted sector analysis using problem tree and objective tree for the formulation of the results chain and indicators of SPMF (Annex 1)

The Bangladesh Bureau of Educational Information System (BANBEIS) made significant contributions to the development of SPMF, especially the selection and definition of the Key Performance Indicators. Senior TMED officials, led by the Senior Secretary, TMED and Director General, DTE, provided guidance for the finalization of the SPMF at the Validation Workshop in November 2022.

2.3 SPMF Structure and Design

The SPMF design draws from a well-recognized conceptual framework that demonstrates the linkages between achieving desired sector outcomes with appropriate organizational capacity to produce outputs from inputs effectively and efficiently. Adapting this framework, the proposed SPMF will consist of following components (see Figure 1)

Figure:1 SPMF Result Chain



1. Result Levels consists of three primary components:

- **Impact:** This component basically is the wider arena where long term impact of TVET intervention is felt. It informs about the overall condition of the national economy, employment and well-being, and prosperity of the actors.
- **Outcome:** This component includes two broad clusters representing the demand and supply side of TVET intervention and informs about the outcome of TVET interventions.
- **Sector Capacity:** This component includes key indicators that inform about TVET system capacity as whole, capacity at institute level and financial capacity.

2. Result Areas set out the broad policy pillars for the TVET sector under each Result Level

- Under the Impact Level, there is one result area on the “Economy and Employment”.
- Under the Outcome level, there are two Results Areas based on the TVET policy priorities in the 8FYP: (i) Quality & Relevance, and (ii) Access & Affordability.
- At the Sector Capacity Level, there are three Results Areas, largely drawn from the TMED Action Plan: (i) TVET System Capacity; (ii) TVET Institute Capacity; and (iii) TVET Financing.

3. Thematic Objectives further articulates the policy priorities for the TVET under each Result Areas, sector, drawing from GoB policy document and the SPMF Working Group sector analysis.

4. SPMF Indicators are set out under each Thematic Objective to monitor its progress and performance monitoring;

- Under the Impact Level, the selected indicators are macro-level and the primary data source is the Bangladesh Bureau of Statistics (BBS).
- Under the Outcome level, the selected indicators are sector-level and the data sources are BANBEIS, BTEB MIS and DTE HRMIS.
- At the Sector Capacity Level, the selected indicators are a combination of output, input and process indicators. The data sources are BANBEIS, BTEB MIS, DTE HRMIS and Administrative Data.

The SPMF structure is summarized the Table 1 Below:

Table:1 SPMF 2021-25 Structure

Result Level	Result Areas	Thematic Objectives	Indicators	KPIs
Impact	Economy & Employment	1. Macro-Economy Growth and Stability 2. Employment & Unemployment 3. Youth Population	11	-
Outcomes	Quality & Relevance	4. Teacher Development & Deployment 5. Qualification & Certification 6. TVET Graduate & Employment 7. TVET Market Responsiveness 8. TV Reputation & Image	27	10
	Access & Affordability	9. Access & Equity 10. Affordability	14	4
TVET Sector Capacity	System Capacity	11. Quality & Efficiency 12. Access & Equity 13. Management and Coordination	23	2
	Institutional Capacity		26	6
	TVET Financing	14. Budget Allocation 15. Budget Expenditure	11	2
Total	6	15	112	24

2.4 Key Performance Indicators

The Key Performance Indicators (KPIs), drawn from the list of SPMF indicators, represent the critical indicators of progress toward an intended sector outcomes and results. KPIs provide a focus for strategic and operational improvement, create an analytical basis for decision making and help focus attention on what matters most. The SPMF Working Group conducted an analysis of the current TVET scenario of Bangladesh and the changes need to happen according to the policies and plans. The KPIs will help in measuring the changes actually taken place in the TVET sub-sector over the medium term.

The list of SPMF KPIs, including Baseline, is shown in Table 2 below.

Table:2 SPMF 2021-25 Key Performance Indicators (KPI)

Result Level	Result Area	KPI	Indicators	Ref
Outcomes	Quality & Relevance	KPI 1	Teacher-Student ratio	8FYP
		KPI 2	Student per institutions	8FYP
		KPI 3	Teacher per institutions	8FYP
		KPI 4	% Of teacher vacancy	
		KPI 5	Completion rate at Diploma Level	
		KPI 6	Completion rate at HSC (Voc) Level	
		KPI 7	Completion rate at SSC (Voc) Level	
		KPI 8	Drop-out rate at Diploma Level	
		KPI 9	Drop-out rate at HSC (Voc) Level	MBF
		KPI 10	Drop-out rate at SSC (Voc) Level	MBF
	Access Participation & Affordability	KPI 11	Gender Parity Index in TVET enrolment	MBF
		KPI 12	% Of Girl's Participation in TVET	
		KPI 13	Proportion of youth (15–24 year) enrolled in TVET	
		KPI 14	% Of students receive stipend	
TVET Sector Capacity	System Capacity	KPI 15	% Of trained teachers	SDG
		KPI 16	% Of Institutes score above 90% in APA	
	Institute Capacity	KPI 17	% Of institutes admit students above 80% of seat capacity	BESP
		KPI 18	% Of TVET institute with TSR below 30	
		KPI 19	Enrolment rate of students with special needs	
		KPI 20	% TVET Institutes having expenditure capacity over 80%	
		KPI 21	% Of institute have signed MoU with industry	
		KPI 22	% Of graduates provided employment support service through job placement cell	
	TVET Financing	KPI 23	Total allocation for TVET as % of national budget	
		KPI 24	% Annual Increase in DTE Budget for Workshop Equipment	

Note: Request will be made to BANBEIS to collect data on KPIs currently unavailable in the Bangladesh Education Statistics

The SPMF KPIs consist of mainly short/medium term outcome level indicators. Majority of the KPIs can be reported through the existing management information systems of BANBEIS, BTEB and DTE. Some of the KPIs have targets, but not all. It is therefore proposed that all KPIs have targets to enable more effective measure of these key program results areas. Moreover, there is a need to continue to improve the content and quality of the KPIs, including their definition, data source and measuring methodology. The definitions and calculation formula of SPMF KPIs are presented in Section 5.

3. KPI DEFINITIONS & CALCULATION FORMULAS

KPI 1: Teacher- Student Ratio (TSR)

Average number of students per teacher in a given school year. It is calculated by dividing the total number of students enrolled by the number of teachers.

$$\text{Teacher-Student Ratio} = \frac{\text{Total Enrolment in TVET}}{\text{Total Teachers in TVET}}$$

KPI 2: Student per Institution

Student per institution refers as a ratio of a total number of students enrolled in TVET institutions and total number of TVET institutions. It is calculated by dividing the number of students in educational institutions by the total number of institutions.

$$\text{Student per Institution} = \frac{\text{Total Enrolment in TVET}}{\text{Total number of TVET Institutions}}$$

KPI 3: Teacher per Institution

It refers as a ratio of total number of teachers with the total number of TVET institutions. It is calculated by dividing the total number of teachers by the total number of TVET institutes.

$$\text{Teacher per Institution} = \frac{\text{Total Number of Teachers in TVET Institutes}}{\text{Total number of TVET Institutions}}$$

KPI 4: % of Teacher Vacancy

Number of teaching posts remains vacant in TVET institutions expressed as a percentage of the total teaching posts approved. It is calculated by dividing the number of teaching posts remain vacant in TVET institutions by the total number of teaching posts available in the TVET institutions and multiply the result by 100.

$$\% \text{ Of Teacher vacancy} = \frac{\text{Total Number of Posts approved} - \text{Total Number of working Teachers}}{\text{Total Number of Posts approved}} \times 100$$

KPI 5: Completion Rate at Diploma Level

It refers to the percentage of students in the 1st semester of Diploma level who completed 8th semester within the required number of years.

$$\text{Completion Rate at Diploma Level} = \frac{\text{Total number of students completed in 8th semester of Diploma Level}}{\text{Total Enrolment in 1st semester of Diploma Level}} \times 100$$

KPI 6: Completion Rate at HSC (Voc) Level

It refers to the percentage of students in the beginning grade/year of HSC (Voc) level who completed Final grade/year within the required number of years.

$$\text{Completion Rate at HSC (Voc) Level} = \frac{\text{Total number of students completed Final grade/year of HSC (Voc) Level}}{\text{Total Enrolment in beginning grade/year of HSC (Voc) Level}} \times 100$$

KPI 7: Completion Rate at SSC (Voc) Level

It refers to the percentage of students in the beginning grade/year of SSC (Voc) level who completed final grade/year within the required number of years.

$$\text{Completion Rate at SSC (Voc) Level} = \frac{\text{Total number of students completed final grade/year of SSC (Voc) Level}}{\text{Total enrolment in beginning grade/year of SSC (Voc) Level}} \times 100$$

KPI 8: Drop-out Rate at Diploma Level

Refers to the percentage of students at Diploma level of any reason leave educational institutions and did not come back to finish the grade or level during that school years of that level of education.

$$\text{Drop-out Rate at Diploma level} = 100 - (\text{Promotion Rate} + \text{Repetition Rate})$$

KPI 9: Drop-out Rate at HSC (Voc) Level

Refers to the percentage of students at HSC (Voc) level of any reason leave educational institutions and did not come back to finish the grade or level during that school years of that level of education.

$$\text{Drop-out Rate at HSC (Voc) Level} = 100 - (\text{Promotion Rate} + \text{Repetition Rate})$$

KPI 10: Drop-out Rate at SSC (Voc) Level

Refers to the percentage of students at SSC (Voc) level of any reason leave educational institutions and did not come back to finish the grade or level during that school years of that level of education.

$$\text{Drop-out Rate at SSC (Voc) level} = 100 - (\text{Promotion Rate} + \text{Repetition Rate})$$

KPI 11: Gender Parity Index in TVET

Ratio of female to male of a given indicator. The GPI measures progress towards gender parity in TVET participation and/or learning opportunities available for women in relation to those available to men. It also reflects the level of women's empowerment in society. It is calculated by dividing the female value of a given indicator by that of the male.

$$\text{GPI} = \frac{\text{Total Female Enrolment}}{\text{Total Male Enrolment}}$$

KPI 12: % of girl's participation in TVET

Girls' participation in TVET expressed as a percentage of the corresponding pupils. It is calculated by dividing total number of girls enrolled in TVET by Total number of students enrolled in TVET.

$$\text{\% of girl's participation in TVET} = \frac{\text{Total number of girls enrolled in TVET}}{\text{Total number of students enrolled in TVET}} \times 100$$

KPI 13: Proportion of youth (15–24 year) enrolled in TVET

TVET Enrolment share refers to the number of students enrolled in TVET regardless of age among the 15–24-year-olds (youth) population.

$$\text{TVET Enrollment Share (\%)} = \frac{\text{Total Enrolment in TVET}}{\text{Total Population of youth (15–24 year)}} \times 100$$

KPI 14: % of students receive stipend

Number of students received stipend in TVET institutes among the total number of students enrolled regardless of age in the given grade/level.

$$\text{\% of students receive stipend} = \frac{\text{Students received stipend}}{\text{Total Enrolment}} \times 100$$

KPI 15: % of trained teachers

Number of trained teachers available in the year among the total number of teachers in the TVET institutes.

$$\text{\% of trained teachers} = \frac{\text{Number of Trained Teacher}}{\text{Total number of Teachers in the TVET institutes}} \times 100$$

KPI 16: % of Institutes score above 90% in APA

Number of public institutes scored above 90% in APA in the year among the total number of the TVET institutes signed APA.

$$\text{\% of Institutes score above 90\% in APA} = \frac{\text{Institutes score above 90\% in APA}}{\text{Total number of TVET institutes signed APA}} \times 100$$

KPI 17: % of institutes admit students over 80% of seat capacity

It expressed as student admit over 80% refers to utilization of seat capacity for specific institute. It calculated dividing the total number of students admit in specific institute by total number of approved seat allocation in same institute.

$$\text{\% of institutes admit students over 80\% of seat capacity} = \frac{\text{Total number of students admit}}{\text{Total number of approved seat allocation}} \times 100 (\geq 80)$$

KPI 18: % of TVET institute with TSR below 30

Number of institutes have TSR under 30 in the year among the total number of the TVET institutes.

$$\text{\% of TVET institute with TSR below 30} = \frac{\text{TVET institute with TSR below 30}}{\text{Total number TVET institutes}} \times 100$$

KPI 19: Enrolment rate of students with special needs

Number of students with special needs enrolled in the year among the total number of the TVET enrolment.

$$\text{Enrolment rate of students with special needs (\%)} = \frac{\text{Number of students with special needs enrolled}}{\text{Total enrolment in TVET}} \times 100$$

KPI 20: % TVET Institutes (Public) having expenditure capacity over 80%

Number of public TVET institutes having expenditure capacity over 80% in the year among the total number of the public TVET institutes.

$$\text{\% TVET Institutes having expenditure over 80\%} = \frac{\text{Public TVET Institutes having expenditure capacity over 80\%}}{\text{Total number Public TVET institutes}} \times 100$$

KPI 21: % of institute signed MoU with industry

It noted how many public institutes have signed MoUs with industry to enhance industry-academia collaboration. It is expressed as the ratio of the number of institutes signed with the industry to the total number of public TVET institutes

$$\text{\% TVET Institutes signed MoU with industry} = \frac{\text{No. of public Institutes signed MoU with industry in a year}}{\text{Total number of TVET institutes}} \times 100$$

KPI 22: % of graduates provided employment support service through job placement cell

Out of the total number of graduates in TVET institutes have received employment support service through Job Placement Cell during in a year.

$$\text{\% of graduates provided employment service through job placement cell} = \frac{\text{Total number of graduates in public TVET institutes have got employment support service}}{\text{Total number graduates in a given year for TVET institutes}} \times 100$$

KPI 23: Allocation for TVET as % of national budget

It refers to the percent of budget allocated for TVET in the national budget.

$$\text{Allocation for TVET as \% of national budget} = \frac{\text{Budget Allocation for TVET}}{\text{National Budget (BDT)}} \times 100$$

KPI 24: % Annual Increase in DTE Budget for Workshop Equipment

% change in DTE budget allocation for workshop equipment changes in the current fiscal year comparing to previous year.

$$\text{\% Annual Increase in DTE Budget for Workshop Equipment} = \frac{(\text{DTE Budget for Workshop Equipment Current FY} - \text{DTE Budget for Workshop Equipment FY-1})}{\text{DTE Budget for Workshop Equipment FY-1}} \times 100$$

4. TVET SECTOR PERFORMANCE MONITORING FRAMEWORK 2021-2025

Note: Where appropriate, indicators are disaggregated by Gender, Level/Curriculum, and Public/Private

Results Level	Result Areas	Thematic Objectives	No.	SPFM Indicators	KPI	Ref
Impact	Economy & Employment	Macro-Economy Growth and Stability	1.1.1.1	GDP Growth (%)		
			1.1.1.2	Remittance as a Percentage of GDP		
			1.1.1.3	Contribution of Labor force in Remittance in percentage		
		Employment & Unemployment	1.1.2.1	Employment rate		
			1.1.2.2	Unemployment rate		
			1.1.2.3	Share of unskilled workers in the labor force employment in %		
			1.1.2.4	Overseas employment/labour force in Number		
			1.1.2.5	Overseas employment in percentage		
		Youth Population	1.1.3.1	Youth population (Age 15-24)		
			1.1.3.2	% of youth population		
1.1.3.3	Unemployment rate of youth in percentage (not in employment, education or training)					
Outcomes	Quality & Relevance	Teacher Development & Deployment	2.1.1.1	Teacher-Student ratio TSR	KPI 1	8FYP
			2.1.1.2	Student per institutions	KPI 2	8FYP
			2.1.1.3	Teacher per institutions	KPI 3	8FYP
			2.1.1.4	% of Qualified Professional Teachers in TVET		
			2.1.1.5	% of teacher vacancy	KPI 4	
			2.1.1.6	% of NTVQF Skills Certified teachers		
			2.1.1.7	Teacher attrition rate in TVET (Public/DTE)		SDG

Results Level	Result Areas	Thematic Objectives	No.	SPFM Indicators	KPI	Ref	
		Qualification & Certification	2.1.2.1	% increase of BTEB affiliated institutes (Public/Private)			
			2.1.2.2	% of TVET graduates in NTVQF (Public/Private)			
			2.1.2.3	% of RTO producing NTVQF certified graduates (functional RTO)			
			2.1.2.4	% of Institutes conducting dual certification (Public/Private)			
			2.1.2.5	% of certification through RPL			
		TVET Graduate & Employment	2.1.3.1	Completion rate at Diploma Level	KPI 5		
			2.1.3.2	Completion rate at HSC (Voc) Level	KPI 6		
			2.1.3.3	Completion rate at SSC (Voc) Level	KPI 7		
			2.1.3.4	Dropout rate in Diploma Level	KPI 8		
			2.1.3.5	Dropout rate in HSC (Voc) Level	KPI 9	MBF	
			2.1.3.6	Dropout rate in SSC (Voc) Level	KPI 10	MBF	
			2.1.3.7	% of employment of TVET graduates within 6 months (Public/Private)			
			2.1.3.8	Rate of income increase for TVET graduates			
			2.1.3.9	Under-employment Rate of TVET graduates			
		TVET Market Responsiveness	2.1.4.1	% of Graduates employed through Employment Support System (ESS) by Institutes (Public)			
			2.1.4.2	No. of TVET apprentices (formal)			
			2.1.4.3	No. of industry providing formal apprenticeship			
			2.1.4.4	% of market-responsive curriculums			
		TV Reputation & Image	2.1.5.1	% of Stakeholders with Positive Perception of TVET			
			2.1.5.2	Satisfaction of TVET employers and graduates			
		Access, Participation & Affordability	Access & Equity	2.2.1.1	Proportion of 15-24 year-olds enrolled in vocational education, both sexes (%)		SDG
				2.2.1.2	Proportion of 15-24 year-olds enrolled in vocational education, female (%)		SDG
				2.2.1.3	Proportion of 15-24 year-olds enrolled in vocational education, male (%)		SDG
				2.2.1.4	Pre-Voc Student enrolment share at JSC level (6th-8th grade)		
				2.2.1.5	TVET enrolment share at Secondary Education level (9-12th grade)		
				2.2.1.6	Gender Parity Index in TVET enrolment	KPI 11	

Results Level	Result Areas	Thematic Objectives	No.	SPFM Indicators	KPI	Ref		
			2.2.1.7	Ratio of male-female students at Polytechnic level		MBF		
			2.2.1.8	Ratio of male-female students at HSC (Voc) level (11th-12th grade)		MBF		
			2.2.1.9	Ratio of male-female students at SSC (Voc) level (9th-10th grade)		MBF		
			2.2.1.10	% of girls Participation in TVET	KPI 12			
			2.2.1.1	Proportion of youth (15-24 year) enrolled in TVET	KPI 13	SDG		
			Affordability	2.2.2.1	No. of students/trainee receive stipend / incentives			
				2.2.2.2	% of students receive stipend	KPI 14	BESP	
				2.2.2.3	% of Poor Students in Secondary Vocational			
				2.2.2.4	Estimated out-of-pocket expenditures for TVET students			
			Sector Capacity	TVET System Capacity (Central Level)	Quality & Efficiency	3.1.1.1	% of Pedagogical certified teachers (Public)	
		3.1.1.2				No. of teacher/instructor received training on pedagogy		
		3.1.1.3				No. of industry worker certified as assessors		
		3.1.1.4				No. of assessors (academia) certified		
		3.1.1.5				No. of certified curriculum developer		
3.1.1.6	No. of standard developed /syllabus reviewed							
3.1.1.7	No. of Workforce forecasting Study conducted by BTEB							
3.1.1.8	No. of Need Analysis study conducted per year for curriculum development (Public)							
3.1.1.9	TVET Teachers Qualification Framework Established							
Access & Equity	3.1.2.1	No. of TVET institutes (Public/Private)						
	3.1.2.2	No. of Private TVET institutes						
	3.1.2.3	TVET Enrolment Total (Public/Private)				SDG		
	3.1.2.5	TVET Enrolment by People with Disability (PWD)						
	3.1.2.6	TVET Enrolment by Ethnic Minority						

Results Level	Result Areas	Thematic Objectives	No.	SPFM Indicators	KPI	Ref
		Management and Coordination	3.1.3.1	% of trained teachers	KPI 15	
			3.1.3.2	No. of teaching and non-teaching staff recruited		
			3.1.3.3	No. of industries running training unit		
			3.1.3.4	% of Institutes monitored every year (Public)		
			3.1.3.5	% of Institutes above 90% score in APA	KPI 16	
			3.1.3.6	No. of TVET Research Conducted by Institutes (Public)		
			3.1.3.7	TVET Teachers Qualification Framework Established		
			3.1.3.9	No. of SDYM&ICT meetings		
	TVET Institute Capacity (Decentralised Level)	Quality & Efficiency	3.2.1.1	% of TVET institute with TSR below 30	KPI 18	BESP
			3.2.1.2	% of TVET institute having physical infrastructure as per BTEB regulations		
			3.2.1.3	% of TVET institute having equipment as per BTEB regulations		
			3.2.1.4	% of TVET institution having required No. of teachers/instructor		
			3.2.1.5	% of TVET institutes with workshop equipment over 10 years old		
			3.2.1.6	% of TVET institutes with Graduation rate over 80% (Public)		
		3.2.1.8	% TVET Institutes with Co-Curricular Activities (Public)			
		Access & Equity	3.2.2.1	% of upazila have public TVET Institutes		
			3.2.2.2	% of districts have Polytechnics		
			3.2.2.3	% of TVET Institutes less than 20% Vacant Seat		
			3.2.2.4	% of public institutes with at least 30% female enrolment		
			3.2.2.5	% of institutes admit students above 80% of seat capacity	KPI 17	
3.2.2.6	% of Private institutions utilizing its seat capacity upto 80%					
3.2.2.7	Enrolment rate of students with special needs	KPI 19				
3.2.2.8	% of Institute Having Ramp Access					

Results Level	Result Areas	Thematic Objectives	No.	SPFM Indicators	KPI	Ref
		Management and Coordination	3.2.3.1	% of Institute Preparing Annual Plan		BANBEIS
			3.2.3.2	% TVET Institutes with having expenditure capacity above 80%	KPI 20	
			3.2.3.3	% TVET Institutes Preparing Annual Plan		BANBEIS
			3.2.3.4	% TVET Institutes Having PTA		BANBEIS
			3.2.3.5	No of Co-ordination meeting with Industry held (Public/Private)		
			3.2.3.6	No of Co-ordination meeting with Industry held in Polytechnic (Public)		
			3.2.3.7	% of implementation of minutes of Co-ordination meeting with industry		
			3.2.3.8	% of institute signed MoU with industry	KPI 21	
			3.2.3.9	% of TVET Institutes implement decentralised management (Public)		BESP
			3.2.3.9	% of Personnel in TVET Institutes receives management training (Public)		BESP
	3.2.3.10	% of Graduates provided employment support service through job placement cell	KPI 22			
	TVET Financing	Budget Allocation	3.3.1.1	Total Allocation for TVET as % of National Budget	KPI 23	
			3.3.1.2	Allocation for TVET as % of education budget (Public/DTE)		
			3.3.1.3	% Annual Increase in DTE Budget for Workshop Equipment	KPI 24	
			3.3.1.4	Allocation of budget for research (Public/DTE)		
			3.3.1.5	DP commitment as % of TVET budget (Public/DTE)		
		Budget Expenditure	3.3.2.1	TVET spending as a percentage of the national budget		
			3.3.2.2	Expenditure rate for TVET Budget (Public/DTE)		
			3.3.2.3	TVET budget spending by DP funded projects		
			3.3.2.4	% of budget spend for teachers training		
3.3.2.5			% of budget spend for stipend/incentives			
3.3.2.6	% of budget spend for infrastructure development					

5. SPMF IMPLEMENTATION AND REPORTING

5.1 Data Source

The main agencies for SPMF data collection are

- The Bangladesh Bureau of Statistics (BBS)
- Bangladesh Bureau of Educational Information and Statistics (BANBEIS)
- The Directorate of Technical Education (DTE)
- Bangladesh Technical Education Board (BTEB)
- Bureau of Manpower, Employment and Training (BMET)

The data generated by the agencies mentioned above are of two categories: survey/census and administrative report. The main survey/census data sources are the annual school census of BANBEIS and a number of surveys done by BBS including TVET Census, the Labour Force Survey (LFS), Household Income and Expenditure Survey (HIES) and Multiple Indicator Cluster Survey (MICS).

The administrative data sources are the Directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB), National Training and Vocational Qualifications Framework (NTVQF), Bureau of Manpower, Employment and Training (BMET). The administrative data sources are:

- Reported by institutes
- DTE HRMIS
- BTEB admission and result portal
- NTVQF online data platform
- IBAS++ (for financial data)

The third kind of data necessary for a proper SPMF is the financial data. The agencies related to TVET in Bangladesh maintain an administrative set up for the continuous monitoring of the budgeted and spent amount of money under the specified heads of expenditure. A government approved online platform named Integrated Budget and Accounting System (IBAS++) has been made operational and mandatory for all the expenditures of the government organizations

At present, the TVET data published by BANBEIS is not always consistent with DTE and BTEB data. Efforts are being made to reconcile these data discrepancies and it will be a priority to develop a unified TVET data system for the entire sub-sector.

5.2 Annual Sector Performance Report

The progress and achievements of the SPMF will be reported annually in the new TVET Annual Sector Performance Report (ASPR). The report will be published after the fiscal year in July. It is proposed that TMED will lead the process for the preparation, review and approval of the ASPR with DTE acting as the secretariat. The proposed ASPR structure is presented in Table 3 below.

Table:3 Propose Structure for TVET Annual Sector Performance Report (ASPR)

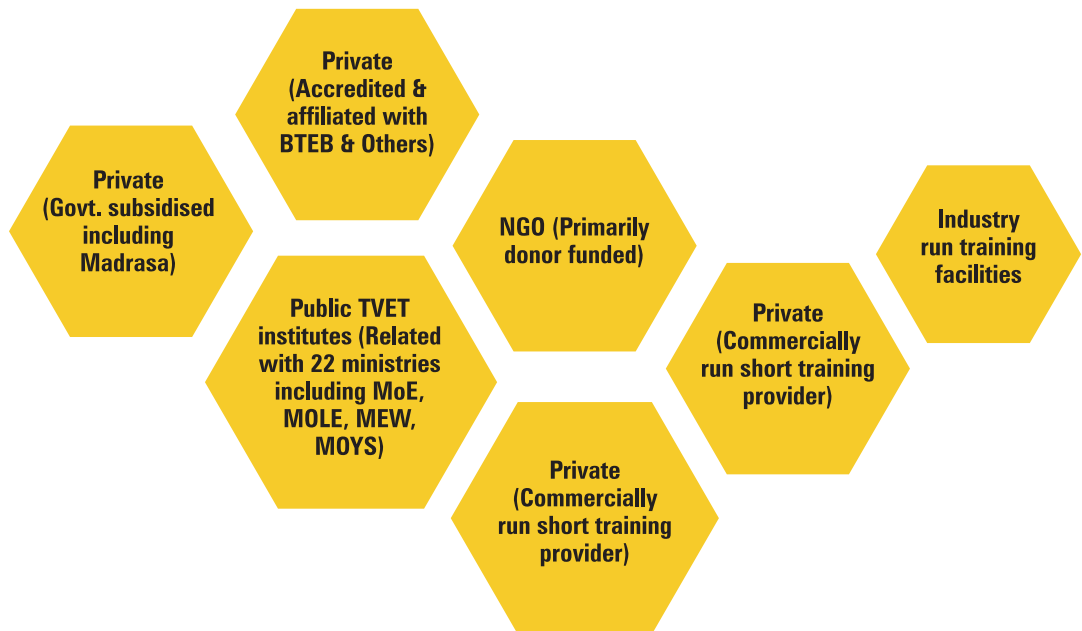
<p>Executive Summary</p> <p>Abbreviations</p> <p>Table of Contents</p>
<p>1. Introduction:</p> <ul style="list-style-type: none"> • Purpose of the Report • TVET Policy Framework • SPMF Structure & Source of Data
<p>2. TVET Performance Overview</p> <ul style="list-style-type: none"> • Macro-level Context (Impact-Level Indicators) • Basic Statistics on the TVET (e.g., number of TVET institutes, enrolment etc.) • Overview of KPI Performance
<p>3. TVET Outcome Indicators</p> <ul style="list-style-type: none"> • Access & Equity (Overall progress, key achievement & constraints) • Quality & Relevance (Overall progress, key achievement & constraints)
<p>4. TVET Capacity Indicators</p> <ul style="list-style-type: none"> • TVET System Capacity • TVET Institute Capacity
<p>5. TVET Budget and Financing</p> <ul style="list-style-type: none"> • TVET Budget and Trend • TVET Budget Execution • DP Financing for TVET
<p>6. Conclusion</p> <ul style="list-style-type: none"> • Summary of Key Achievement of The TVET Subsector • Summary of Key Constraints of The TVET Subsector • Areas to be Considered for Further Research • Data Issues and Suggested Actions • Recommendations and Forward Look

ANNEX 1: TVET SECTOR ANALYSIS

I. Overview of TVET Sector

TVET formally started in Bangladesh in 1865 by introducing technical training at Rangpur technical school. However, the establishment of a nationwide TVET system started in 1960 with the formation of the Directorate of Technical Education (DTE). Bangladesh formal TVET & Skill market is mostly dominated by Public TVET institutes run under various ministries belonging to 22 ministries. Private sector mostly provides different TVET courses and can be segregated into four categories (see Venn diagram below). NGOs also run some training centers mostly for marginalized communities. The presence of industry run training facilities is modest. BTEB, DTE, BMET are key organizations engaged in TVET and skill development in Bangladesh.

Figure:2 Venn Diagram of TVET and Skill training provider



Source: RBM workshop for SPMF working group presentation aligned with NSDP 2011

II. Challenges Facing the TVET Sector

TVET in Bangladesh is facing multifarious challenges which need to be addressed on priority basis to ensure a sustainable TVET system. Key challenges are:

Social Perception: General public usually regard TVET as training rather than education, which involves labour and hard work. Moreover, there is a perception that TVET stream is for less well-off and under-performing students. Underemployment and unemployment of some TVET graduates also can create apathy towards TVET. These factors can contribute to underutilization of TVET institutions.

Limited number of TVET institutions: In comparison to the youth population, the number of formal TVET institutions is limited and located mostly in urban areas. This restricts easy access to TVET for people living in rural and remote areas. Recently, the government has taken initiatives to develop TVET institutions in every Upazilas and encouraged the private sector to participate in skill training through subsidies and project support. Policy directions and initiatives also have been taken to ensure that industries run their own training unit for skill development.

Access & Equity: Traditionally TVET is considered to be a suitable profession for the male; hence socially women are less inclined to enroll for vocational career training opportunities. This trend has resulted in a low percentage of the women's total enrolment in vocational courses. The limited number TVET institutions in near proximity of homes also impact not only women but also poor youths to enroll as it becomes a more costly option to general schools and colleges. To mitigate these cost barriers, the Government is providing textbooks and stipends to enhance access to TVET, alongside ensuring an enabling social environment and disable- friendly infrastructure and facilities in TVET institutions.

Affordability: Significant portion of the youth labour force are poor. Affordability of TVET is an issue for them. They not only face difficulties to pay fees and other costs but also lose income as they cannot continue to work as labour during their studies. Government and some projects are paying subsidies but cannot cover the full costs of participation.

Matching skills between supply and demand: TVET graduates should possess skill sets that are needed by industry. Skill matching has three dimensions. (i) ensure the trades or technologies being offered through programmes corresponding to the world of employment; (ii) ensure the competencies acquired in relation to the requirements of industries or self-employment opportunities; and (iii) ensure sufficient practical experience of the learners for acquisition of skills. The Government also recognized that

the curriculums need to be developed based on market research; practical components of the curriculum need to be taught more effectively; and TVET teachers require pedagogical training and relevant technical skills and industrial experience. In addition, TVET institutions need to ensure well equipped workshops, quality teaching and training materials, and adequate classrooms and workshops.

Strengthening linkages between TVET and Industry: Links between training and the employment sectors is of prime importance in ensuring the demand and supply position for the training graduates and the employers. The employers need to be made aware about the TVET system of the country. Similarly training providers need to be made aware about the needs of the employment market. As a result, TVET institutes then can provide relevant training which contributes to unemployment and underemployment of TVET graduates.

Promoting industry/employers engaging in skill training: Industry and employers do not consider engaging with the skill training market is a good investment. It is critical that all industrial skills councils are actively engaged in curriculum development. Their lack of interest results in poor curriculum, limited apprenticeship, employment through job placement centres and running of training units.

Lack of Human Resource (Teaching and Non-Teaching): TVET lacks the required number of teaching and non-teaching staff. The ratio-between student and teacher are very high. Large number of positions remained vacant for many years. Furthermore, teachers and instructors are not skilled enough. A majority of the TVET teachers has inadequate pedagogical training and lack practical skills and required exposure to industry. Proper system for regular training of teachers is absent. This has serious implication on the quality of the training and graduates.

Low TVET Finance: Inadequate budget is one of the foremost constraints of TVET which becomes the primary issue in procuring modern equipment, regular upgrading of these equipment, employing sufficiently proficient trainers, qualified assessors, support them in updating their skills, procure most appropriate training facilities, aids and technology for practical training, etc. Government allocation is the main source for TVET institutes. Contribution from Industry/employers is very limited.

Strengthening Coordination between TVET actors/stakeholders: There are 22 GoB ministries, five types of private institutes and NGO-run training centers providing skill training. However, there is no coordination mechanism between all the providers, resulting in fragmentation and overlapping in TVET provision.

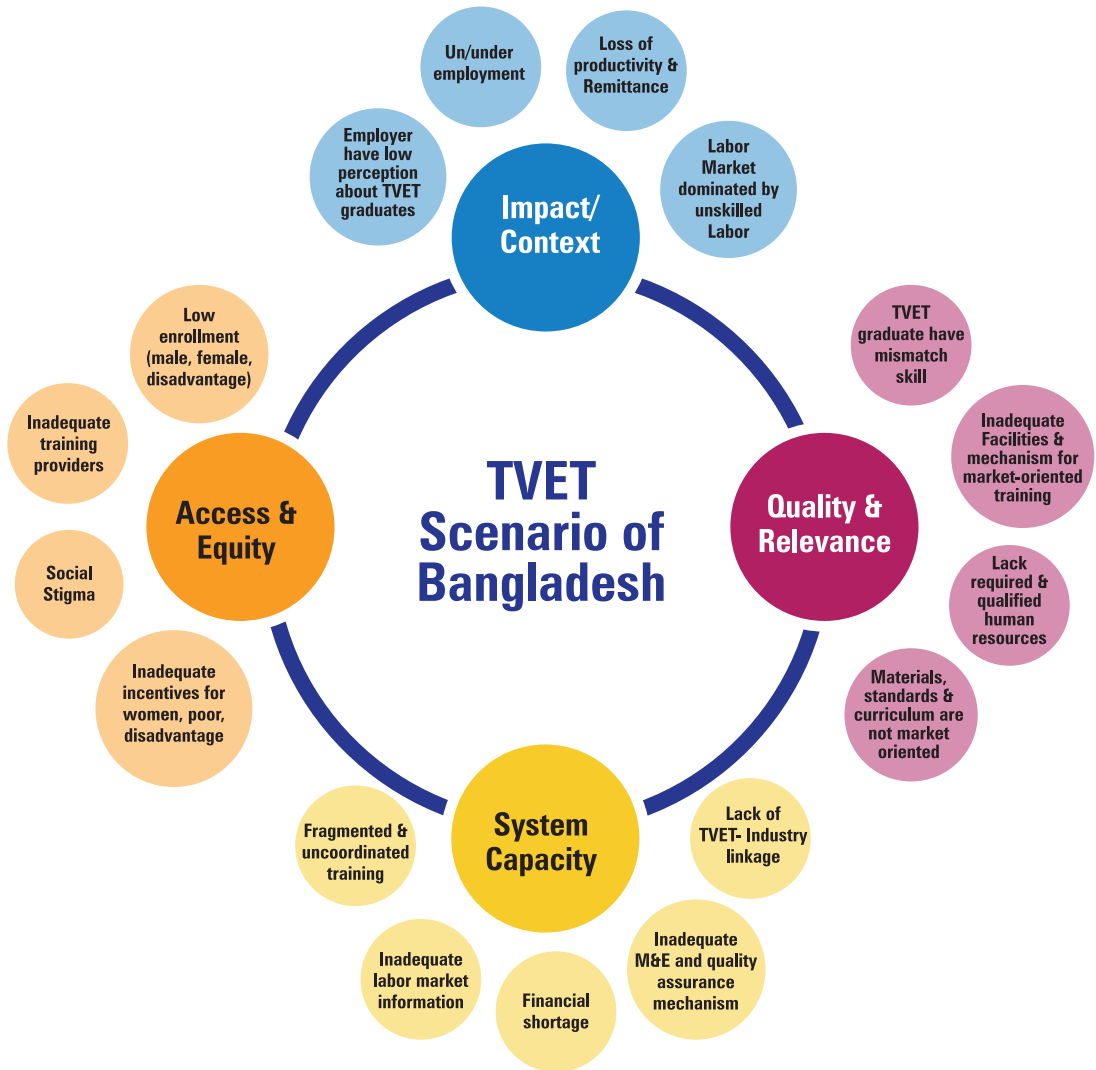
Labour and Skill markets information: At present, Bangladesh does not have a system that can provide up-to-date information on the labour market with sector, trade, and occupation disaggregation. As a result, TVET institutes do not have information to update its training delivery system and capacity according to the needs. The BBS's Labour Market Survey needs to be conducted regularly to identify the needs of the labour market and the TVET system should have corresponding skill training information to inform the industries and employers.

TVET Information System Harmonization: Data generation, collection and dissemination process of the Bangladesh TVET/Skills sub-sector needs to be more systematic and coordinated. All TVET institutes and organizations need to have an adequate MIS or M&E system and mechanism that can provide regular and complete information on their organizations, activity implementation and organizational results and performance. Moreover, there is a need to strengthen information sharing amongst key TVET organizations and build consensus on TVET on the definition of reporting indicators. A review of data sources relevant to the TVET sector is below:

- BBS Census is the national census provides information on population characteristics including educational attainment and occupation;
- BBS Labour Force Survey (LFS) is a household-based survey which is undertaken every three to four years and collects information about educational attainment, occupation, and average hours worked and earnings. This is useful for population wide summary measures but need to be more detailed to be of direct use in planning optimal TVET enrolments;
- BBS Census on Manufacturing Industries (CMI) is conducted every three or four years and collects occupational data which can be cross tabulated by industry. This is useful information but perhaps insufficiently detailed for broader skill demand forecasting purposes;
- BANBEIS is the central resource for data on all aspects of the education system, including TVET (e.g., enrolments, student progression, teachers and infrastructural facilities). The Bangladesh Education Statistics is published regularly and is regarded as highly reliable;
- TMED/DTE recently launched an integrated management information system (HRMIS) to strengthen management and reporting of public TVET institutes under its purview.
- BTEB holds data on individual institute (public/private) and student records for BTEB affiliated courses;

- Data on TVET training delivered by various ministries is mostly detailed administrative data; some are captured by BTEB through affiliated courses, but mostly are outside of the existing TVET information system;
- Data on private providers are collected by BANBEIS and BTEB, but are inconsistent due to different data collection methodology.

Figure:3 Diagram on the Present TVET Scenario of Bangladesh



Source: Diagram is the reflection of problem tree developed by SPMF working group during RBM training December 2021

III. Future TVET System envisaged in policies and plans

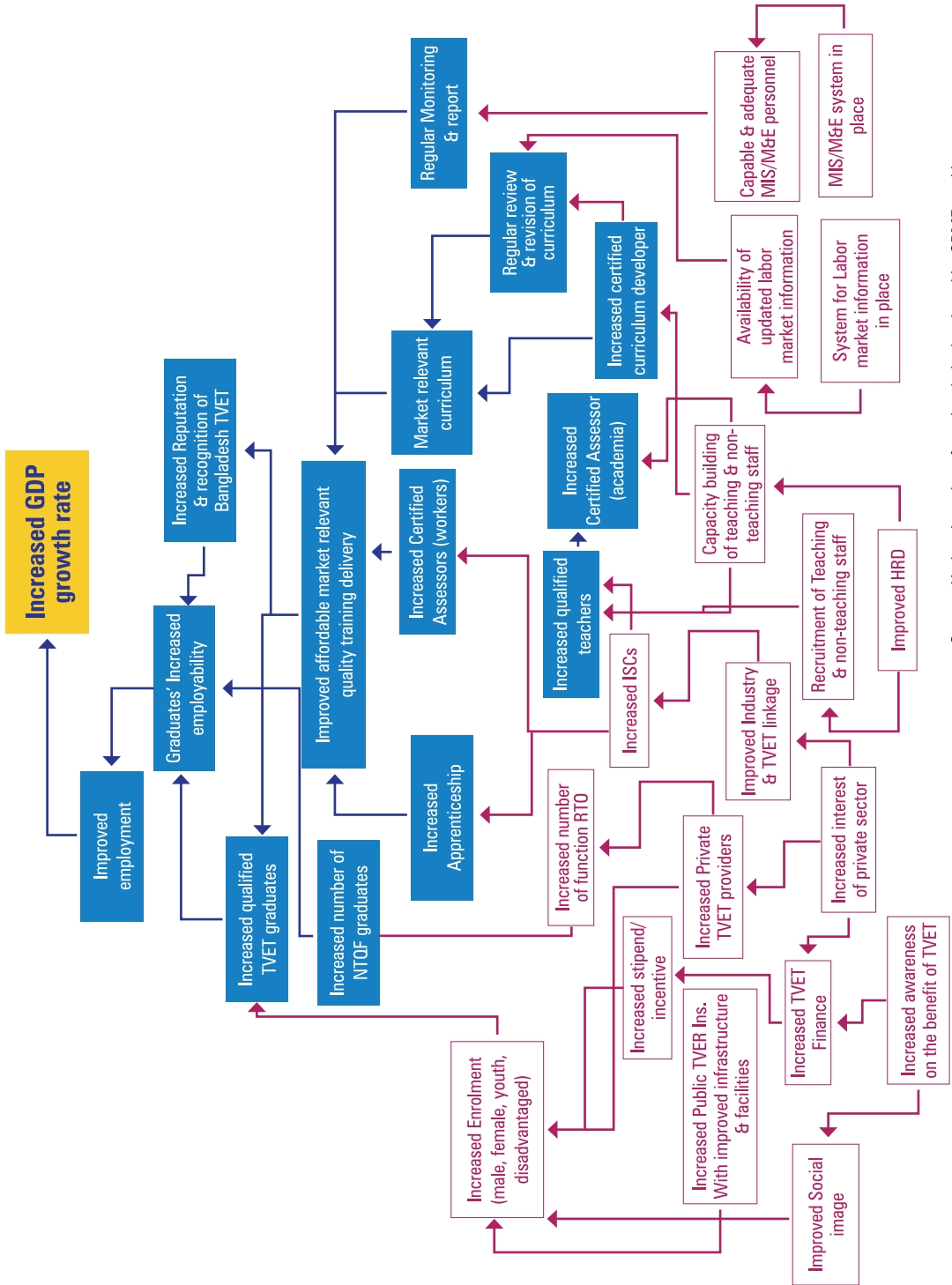
The Government of Bangladesh to overcome the challenges and limitations of the present TVET system has been providing policy directions and plans to overcome them. Most relevant policy and planning documents for the TVET sector are National Skill Development Policy 2011 (NSDP), National Education Policy 2010, National Strategy for promotion of gender equality (NSGE) in TVET 2012 and 8th five-year plan.

The SPMF working groups, in the context of the present TVET situation reviewed these documents and developed a results chain based on key changes envisaged by the government.

Key changes/results, illustrated by the results chain are (see results chain):

- Increased GDP growth rate
- Increased Remittance
- Improved employment rate in home and abroad
- Increased employment rates of TVET graduates
- Improved social image of TVET stream
- Increased reputation of Bangladesh TVET graduates and certification among employers and international TVET bodies
- Increased qualified graduates
- Increased certified workers through RPL
- Increased enrolment of youths and adults, including female and disabled populations,
- Improved teacher-student ratio through recruitment of qualified teachers
- Adequate human resources (qualified and certified Teachers, instructors, assessors, curriculum developer with required exposure to industry)
- Enhanced linkages between TVET and Industry in regards to employment, apprenticeship, curriculum and standard development and availability of worker Assessor
- Regular review and revision of curriculum based on job markets of home and abroad
- TVET includes courses related with 4th industrial revolution & ICT
- Availability of proper infrastructure and facilities to deliver market oriented TVET
- Industries are running training units for workers and new entrance
- Adequate number of RTO
- Enhanced role of private sector in skill training delivery and financing
- Expansion of technical education in rural and remote area through increased public and private institutions
- System for up-to-date labour market information
- Strong Results based MIS and M&E system
- Increased budget allocation and efficient and effective spending

Figure:4 TVET Objective Tree Diagram



Source: Updated version of results chain developed by SPMF working group

ANNEX 2: SPMF WORKING GROUP



গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
কারিগরি শিক্ষা অধিদপ্তর
এফ-৪/বি, আগারগাঁও প্রশাসনিক এলাকা
ঢাকা-১২০৭
www.techedu.gov.bd



স্মারক নং- ৩৭.০৩.০০০০.০১৬.২৪.০১০.২০ (পার্ট-১)- ২৭০

তারিখঃ ২৪/০৬/২০২১খ্রি.

অফিস আদেশ

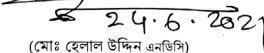
কারিগরি শিক্ষা অধিদপ্তরের অধীনে ইউরোপীয় ইউনিয়নের অর্থায়নে পরিচালিত “Human Capital Development Programme 2021 (HCDP 21)” শীর্ষক বাজেট সাপোর্ট প্রোগ্রামের আওতায় Performance Indicator-4 বাস্তবায়নের নিমিত্তে SPMF এর ডাটা কালেকশন এবং ASPR এর রিপোর্ট প্রস্তুতের জন্য নিম্নবর্ণিত কর্মকর্তাদের সমন্বয়ে একটি ওয়ার্কিং গ্রুপ গঠন করা হলো:

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7.	Mofizul Islam Assistant Director-08 (Equipment)		01816284856 mofizul45@gmail.com
8.	Mr. Khondaker Humayun Kabir Attached Officer (Training)		01914896148 training.dte.edu@gmail.com
9.	Mrs. Shakila Rahman In-Charge (ICT Cell)		01711367119 shakiladte@gmail.com
10.	Mrs. Hasina Begum Attached Officer (Admin & Account)		01678052777 hasina.pu@gmail.com
11.	Mr. Md. Enamul Haque Rakib Attached Officer (Project, Planning and Implementation)		01763-795272 rakib.dte@gmail.com
12.	Dr. Raju Mohammad Shohidul Islam Deputy Director (Research)	Bangladesh Technical Education Board	01556622655 rmsislam@gmail.com
13.	Dr. Md. Shah Alam Majumder Specialist (Course Accreditation)		01815424855 ehlam1999@gmail.com
14.	Mr. Rupok Kanti Biswas Curriculum Specialist (Diploma)		01625554406 btebcdiploma@gmail.com
15.	Mr. Mohammed Hasan Emam Assistant Programmer		01712862358 mheedusoft@gmail.com

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২। ওয়ার্কিং গ্রুপের কার্যপরিবি:

১. Result-Based Management (RBM) এবং Result-Based Financing (RBF) এর সক্ষমতা বৃদ্ধিকারী কার্যক্রমে অংশ নেওয়া।
২. DTE/TMED কর্তৃক Sector Performance Monitoring Framework (SPMF) চূড়ান্তকরণে সহায়তা করা;
৩. SPMF এর জন্য ডেটা সংগ্রহ এবং বিশ্লেষণে উদ্যোগ গ্রহণ করা;
৪. Annual Sector Performance Report (ASPR) টেমপ্লেট এবং প্রতিবেদন কৌশল প্রণয়নে সহায়তা করা;
৫. ASPR এর Trailing preparation এ সহায়তা করা;
৬. টিভিইটি সেক্টরে SPMF/ASPR কে প্রাতিষ্ঠানিককরণের বিষয়ে সুপারিশ প্রদান করা;
৭. SPMF/ASPR এবং RBM এর সাথে সামঞ্জস্য রেখে Ministry Budget Framework (MBF) (এমবিএফ) এবং Annual Performance Agreement (APA) এর বার্ষিক প্রস্তুতি জোরদার করা;
৮. SPMF/ASPR পরিচালনার সাথে সংশ্লিষ্ট মন্ত্রণালয় ও অন্যান্য সরকারি সংস্থার সাথে যোগাযোগে সহায়তা করা; এবং
৯. অন্যান্য প্রাসঙ্গিক কার্যক্রম সম্পন্ন করা।


(মোঃ হেলাল উদ্দিন এনভিসি)
মহাপরিচালক (অতিরিক্ত সচিব)
কারিগরি শিক্ষা অধিদপ্তর

স্মারক নং- ৩৭.০৩.০০০০.০১৬.০১০.২০ (পার্ট-১)- ২৭০

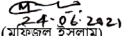
তারিখঃ ২৪/০৬/২০২১ খ্রি.

বিতরণ (জ্যেষ্ঠতার ভিত্তিতে নয়):

১. জনাব শেখ জাহিদুল ইসলাম, আঞ্চলিক পরিচালক, আঞ্চলিক পরিচালকের কার্যালয়, চট্টগ্রাম
২. ড. উম্মে আফসারি জহুরা, আঞ্চলিক পরিচালক, আঞ্চলিক পরিচালকের কার্যালয়, ময়মনসিংহ
৩. জনাব মোঃ ইসরাইল হোসেন, আঞ্চলিক পরিচালক, আঞ্চলিক পরিচালকের কার্যালয়, খুলনা
৪. জনাব মোহাম্মদ নুরুজ্জামান, প্রোগ্রামার, কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, ঢাকা-১০০০
৫. জনাব নিজাম উদ্দিন আহমেদ, সহকারী পরিচালক-০২ (প্রশিক্ষণ), কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, ঢাকা-১২০৭
৬. জনাব মোঃ জাহিদুল হক, সহকারী পরিচালক-০৬ (ভোকেশনাল-২), কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, ঢাকা-১২০৭
৭. জনাব মফিজুল ইসলাম, সহকারী পরিচালক-০৮ (ইকুইপমেন্ট), কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, ঢাকা-১২০৭
৮. জনাব খন্দকার হামায়ুন কবির, সংযুক্ত কর্মকর্তা (প্রশিক্ষণ), কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, ঢাকা-১২০৭
৯. জনাব শাকিলা রহমান, ভারপ্রাপ্ত কর্মকর্তা (আইসিটি সেল), কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, ঢাকা-১২০৭
১০. জনাব জনাব রাজু মুহম্মদ শহীদুল ইসলাম, উপ-পরিচালক (গবেষণা), বাংলাদেশ কারিগরি শিক্ষা বোর্ড, ঢাকা-১২০৭
১১. জনাব মোঃ শাহ আলম মজুমদার, বিশেষজ্ঞ (কোর্স এ্যাক্রিডিটেশন), বাংলাদেশ কারিগরি শিক্ষা বোর্ড, ঢাকা-১২০৭
১২. জনাব জনাব বৃপক কান্তি বিশ্বাস, কারিকুলাম বিশেষজ্ঞ (ডিপ্লোমা), বাংলাদেশ কারিগরি শিক্ষা বোর্ড, ঢাকা-১২০৭
১৩. জনাব মোহাম্মদ হাসান ঈমাম, সহকারী প্রোগ্রামার, বাংলাদেশ কারিগরি শিক্ষা বোর্ড, ঢাকা-১২০৭
১৪. জনাব মোঃ এনামুল হক রাকিব, সংযুক্ত কর্মকর্তা (প্রজেক্ট, প্লানিং এন্ড ইমপ্লিমেন্টেশন), কারিগরি শিক্ষা অধিদপ্তর, ঢাকা-১২০৭
১৫. জনাব হাছিনা বেগম, সংযুক্ত কর্মকর্তা (প্রশাসন ও হিসাব), কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, ঢাকা-১২০৭

অনুলিপি:

- ১। পরিচালক [প্রশাসন/ভোকেশনাল/পিআইডব্লিউ/পরিবীক্ষণ ও মূল্যায়ন (পিআইইউ)]/পরিচালনা ও উন্নয়ন, কারিগরি শিক্ষা অধিদপ্তর, আগারগাঁও, ঢাকা-১২০৭
- ২। সচিব মহোদয়ের একান্ত সচিব, কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, বাংলাদেশ সচিবালয়, ঢাকা-১০০০
- ৩। Team Leader, HCDP-21 TA, European Union Delegation, Bangladesh, Dhaka-1207


(মফিজুল ইসলাম)
সহকারী পরিচালক
কারিগরি শিক্ষা অধিদপ্তর

ANNEX 3: SPMF APPROVAL LETTER

শিক্ষা নিয়ে গড়ব দেশ
শেখ হাসিনার বাংলাদেশ

গণপ্রজাতন্ত্রী বাংলাদেশ সরকার
শিক্ষা মন্ত্রণালয়
কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ
পরিকল্পনা ও উন্নয়ন শাখা-২
www.tmed.gov.bd



নং- ৫৭.০০.০০০০.১২১.১৪.০১১.২২-৩৭

তারিখ: ০৩ ফাল্গুন ১৪২৯ বঙ্গাব্দ
১৬ ফেব্রুয়ারি ২০২৩ খ্রিষ্টাব্দ

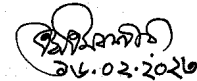
বিষয়: TVET Sector Performance Monitoring Framework (SPMF)
অনুমোদন সংক্রান্ত।

সূত্র: ডিটিইর স্মারক নং: ৫৭.০৩.০০০০.০১৬.১৪.০১০.২২ (পার্ট-২)-২৭, তারিখ: ১৭/০১/২০২৩ খ্রি:।

উপর্যুক্ত বিষয় ও সূত্রোক্ত পত্রের প্রেক্ষিতে জানানো যাচ্ছে যে, কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ এর আওতায় কারিগরি শিক্ষা অধিদপ্তর কর্তৃক বস্তাবয়নামূলক "Human Capital Development Programme (HCDP-21)" Budget সহায়তা কর্মসূচির আওতায় Disbursement Linked Indicator-4 (DLI-4) এর টার্গেট বাস্তবায়নের নিমিত্ত প্রস্তাবিত খসড়া TVET Sector Performance Monitoring Framework (SPMF)টি যথাযথ কর্তৃপক্ষ কর্তৃক অনুমোদিত হয়েছে।

০২। এমতাবস্থায়, এ বিষয়ে পরবর্তী প্রয়োজনীয় ব্যবস্থা গ্রহণের জন্য নির্দেশক্রমে অনুরোধ করা হলো।

সংযুক্তি: SPMF-১৭ পাতা।


১৬.০২.২০২৩

(এস এম বশীর উল্লাহ)

উপসচিব

ফোন: ০২-২২৩৩৫৭১৪৪

dsplanning@tmed.gov.bd

✓ মহাপরিচালক

কারিগরি শিক্ষা অধিদপ্তর

আগারগাঁও, ঢাকা।

সদয় অবগতির জন্য অনুলিপি:

- ১। অতিরিক্ত সচিব (উন্নয়ন) কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, ঢাকা।
- ২। মহাপরিচালক, ব্যানবেইস, ০১ নং জহির রায়হান রোড (পলাশী-নীলক্ষেত), ঢাকা-১২০৫।
- ৩। চেয়ারম্যান; বাংলাদেশ কারিগরি শিক্ষা বোর্ড, আগারগাঁও, ঢাকা।
- ৪। সিনিয়র সচিবের একান্ত সচিব, কারিগরি ও মাদ্রাসা শিক্ষা বিভাগ, শিক্ষা মন্ত্রণালয়, ঢাকা।
- ৫। সংশ্লিষ্ট নথি।



Directorate of Technical Education
Technical and Madrasah Education Division
Ministry of Education

