



Government of the People's Republic of Bangladesh

TVET

Sector Performance Monitoring Framework 2021-2025

(SPMF 2021-2025)

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Directorate of Technical Education

Technical and Madrasah Education Division

Ministry of Education

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Abbreviation

8FYP	8 th 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	Higher Secondary Certificate (Vocational)
ILO	International Labour Organization
KPI	Key Performance Indicator
LDA	Least Developed Areas
LFS	Labour Force Survey
MBF	Ministry Budget Framework
MICS	Multiple Indicator Cluster Survey
MIS	Management Information System
MoE	Ministry of Education
MoF	Ministry of Finance
MPO	Monthly Payment Order
MTBF	Medium Term Budget Framework
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NSDA	National Skill Development Authority
NSDP	National Skills Development Policy
NTVQF	National Training and Vocational Qualifications Framework
PwD	People with Disabilities
SDG	Sustainable Development Goal
SPMF	Sector Performance Monitoring Framework
SSC	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

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 challenge 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.

The unemployment rate is higher -- 47 percent -- among the educated, according to the 2016 Labour Force Survey by the Bangladesh Bureau of Statistics (BBS). Unemployment among university graduates is about 10 per cent. At least 66 per cent of graduates from colleges affiliated with the National University are not getting jobs, according to a 2021 survey by the Bangladesh Institute of Development Studies. Currently, 65.6 percent of the population of 16.51 cores is of working age -- 15 to 64 -- according to the Population and Housing Census 2022.

With two dimensions, we can see how much of the demographic dividends the country is reaping. "The two dimensions are: how many youths are being turned into skilled manpower through quality education and how many skilled youths are being absorbed into remunerative employment. It is argued that the "economic miracles" seen by Hong Kong, Singapore, South Korea and Taiwan between the early 1960s and 1990s and the economic boom witnessed by Ireland in the 1990s were down to demographic dividend.

The government has formulated the National Employment Policy 2022 identifying a number of challenges, including measures that hinder the skilled-workforce generation. The policy aims to create about 30 million new jobs by 2030 and take unemployment to the lowest level by 2041, according to a gazette notification of July 14, 2022. The policy mentions that the number of unemployed and "disguised unemployed" people is 2.7 million and 12.5 million and that more than 60 million people are capable of work.

Bangladesh aims to achieve an Upper Middle-Income Country status by 2030 and a High-Income Country status in around 2041. In order to reaching high-income status in two decades, there is no alternative but to investing 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 Honourable 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

1.2 Results Based Management

In order to strengthen to 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-oriented to result-oriented, and (ii) providing an objective and fair based evaluation of the overall performance of the ministry/divisions at the end of each fiscal year.

The implementation of the MTBF and APA in different 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 necessity to move from 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 2011 and 2021 (NSDP). 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 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

¹ Hasina pushes technical and vocational training, Gulf times, July 27 2017.

regulations for the Technical & Vocational Education & Training (TVET) including Madrasah Education in the country. TMED prepares its budget in line with Medium-Term Budgetary Framework (MTBF) against its strategic objectives and activities. TMED also has 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 main functional and administrative unit for TVET sector management and Planning. At present, DTE directly supervising a total of 187 public TVET institutes: such as 49 Polytechnic Institutes, 134 Technical Schools and Colleges and 04 Engineering Colleges. DTE has also have authority to facilitate and monitor all private sector TVET institutions.

The Ministry of Expatriate Welfare and Overseas Employment (MoEWOE) is responsible for developing skilled manpower focusing on overseas employment. At present BMET under MoEWOE manages a total of 83 Technical Training Centers (TTC) and a number of Institute of Marine Technology (IMT).The Ministry of Agriculture, Health Education and Family Welfare Division and Ministry of Industry have some TVET programs.

The private sector is a major provider of TVET in Bangladesh. According to BANBEIS, private institutes make up 87% of all public/private TVET institutes 69% of TVET enrolment. The government provides teacher salary subsidy for private secondary vocational schools and all others MPO enlisted TVET/ Technical Institutes through the Monthly Pay Order (MPO) to expand access to TVET, especially in rural communities.

The Bangladesh Technical Education Board (BETB) is an autonomous regulatory body under TMED created by Bangladesh Technical Education Act 1967, later replaced by Bangladesh Technical Education Board Act of 2018. BTEB is mandated to administer the all-academic issues of Technical Education under its purview and look after the all related issues of Technical Trainings under its purview. BTEB is run by self-financing modality and operates all its functions in close liaison with TMED.

National Skills Development Authority (NSDA) under Prime Minister's Office (PMO) is working for quality enhancement of TVET system as a whole.

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 objects of SPMF are:

- (i) Enabling greater focus on the long term goals of TVET development;

- (ii) Enabling evidence-based strategic decision making and adjustment in line with NSDP priorities;
- (iii) Strengthening the responsiveness of the TVET programs and taking corrective actions based on regular monitoring of key results areas; and
- (iv) Strengthening accountability of TVET sector outcomes amongst all stakeholders.

The potential benefits of SPMF include:

- National level decisions makers become aware about the extent TVET and skills eco-system which able to contribute in overall socio-economic development of the country;
- National level decision makers can learn about the budget requirement and the area of expenditure of TVET subsector;
- TVET sector level decision makers become aware about the effectiveness of TVET system for providing quality and relevant technical education;
- TVET sector level decisions makers become aware about the capacity needed for key TVET institutions;
- TVET stakeholders become aware about the benefits of TVET and skills training.

It is envisaged that SPMF will bring consistency in TVET management and planning and also strengthen implementation of APA, MTBF, SDG and other GoB priorities.

2.2 Methodology and Processes

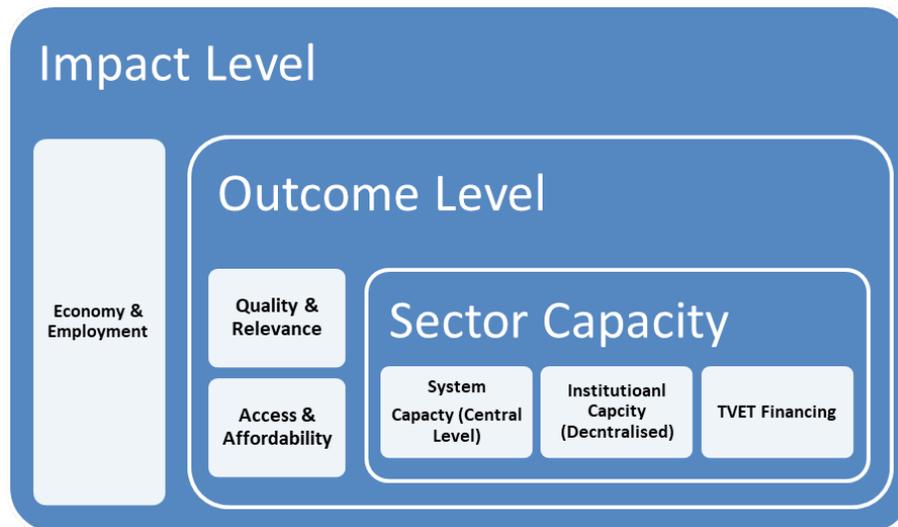
In mid-2021 TMED entrusted DTE to take initiative to develop SPMF for the TVET sub-sector. DTE adopted the strategy to develop it through engaging relevant officials from TMED, DTE and BTEB. The objective was to develop SPMF based on the existing M&E capacity of the sub-sector and aligned with universally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

DTE has formed a 15-member working group to develop the SPMF, containing 1 member from TMED, 4 members from BTEB, 7 members from DTE head office and 3 members from DTE Regional Directors. Subsequently, a capacity building initiative on RBM was undertaken with the support of the EU HCDP-21 technical assistance (see *Annex 1*). The SPMF working group members were given extensive training on RBM concepts, tools and techniques such as: 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.

2.3 SPMF Structure and Design

The SPMF design draws from a well-recognised conceptual framework that demonstrates the linkages between achieving desired sector outcomes with appropriate organisational capacity to produce outputs from inputs effectively and efficiently.²

Figure 1: SPMF Result Chain



Adapting this framework, the proposed SPMF will consist of following components (see Figure 1)

1. **Result Levels** consists of three primary components:
 - **Impact:** This component is basically is the wider arena where long term impact of TVET intervention is felt. It informs about the overall condition of national economy, employment and well-being, and prosperity of the actors.
 - **Outcome:** This component includes two broad clusters represents demand and supply side of TVET intervention and informed 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 including 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 draw from the TMED Action Plan: (i) TVET System Capacity; (ii) TVET Institute Capacity; and (iii) TVET Financing.

² EU, Institutional Assessment and Capacity Development: Why, what and how? September 2005

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:
 - Under the Impact Level, the selected indicators are from macro-level and the primary data source is the Bangladesh Bureau of Statistics (BBS).
 - Under the Outcome level, the selected indicators are from 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	SPMF Indicators (No.)
Impact	Economy & Employment	<ul style="list-style-type: none"> • Macro-Economy Growth and Stability • Employment & Unemployment • Youth Population 	<ul style="list-style-type: none"> • 3 • 5 • 3
Outcomes	Quality & Relevance	<ul style="list-style-type: none"> • Teacher Development & Deployment • Qualification & Certification • TVET Graduate & Employment • TVET Market Responsiveness • TV Reputation & Image 	<ul style="list-style-type: none"> • 7 • 5 • 7 • 4 • 2
	Access & Affordability	<ul style="list-style-type: none"> • Access & Equity • Affordability 	<ul style="list-style-type: none"> • 10 • 4
Sector Capacity	TVET System Capacity (Central Level)	<ul style="list-style-type: none"> • Quality & Efficiency • Access & Equity • Management and Coordination 	<ul style="list-style-type: none"> • 9 • 6 • 8
	Institutional Capacity (Decentralised Level)	<ul style="list-style-type: none"> • Quality & Efficiency • Access & Equity • Management and Coordination 	<ul style="list-style-type: none"> • 8 • 8 • 9
	TVET Financing	<ul style="list-style-type: none"> • Budget Allocation • Budget Expenditure 	<ul style="list-style-type: none"> • 5 • 6

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 provides 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 to be happened according to the policies and plans. The KPIs will help in measuring the changes actually taken place (see Annex 2).

In addition to the KPIs, there is a subset of Supplementary KPIs (SKPIs) to capture the priority actions and plans of the sector in the coming years. The list of SPMF KPIs, including Baseline, is shown in *Table 2* below.

Table 2: SPMF 2021-25 Structure

<i>Result Level</i>	<i>Result Areas</i>	<i>KPI</i>	<i>Indicators</i>	<i>2020 (Baseline)</i>	<i>Ref</i>
<i>Outcomes</i>	<i>Quality & Relevance</i>	KPI 1	Teacher-Student ratio in TVET sector (Public/Private)	1:21	8FYP
		KPI 2	Student per institutions (Public/Private)	154.06	8FYP
		KPI 3	Teacher per institutions (Public/Private)	7.44	8FYP
		KPI 4	% of teacher/instructors vacancies (Public)	80.9%	
		KPI 5	Teacher attrition rate in TVET (Public)		SDG
		KPI 6	Drop-out rate in Diploma Level		
		KPI 7	Drop-out rate in HSC(vocational) Level		
		KPI 8	Drop-out rate in SSC(Vocational) Level		
		KPI 9	% of TVET graduates in Diploma/Certificate (Public/Private)		MBF
	<i>Access Participation & Affordability</i>	KPI 10	TVET enrolment share at Secondary Education level (9-12th grade)	17.25%	MBF
		KPI 11	Proportion of 15-24 year-olds enrolled in vocational education, adjusted gender parity index (GPIA)	0.37	
		KPI 12	% of students/trainee receive stipend/incentive (Public)		
<i>Sector Capacity</i>	<i>TVET System Capacity (Central Level)</i>	KPI 13	% of Pedagogical certified teachers (Public)		SDG
		KPI 14	% of Institutes score above 90% in APA (Public)		BESP
	<i>TVET Institute Capacity (Decentralised Level)</i>	KPI 15	% of TVET institute have STR under 30 (Public)		
		KPI 16	% of Institute Having Ramp Access	7.8%	
		KPI 17	% TVET Institutes with budget expenditure over 90% (Public/DTE)		
	<i>TVET Financing</i>	KPI 18	Allocation for TVET as % of education budget (Public/DTE)		
		KPI 19	Allocation for workshop equipment as % of DTE budget		BESP
KPI 20		Expenditure rate for TVET Budget (Public/DTE)			

The SPMF KPIs consist of mainly short/medium term outcome level indicators. Majority the KPIs can be reported through the existing management information systems of BANBEIS, BTEB and DTE. Some of the KPIs have targets, but no indicators. It is therefore proposed that all KPIs have targets to enable more effective measure of these key program results areas.

3. SPMF IMPLEMENTATION AND REPORTING

3.1 Data Source

The sources of data collection for SPME are mainly from:

- 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)
- National Training and Vocational Qualifications Framework (NTVQF)
- 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
- PMIS
- DTE HRMIES (Not yet functioning)
- 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 component and head wise expenditure of budgetary allocation. A government approved online platform named Integrated Budget and Accounting System (IBAS) has been made mandatory for all the revenue 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

3.2 Annual Sector Performance Report

The progress and achievements of 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 and DTE act as secretariat. The proposed ASPR structure is shown in *Table- 3*

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

<i>Executive Summary</i>	
<i>Abbreviations</i>	
<i>Table of Contents</i>	
1	Introduction: <ul style="list-style-type: none"> - Purpose of the Report - TVET Policy Framework - SPMF Structure & Source of Data
2	TVET Performance Overview <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
3	TVET Outcome Indicators <ul style="list-style-type: none"> - Access & Equity <i>(overall progress, key achievement & constraints)</i> - Quality & Relevance <i>(overall progress, key achievement & constraints)</i>
4	TVET Capacity Indicators <ul style="list-style-type: none"> - TVET System Capacity - TVET Institute Capacity
5	TVET Budget and Financing <ul style="list-style-type: none"> - TVET Budget and Trend - TVET Budget Execution - DP Financing for TVET
6	Conclusion <ul style="list-style-type: none"> - Summary of Key Achievement Of The TVET Sub-sector - Summary of Key Constraints Of The TVET Sub-sector - Areas to Be Considered For Further Research - Data Issues and Suggested Actions - Recommendations and Forward Look

4. TVET SECTOR PERFORMANCE MONITORING FRAMEWORK 2021-2025

Note: Indicators are disaggregated by Gender, Level and Public/Private are not shown on this list

Results Level	Result Areas	Thematic Objectives	No.	SPFM Indicators	KPI	Ref	
Impact	Economy & Employment	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			
			1.1.2.1	Unemployment rate			
			1.1.2.3	Share of unskilled workers in the labor force employment in %			
			1.1.2.3	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 in TVET sector (Public/Private)	KPI 1	8FYP	
			2.1.1.2	Student per institutions (Public/Private)	KPI 2	8FYP	
			2.1.1.3	Teacher per institutions (Public/Private)	KPI 3	8FYP	
			2.1.1.4	% of Qualified Professional Teachers in TVET			
			2.1.1.5	% of teacher/instructors vacancies (Public)	KPI 4		
			2.1.1.6	% of NTVQF Skills Certified teachers			
			2.1.1.7	Teacher attrition rate in TVET (Public/DTE)	KPI 5	SDG	
		Qualification & Certification	2.1.2.1	% increase of BTEB affiliated institutes (Public/Private)		SKPI	
			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)	SKPI		
			2.1.2.5	% of certification through RPL			
		TVET Graduate & Employment	2.1.3.1	Dropout rate in Diploma Level		KPI 6	
			2.1.3.2	Dropout rate in HSC Level		KPI 7	MBF
			2.1.3.3	Dropout rate in SSC Level		KPI 8	MBF
2.1.3.4	% of TVET graduates in Diploma/Certificate (Public/Private)			KPI 9			
2.1.3.5	% of employment of TVET graduates within 6 months (Public/Private)						

<i>Results Level</i>	<i>Result Areas</i>	<i>Thematic Objectives</i>	<i>No.</i>	<i>SPFM Indicators</i>	<i>KPI</i>	<i>Ref</i>	
			2.1.3.6	Rate of income increase for TVET graduates			
			2.1.3.7	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)	KPI 10		
	2.2.1.6			Proportion of 15-24 year-olds enrolled in vocational education, adjusted gender parity index (GPIA)	KPI 11	SDG	
	2.2.1.7			Ratio of male-female students in TVET (Public/Private)			
	2.2.1.8			Ratio of male-female students at Polytechnic level		MBF	
	2.2.1.9			Ratio of male-female students at HSC(Vocational) level (11th-12th grade)		MBF	
	2.2.1.10			Ratio of male-female students at SSC(Vocational) level (9th-10th grade)		MBF	
	Affordability	2.2.2.1	No. of students/trainee receive stipend /incentives				
		2.2.2.2	% of students/trainee receive stipend/incentive (Public)	KPI 12	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)	KPI 13		
			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)	SKPI		
			3.1.1.9	TVET Teachers Qualification Framework Established			
	Access &	3.1.2.1	No. of TVET institutes (Public/Private)				

<i>Results Level</i>	<i>Result Areas</i>	<i>Thematic Objectives</i>	<i>No.</i>	<i>SPFM Indicators</i>	<i>KPI</i>	<i>Ref</i>
		Equity	3.1.2.2	No. of Private TVET institutes		
			3.1.2.3	TVET Enrolment Total (Public/Private)		SDG
			3.1.2.4	TVET Enrolment Female (Public/Private)		BESP
			3.1.2.5	TVET Enrolment by People with Disability (PWD)		
			3.1.2.6	TVET Enrolment by Ethnic Minority		
			3.1.3.1	No. of Teacher/instructor in TVET sector		
		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 score above 90% in APA (Public)	KPI 14		
		3.1.3.6	No. of TVET Research Conducted by Institutes (Public)	SKPI		
		3.1.3.7	TVET Teachers Qualification Framework Established			
		3.1.3.8	No. of SDYM&ICT meetings			
		TVET Institute Capacity (Decentralised Level)	Quality & Efficiency	3.2.1.1	% of TVET institute have STR under 30 (Public)	KPI 15
	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)		
	3.2.1.7			% of Polytechnics with job placement over 50%		
	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 Public institutions utilizing its seat capacity up to 80%		
			3.2.2.6	% of Private institutions utilizing its seat capacity up to 80%		
			3.2.2.7	% of TVET institution having disability infrastructure and facilities		
			3.2.2.8	% of Institute Having Ramp Access	KPI 16	
	Management and Coordination		3.2.3.1	% of Institute Preparing Annual Plan		BAN BEIS
			3.2.3.2	% TVET Institutes with budget expenditure over 90% (Public/DTE)	KPI 17	
			3.2.3.3	% TVET Institutes Preparing Annual Plan		BAN BEIS
			3.2.3.4	% TVET Institutes Having PTA		BAN

<i>Results Level</i>	<i>Result Areas</i>	<i>Thematic Objectives</i>	<i>No.</i>	<i>SPFM Indicators</i>	<i>KPI</i>	<i>Ref</i>
						BEIS
			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)		
			3.2.3.6	% of implementation of minutes of Co-ordination meeting with industry		
			3.2.3.7	No of MOU signed with industry		
			3.2.3.8	% of TVET Institutes implement decentralised management (Public)		BESP
			3.2.3.9	% of Personnel in TVET Institutes receives management training (Public)		BESP
	TVET Financing	Budget Allocation	3.3.1.1	Total Allocation for TVET (Public/DTE)		
3.3.1.2			Allocation for TVET as % of education budget (Public/DTE)	KPI 18		
3.3.1.3			Allocation for workshop equipment as % of DTE budget	KPI 19		
3.3.1.4			Allocation of budget for research (Public/DTE)			
3.3.1.5			DP commitment as % of TVET budget (Public/DTE)			
3.3.2.1		Budget Expenditure	TVET spending as a percentage of the national budget			
3.3.2.2			Expenditure rate for TVET Budget (Public/DTE)	KPI 20		
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			

ANNEX 1: 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:

S L	Name & Designation (Not according to seniority)	Office	Contacts
1.	Mr. Shaikh Jahidul Islam Regional Director, Chattogram	Directorate of Technical Education	01913475171 rdcomilla@gmail.com
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3.	Mr. Md. Israil Hossain Regional Director, Khulna		01915856046 rdokhulna@gmail.com
4.	Mr. Mohammad Nuruzzaman Programmer	Technical & Madrasah Education Division	01674093875 ap@tmed.gov.bd
5.	Mr. Nizam Uddin Ahmed Assistant Director-2 (Training)	Bangladesh Technical Education Board	01718370784 dte.ad2@gmail.com
6.	Mr. Md. Zahidul Haque Assistant Director-06 (Vocational-2)		01710245433 advocddo@gmail.com
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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
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13.	Dr. Md. Shah Alam Majumder Specialist (Course Accreditation)		01815424855 ehlam1999@gmail.com
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15.	Mr. Mohammed Hasan Emam Assistant Programmer	01712862358 mheedusoft@gmail.com	

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২। ওয়ার্কিং গ্রুপের কার্যপরিধি:

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 প্রত্নুতি জোরদার করা;
৮. SPMF/ASPR পরিচালনার সাথে সংশ্লিষ্ট মন্ত্রণালয় ও অন্যান্য সরকারি সংস্থার সাথে যোগাযোগে সহায়তা করা; এবং
৯. অন্যান্য প্রাসঙ্গিক কার্যক্রম সম্পন্ন করা।

২৪.৬.২০২১
(মোঃ হেলাল উদ্দিন এনডিসি)
মহাপরিচালক (অতিরিক্ত সচিব)
কারিগরি শিক্ষা অধিদপ্তর

স্মারক নং- ৩৭.০৩.০০০০.০১৬.২৪.০১০.২০ (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 হুমায়ুন 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 রূপক 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)/পরিকল্পনা 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

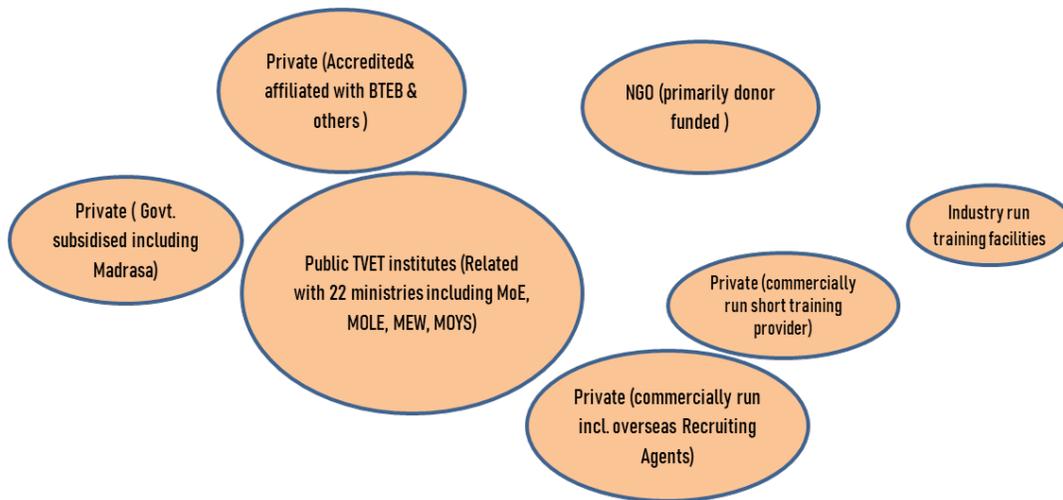
২৪.০৬.২০২১
(মফিজুল ইসলাম)
সহকারী পরিচালক
কারিগরি শিক্ষা অধিদপ্তর

ANNEX 2: TVET SECTOR ANALYSIS

I. Overview of TVET Sector

TVET formally started in Bangladesh in 1865 by introducing technical training at Rangpur technical school. However, establishment of nationwide TVET system started in 1960 with the formation of 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 centres mostly for marginalised communities and receive foreign donation. Presence of industry run training facilities is insignificant. BTEB, DTE, BMET are key organizations engaged in TVET and skill development in Bangladesh.

Venn Diagram of TVET and Skill training provider



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

II. Challenges Facing the TVET Sector

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

Social stigma: People do not prefer TVET as it is not considered as education but training, which involves labour or blue collar work. Moreover, there is a perception that TVET stream is for poor and under-performing student. Underemployment and unemployment of TVET graduates are significantly also responsible for the apathy towards TVET by the community, parents and students. It results in low enrolment and under-utilisation of TVET institutions.

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

Access & Equity: Traditionally TVET is considered to be a suitable profession for the male; hence socially women are discouraged from enrolling for vocational career training opportunities. This trend has resulted low percentage of the women's total enrolment in vocational areas. The absence of TVET institution in near proximity not only discourse women to participate in TVET but also discourages poor to enroll as it become more costly option as general schools and colleges relatively easy to access from home. Enrolment by differently able persons is also low due to enabling social environment and lack of disable friendly infrastructure and facilities in TVET institutions.

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

Skill mismatch between the supply and demand: TVET graduates lacks skill that are needed by industry. Skill mismatch has three dimensions. (i) the trades or technologies being offered through programmes not corresponding to the world of employment; (ii) the competencies acquired in relation to the requirements of industries or self-employment opportunities not being sufficient; and (iii) the lack of practical experience of the learners for acquisition of skills. The underlying factors of the state of mismatch are that curriculums are not developed based on market research, practical component of the curriculum is not effectively taught; majority of TVET teachers lack pedagogical training and relevant technical skills, and have no industrial experience. In addition, TVET institutions suffer from poorly equipped workshops, lack of teaching and training materials, and inadequate classrooms and workshops.

Limited 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 are unaware about the TVET system of the country. Similarly training providers are not aware about the needs of the employment market. As a result, TVET institutes fail to provide relevant training which contributes in unemployment and underemployment of TVET graduates.

Industry/employers lack interest in engaging with skill market: Industry considers engaging with skill market is not as investment. They perceive it as loss of money and time. Industrial councils are mostly inactive and even in most cases they do not engage actively when invited for 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 required number of teaching and non-teaching staff. The ratio-between student and teacher is very high. Large number of positions

remained vacant for many years. Furthermore, teachers and instructors are not enough skilled. 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.

Limited 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.

Lack of Coordination between TVET actors/stakeholders: Nearly 22 ministries, five types of private training providers and NGO runs training institutes are providing skill training. However, the coordination between them is nearly absents. This results in fragmented and overlapping TVET system.

Ineffective system of Labour and Skill markets information: Bangladesh lack system that can provide up to date information labour market with sector, trade, and occupation segregation. As a result, TVET institutions lack information to update its training delivery system and capacity according to the needs. BBS's Labour Market Survey is not regular and detailed enough for the need of skill training market. TVET system along with labour market information should have corresponding skill market training information, which will provide data on efficiency and effectiveness of the system.

TVET Information System Fragmentation: Data generation, collection and dissemination process of the Bangladesh TVET/Skills sub-sector is not systematic. Institutes and organisations do not have adequate MIS or M&E system and mechanism that can provide regular information based on evidence. Information mostly collected in ad hoc and non-systematic way and primarily to report project progress and activity completion, not the results. Results Based monitoring in TVET organizations is totally absent.

Aggregation of this information to have TVET sub-sector level picture is difficult due to lack of data sharing among key TVET organisations, limited technical & human resource capacity and absence of consensus on the definition of reporting indicators. Nevertheless, there exist some datasets on general aspects of TVET sector which maintained primarily by BBS and BANBEIS.

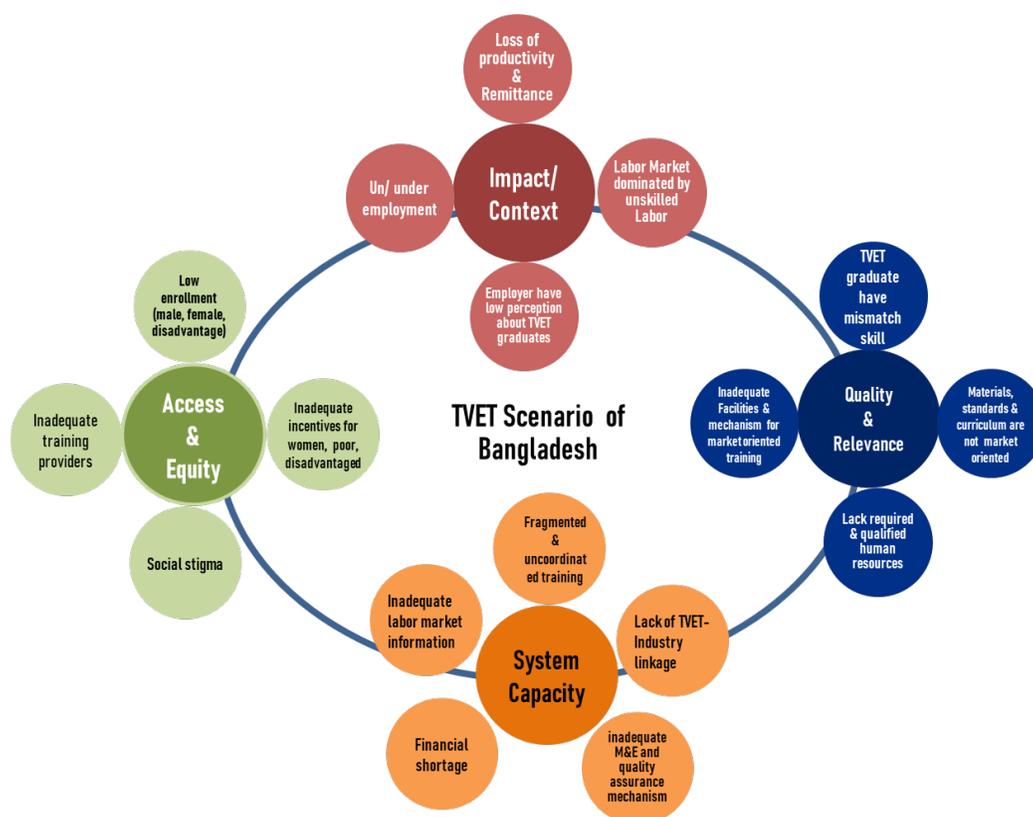
These databases are:

- BBS census – the national census provides information on population characteristics including educational attainment and occupation;
- BSS labour force survey (LFS) – 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. Again, this is useful for population wide summary measures but is not sufficiently detailed to be of direct use in planning optimal TVET enrolments;

- BBS census of manufacturing industries (CMI) – this survey occurs 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;
- BTEB holds data on an individual student unit record basis for BTEB affiliated courses;
- Data on TVET training delivered by various ministries – this is likely to be relatively detailed administrative data and the relevant ministries are likely to be the only source of non-affiliated data on training in the public sector;
- Data on institutions held by the Bangladesh Bureau of Educational Information and Statistics
- BANBEIS – a central resource for data on all aspects of the education system that does not specialize on the TVET sector but appears to replicate some data held by the BTEB relating to some public TVET providers including course details, enrolments and graduations and infrastructural facilities. These are published irregularly but have been assessed as reliable;
- Data on private providers are also not published regularly. Private providers do collect their own data but do not publish it.
- TMED recently has introduced MIS primarily to support its reporting requirement

Inconsistency in Reporting: TVET key organisations submit reports regularly on the progress related with Annual Performance Agreement (APA), Medium Term Budget Framework (MTBF), Sustainable Development Goal (SDG), financial progress. However, due to absence of SPMF, indicators on which these reports prepared are not consistence. These create confusion regarding reported information.

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

Government of Bangladesh to overcome the challenges and limitation of the present TVET system has been providing policy directions and plans to overcome them. Most relevant policy and planning documents for 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 context of 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

