

Government of the People's Republic of Bangladesh  
 Technical and Madrasah Education Division  
 Ministry of Education  
 APA, NIS, SDG & Innovation Cell  
[www.tmed.gov.bd](http://www.tmed.gov.bd)

**Comments from Technical and Madrasah Education Division (TMED) to prepare  
 National Pathways to SDG Transformation for “SDG Summit 2023”**

Area	What have been done (description of initiatives)	Key milestone targets along with specific actions/initiatives to be taken within 2030	Comments (if any)
1	2	3	4
<b>Transitions (1-3)</b>			
1. Transforming Education	<p><b><u>Policy interventions:</u></b> A number of policy intervention have been taken for TVET development, some of them are:</p> <ul style="list-style-type: none"> <li>• Bangladesh National Qualification Framework (BNQF) has been approved;</li> <li>• National Skill development policy-2011;</li> <li>• National Technical and Vocational Qualifications Framework (NTVQF); implementation;</li> <li>• Recognition of Prior Learning (RPL) implementation;</li> <li>• TVET integrated action plan;</li> <li>• Bangladesh Technical Education Board Act- 2018;</li> </ul> <p><b><u>Increase in TVET enrollment:</u></b> TVET enrollment rate has increased from 1% in 2010 to 15.79% in 2021 in TVET, among them 27.01% is female. The total TVET enrolment in 2010 was only 541,656 which has drastically increased in 2021 to 1370266.</p> <p><b><u>Infrastructure Development:</u></b> For enhancing the quality of TVET and broadening its access to the whole population of Bangladesh, vast infrastructure development activities are going on. At present 206 government TVET institutes are functional, among them 50 are polytechnic institutes, 149 Technical School and Colleges, 4 Engineering Colleges, 1 Technical teachers Training College (TTTC) and 1</p>	<p>BNQF will be implemented across all streams of education in Bangladesh.</p> <p>The industry and employers will be under certain policy framework for strengthening industry-linkage and improve employment strategy for TVET graduates.</p> <p>To attain the SDG targets, government has aimed to increase the TVET enrolment to 30% by 2030.</p> <p>To establish an apex polytechnic institute under ASSET project. The largest project under DTE will ensure establishment of at least one TSC in every upazilla as 329 new TSCs are being established.</p> <p>Demand driven based Curriculum will be implemented at all levels of TVET in Bangladesh by 2030.</p> <p>By 2030, all TVET teachers, from both</p>	

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	<p>Vocational Teachers Training Institute (VTTI), 1 Central Store. Moreover, new infrastructures are being established for existing 64 Technical School and Colleges. 4 new female Polytechnic Institutes are under construction in Sylhet, Barisal, Rangpur and Mymensingh; to improve the land survey education, new 2 Land Survey Institutes are being constructed along with modernization of the existing two in Cumilla and Rajshahi, 4 new Engineering Colleges are being established in Rangpur, Rajshahi, Chittagong and Khulna Divisions.</p> <p>A project for establishment of 8 Zonal offices with training institutes is under process.</p> <p>Under the Development of Selected Madrasah (2018-2024) project about 67% physical work has been completed (The number of madrasah is 639). Work order has been given to 1660 Madrasahs.</p> <p>Two vocational trades are going to be introduced in 500 madrasahs under SEDP scheme.</p> <p>Establishment of Multimedia Classroom (with training of teachers) in 493 Madrasah has been completed.</p> <p>Establishment of MEMIS (Madrasah Education Management and Information System) in DME has been done and is now running.</p> <p>Establishment of Computer Lab with Multimedia Classroom in 1370 (14.57%) has been completed (Source BANBEIS).</p> <p>639 Eco and girl student friendly sanitary toilets in different Madrasah has been completed.</p> <p>Under Harmonized Stipend Program among ultra-poor boys and girls (selecting by proxy means test, at least</p>	<p>public and private institutes, will be provided capacity building training.</p> <p>The ASSET project will provide skills training to 651000 youth workforce. The newly proposed Secondary Education Development Program (SEDP) Scheme will enhance the skills trainee in TVET institutes.</p> <p>TVET research publication policy is under consideration for approval. By 2030, each TVET institute is expected to form their own research cell and carry out sector need based research activities.</p> <p>To bring HSC (BM) students under the stipend program.</p> <p>Digitalization of students' achievement record prior to 1999.</p> <p>Digitalization of all records of BMEB.</p> <p>Automation of accounts system of BMEB.</p> <p>Training of 3000 Ebtedayee Teachers to ensure Quality Education.</p> <p>Training of 5000 Teachers of Dakhil/ Alim/Fazil level to ensure Quality Education.</p>	

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	<p>30%) are provided.</p> <p>Under the Development of Selected Madrasah (2018-2024) project about 67% physical work has been completed (The number of madrasah is 639). Work order has been given to 1660 Madrasahs.</p> <p>The project Establishment of MEMIS (Madrasah Education Management and Information System) Support in DME is in action.</p> <p>ICT courses in madrasah Education is compulsory. 70.11% ICT teachers are recruited. (Source BANBEIS).</p> <p><b><u>Curriculum Development:</u></b> The TVET curriculum is constantly being updated to meet the challenges of 4th IR and the demand of job markets. In 2022 academic year, the technologies of Diploma in Engineering and the trades of SSC and HSC (Vocational) has been merged with mother technologies and trades aligning with NTVQF levels. The future demand of local and global job market has been considered while doing this.</p> <p><b><u>Teacher's capacity development:</u></b> In Singapore NYPi- total 2001 teachers &amp; managers and in China (Guangzhou)- 581 teachers have been provided skills training. In FY 2021-22, total 4153 and in 2022-23, total 1028 teachers have been provided with skills and pedagogical training. 850 TVET teachers have been trained in Online Material Development training for the DTE designed Learning Management System- LMS.</p> <p>Training for 1272 madrasah teachers for quality education has been completed in 2021-2023 time frames.</p> <p>DPP of training for enhancing teaching skills of madrasah teachers has been</p>	<p>Training of 2000 institutional head to ensure Good Governance.</p> <p>'Ebtedayee students' feeding project' and 'Improving Students Readiness for Secondary Education and National Assessment for Secondary Students (SEDP)' projects are to be approved.</p> <p>Establishment of Multimedia Classroom in 2000 Madrasahs.</p> <p>EFT would be introduced.</p> <p>Internet facility for all madrasahs.</p> <p>Establishment of computer lab in 2000 Madrasahs.</p>	

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	<p>approved.</p> <p>Skills Training: There is the provision for evaluation and certification on the 6 levels of National Technical and Vocational Qualification Framework (NTVQF) under Bangladesh Technical Education Board (BTEB). There are more than 527 Registered Training Organization (RTO), by which training and certification have been provided to 80,607 trainees under BTEB. Moreover, Recognition of Prior Learning (RPL) certificate has been issued to 104,888 persons.</p> <p>TVET Research: A separate research and innovation cell has been formed at DTE. The TVET Research Policy-2022 has been approved. From 2019 to 2023, each year 10 research works have been carried out by TVET teachers and managers at DTE.</p> <p>TVET stipend program: To ensure higher participation of students in technical and vocational education, stipends are being provided to students of this level and free textbooks are being distributed. Students are being provided stipends in government and non-government institutions under the supervision of DTE through G2P Payment System.</p> <p>581 Ebtedayee Teachers are trained to Quality Education.</p> <p>3041 Teachers of Dakhil/Alim/Fazil level are trained to ensure Quality Education.</p> <p>547 institutional head are trained in Good Governance.</p> <p>Strengthening and capacity enhancement of BMTTI by EED is being implemented. Training for 15853 Teachers completed.</p>		

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	<p>Training for 3679 Institutional Heads (Madrasah) has been completed in last two years to ensure good governance.</p> <p>A scheme for establishment of language lab in 500 madrasahs has been prepared.</p>		
2. Food Systems	<p><b>Conducting Diploma in Engineering course:</b> Providing diploma in Engineering degree in Food technology in 11 Public polytechnic Institutes. Through this Diploma program, skilled Diploma graduates are being produced each year to contribute in national food security system and ensuring food and nutrition by working for the organizations. Also, contributing towards safe food preservation and food safety, Diploma in Engineering in Refrigeration and Air Conditioning course is offered in 21 public Polytechnic Institute.</p> <p><b>Conducting SSC (Vocational) and HSC (Vocational) courses:</b> A number of useful and contemporary vocational courses are being provided at SSC and HSC (Vocational) level in public TVET institutes. Some of the courses are: Fish Culture and Breeding, Poultry Rearing and Farming, Food Processing and Preservation, Farm Machinery, and Refrigeration and Air Conditioning.</p> <p><b>Research and Development:</b> DTE has been conducting research in the field of Food and Agriculture for quite some time. Some of the conducted research for ensuring food security is mentioned below:</p> <ol style="list-style-type: none"> <li>1. Effectivity of Innovative Biofloc Technology: Monosex Tilapia Production in TVET Facilities.</li> <li>2. Aquaculture Skills Acquisition through TVET and Practices in Fish Production Self-Employment.</li> <li>3. Biocrude Oil Production from Faecal Sludge and Cow Dung: An Integrated Waste to Green Energy Approach through Hydrothermal Co-liquefaction.</li> </ol>	Increase the research work in food safety and security improvement through our TVET teachers and students.	

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3. Digital Transformation	<p><b>Virtual Learning:</b> DTE has taken several initiatives to continue providing technical education during the period of Covid-19 Pandemic. A total of 679 TVET classes have been aired on Sangsad Bangladesh TV titled 'Ghore Boshe Karigori Shikkha'. A total of 1886 classes have been conducted through Facebook Live with the technical support of a2i. Learning Management System (LMS) has been developed and through it 60 teachers from 60 educational institutions have been trained to create e-courses.</p> <p><b>Blended Learning:</b> A National Task Force has been formed under the leadership of the Honorable Minister of Education to formulate a "Blended Education Master Plan" for the implementation of blended education system and market based skills development and ensuring employment in Bangladesh. DTE has formulated a master plan for TVET in line with "Blended Education Master Plan".</p> <p>Delivery of sessions are ensuring through multimedia classrooms in all 206 public TVET institutes.</p> <p>Administrative functions are executed through E-Nothi system.</p> <p>100% TVET institutes under DTE practices E-GP for public procurement.</p> <p>A consolidated database management system has been developed under DTE named Human Resource Management Information System (HRMIS), having 22 modules.</p> <p>Bangladesh Technical Education Board (BTEB) has ensured the complete admission system through digital admission portal.</p>	<p>1045 MPO TVET institutes will be provided with multimedia classrooms.</p> <p>A complete online based TVET learning portal LMS will be developed and implemented in every TVET institute.</p>	

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	All public TVET institutes has their own government website.		
<b>Cross-cutting (4)</b>			
4. Gender Equality	<p>There has been significant improvement in TVET regarding gender equality establishment and increasing access to TVET for female students.</p> <ul style="list-style-type: none"> <li>• The current female enrollment in TVET is 27.01%;</li> <li>• The quota for female students in TVET has been increased from 10% to 20%;</li> <li>• Currently the number of polytechnic institutes dedicated for female student is 4, new 4 female polytechnic institutes are being established;</li> <li>• each TVET institutes has separate washroom, common room and prayer facilities for female teachers and students;</li> <li>• Dedicated Gender Based Violence prevention committee is formed in TVET institutes;</li> <li>• 100% female TVET students are covered under TVET stipend program;</li> <li>• to increase employment for female graduates in job market, female friendly trade and technologies have been introduced in both Diploma and vocational level.</li> </ul>	<p>New 8 female Technical School and Colleges will be established to increase female enrollment in TVET</p> <p>Each TSC will have 200 seated female hostel under the 329 TSC project.</p>	
<b>Means of implementation (5-8)</b>			
5. Finance	<p>Government has been gradually increasing education budget every year. The Technical and Madrasah Education Division (TMED) received a total budget of 9009.62 crore BDT whereas in 2022-23, TMED received a total budget of 9727.82 crore BDT for TVET development and operation. This budget has increased gradually as the MTBF shows allotted budget of 10602.03 crore BDT in 2023-24, 11662.23 crore BDT in 2024-25 and 12828.46 crore BDT for TMED.</p>	<p>As the priority sector of Government, TVET is always primarily supported by Government fund and the major operational ad development interventions are being implemented from GoB fund. By 2030 this funding is expected to increase.</p> <p>A number of</p>	

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	<p>Expansion and quality enhancement of technical education can ensure the maximum coverage of youth to be transformed into skilled manpower for employment. For this, a number of development partners have been associated with TVET cooperation such as JICA, EU, ILO, ADB, WB, Global Affairs Canada and many more.</p> <p>At present, the total development budget for DTE is divided into GoB fund and TA fund from Development Partners. For the running development projects, GoB fund is 3435878.00 crore BDT and 44890.00 crore BDT for TA fund.</p> <p>The following are the current financial agreement with different donors:</p> <ul style="list-style-type: none"> <li>• Current agreement with JICA is 997 million JYP;</li> <li>• Agreement for Budget Support Program for HCDP-21 from EU Is 50 million Euro;</li> <li>• For ProGRESS project, agreement for Global Affairs Canada is 15 million CAD;</li> <li>• ASSET project has the agreement for 500 million USD with World Bank;</li> <li>• Skills -21 project has the agreement for 20.5 million EURO with EU;</li> <li>• For STEP project, received fund from World Bank is BDT 1550.0927 Crore.</li> <li>• For SEP-B project, received fund from DFID is BDT 208.00 Crore and SDC is 73.19 Crore.</li> </ul>	<p>development projects and budget support program is underway for capacity building and sector development for TVET under the leadership of TMED. The Development Partners are actively in participation for TVET cooperation through both technical and financial support.</p> <p>The target is to manage as much as possible financial and technical cooperation, technology transfer, mutual recognition and bi and multi-lateral cooperation from the Development Partners. EU, JICA, ILO, World Bank, Asian Development Bank, Global Affairs Canada are supporting with financial support through particular projects and programs.</p>	
6. Data	<ul style="list-style-type: none"> <li>• The SGD data management has been led by the SDG Implement Report framework and M&amp;E framework as developed format by GED;</li> <li>• DTE has been collecting field level data and compiling them for SDG reporting;</li> <li>• DTE receives education institute and enrollment data from Bangladesh Technical Education Board (BTEB)</li> </ul>	In future, the HRMIS will be fully functional and act as the consolidated data collection, reporting and management system for TVET indicators under TMED.	



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	<p>and other data from Bangladesh Bureau of Educational Information and Statistics (BANBEIS);</p> <ul style="list-style-type: none"> <li>For effective data management, DTE has developed Annual Sector Performance Reporting system to comply the Sector Performance Monitoring Framework (SPMF) for the first time in TVET;</li> </ul>		
7. Localization	<p>Learning from the experience of MDGs, the indicators and the SDG Index which measures the progress of every country in implementing the SDGs have been put in place already. The success of SDGs depends on the participation of all the stakeholders in the process. In the past years, the agenda has seen a collaborative partnership of the governments, non-profits as well as businesses. Government have set up task forces to coordinate the implementation of SDGs. Non-Profits across the world have aligned their work in line with the specific goals from the SDG framework and Businesses have started figuring the sustainability factor into their fields. The need of the hour is an evolution of a bottom-up approach for realizing the true potential of the SDGs. Peoples' participation is the key to the success of the SDGs.</p> <p>for TVET a number of policies has been instrumental for localizing the SDGs such as-</p> <ul style="list-style-type: none"> <li>National Skill Development Policy-2011;</li> <li>National Technical and Vocational Qualification Framework (NTVQF);</li> </ul>	<p>TMED is vastly expanding the TVET institutes and TVET campaigning in line with SDG targets. With the establishment of at least one TSC in every upazilla, one public polytechnic institute in every district, one Engineering College in every division, one female polytechnic institute in each division, one international standard TVET teachers training center in each division-the SDG targets are on the way of being achieved effectively.</p>	
8. Public sector capabilities	<p>For TVET development, Technical and Madrasah Education Division (TMED) crucially plays the following roles:</p> <ul style="list-style-type: none"> <li>TVET Development Action Plan;</li> <li>Development and implementation of policies, plans, and programs related to technical education and</li> </ul>	<p>The regional Directors Office will be strengthened and fully functioning;</p> <p>the existing 2 Teachers training Centers will be modernized and new 6 TTTC will be established</p>	

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	<p>vocational training.</p> <ul style="list-style-type: none"> <li>• Accreditation and quality assurance of technical education institutions.</li> <li>• Collaboration with national and international stakeholders to enhance technical education and vocational training.</li> <li>• Collaboration with international organizations, governments, and institutions for technical education and Madrasah education development.</li> <li>• Participation in international conferences, workshops, and seminars to exchange knowledge and best practices.</li> <li>• Collaboration with industry, employers, and other stakeholders to align skills training with market demands.</li> <li>• Implementation of skill development projects and initiatives to enhance employability and entrepreneurship.</li> </ul> <p>Directorate of Technical Education (DTE) is a government organization to create skilled human resources through the expansion and improvement of technical and vocational education. DTE functions under the Technical and Madrasah Education Division (TMED) of Ministry of Education. It was established in 1960. The main functions of the directorate are:</p> <ul style="list-style-type: none"> <li>• Managing human resources;</li> <li>• Planning and implementing development activities;</li> <li>• Supervising academic programs and;</li> <li>• Coordinating with domestic and international organizations related to technical education.</li> </ul> <p>There are 8 regional Directors Office under the DTE to decentralize the administrative functions and to make the monitoring effective and smooth.</p>	<p>in 6 divisions;</p> <p>The 4 new Engineering Colleges are being established;</p> <p>New 23 Polytechnic Institutes are being established;</p> <p>New 329 TSCs are being established in 329 upazilas, ensuring at least one TSC in every upazila.</p> <p>All the public TVET institutes will be brought under digital monitoring mechanism and evaluation process.</p> <p>DTE will conduct all the functions of MPO through digitized database and assessment system;</p>	

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	<p>The total number of public educational institutions under the DTE is 206 which conduct certificate, diploma and undergraduate courses.</p> <p>Among them, there are two (2) Teachers Training Institutes under; one is Technical Teachers Training College (TTTC), Dhaka that offers two years BSC in Technical Education and one-year Diploma in Technical Education. Another one is Vocational Teachers Training Institute (VTTI), Bogura that provides training to TVET teachers under levels of National Technical and Vocational Qualification Framework (NTVQF); VTTI also offers Diploma-in Vocational Education course in Automotive, Electrical, Carpentry, Farm machinery, Machinist, Radio &amp; TV, Refrigeration &amp; Air-conditioning, and Welding trades for TVET teachers.</p> <p>Four Engineering Colleges offer four-year B.Sc.-in-Engineering in Civil Engineering, Electrical &amp; Electronic Engineering and Computer Science &amp; Engineering.</p> <p>50 Polytechnic Institutes offer Four-year Diploma-in-Engineering in 30 technologies.</p> <p>Government Technical Schools and Colleges (TSCs) offer JSC (Vocational), SSC (Vocational) and HSC (Vocational) in 14 trades.</p> <p>To increase the public sector teacher and staff capacities, various range of skills development, office management, staff management, procurement, project management, and other capacity building training are regularly arranged for teachers, officers and staff.</p>		