



TVET Implementation Plan (2025-2030)

**Technical and Madrasah Education Division
Ministry of Education**

June 2025



Government of the People's Republic of Bangladesh

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Adviser

Ministry of Education
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MESSAGE

It is a matter of great satisfaction to see the publication of the TMED TVET Implementation Plan 2025-2030, a timely and forward-looking strategy aimed at accelerating the transformation of technical and vocational education in Bangladesh.

As we strive to build an inclusive and knowledge-based economy, the development of a skilled workforce remains one of the highest priorities of the Government. Despite notable economic gains, the country continues to face pressing policy challenges in human capital development. The persistent disconnect between our education system and Labour market demands require a fundamental recalibration of our approach to skills development.

This Implementation Plan represents a critical policy shift toward recognising TVET as a cornerstone of our national development strategy. It acknowledges that transforming technical education requires both substantial public investment and strategic coordination across government, industry, and educational institutions. Only through such a holistic approach can we address the systemic barriers that have historically marginalised technical education in favour of general academic streams.

I am particularly encouraged by the Plan's policy focus on market-responsive training, quality assurance mechanisms, and pathways for international recognition of credentials. These elements are essential for creating a technical education system that properly aligns with our economic growth trajectory—an alignment that is vital for Bangladesh's continued progress toward becoming a knowledge-based economy.

I commend the Technical and Madrasah Education Division (TMED) for its leadership in developing this Plan through a participatory and evidence-based process. I also extend my appreciation to all stakeholders—policy makers, educators, industry partners, and development agencies for their contributions.

The successful implementation of this Plan will be vital to ensuring that our young people are equipped not just for jobs, but for meaningful, productive, and resilient careers. I am confident that with collective effort and commitment, we will realize the full potential of this important initiative.

Professor Dr. Chowdhury Rafiqul Abrar



Secretary

Technical and Madrasah Education Division
Ministry of Education

MESSAGE

It gives me great pleasure to share the TMED TVET Implementation Plan 2025-2030, a strategic document that charts the course for transforming technical and vocational education in Bangladesh over the next five years.

The publication of this Plan comes at a critical juncture. While Bangladesh continues to make steady economic progress, our labour market faces significant challenges, including high youth unemployment, a skills mismatch, and limited access to quality vocational training. To address these, we must ensure that our TVET system becomes more inclusive, demand-driven, and future-ready.

This Plan translates our long-term vision under the TMED Integrated Development Action Plan (2016-2030) into concrete, actionable steps. It outlines strategic objectives designed to enhance the quality of instruction, align skills with industry needs, expand access to underserved groups, and build robust institutional frameworks. The Plan's comprehensive structure provides a clear roadmap that balances ambition with practical implement ability.

Notably, the Plan integrates a realistic financing strategy within the government's Medium-Term Budgetary Framework and introduces a strong monitoring and evaluation system to track progress against well-defined performance indicators. It also emphasises coordination with industry and development partners, ensuring that implementation is both collaborative and results-oriented.

I extend my sincere thanks to all individuals and institutions who contributed to the development of this Plan. Your inputs, insights, and commitment have shaped a forward-looking document that reflects our collective aspirations for a skilled, empowered, and employable workforce.

I am confident that with coordinated action, dedicated leadership, and continued stakeholder engagement, the TMED TVET Implementation Plan 2025-2030 will play a pivotal role in building the human capital foundation of Bangladesh's future.


Dr. K M Kabirul Islam



Director General
Directorate of Technical Education

MESSAGE

It is with great pride that I present the TMED TVET Implementation Plan 2025-2030, a comprehensive roadmap for the advancement of technical and vocational education and training in Bangladesh.

This Plan arrives at a crucial moment, as our country navigates the opportunities and challenges of a rapidly evolving global economy. The demand for a skilled and adaptable workforce has never been greater. While Bangladesh continues to make remarkable economic progress, a substantial portion of our youth remains disconnected from formal skills development and meaningful employment opportunities. The Implementation Plan addresses these issues head-on, offering a structured approach to reform with 87 well-defined actions across three key result areas.

As the principal implementing agency, the Directorate of Technical Education is deeply committed to the success of this Plan. The strategic objectives provide clear guidance for our work in elevating the quality of technical education, expanding access, strengthening governance, and aligning our system with industry needs. We recognise that successful implementation requires coordinated effort across multiple stakeholders, and we are prepared to lead this process with transparency and accountability.

The operational focus of the Plan—including teacher development programs, curriculum modernisation, innovation labs, improved certification systems, and digitalisation of TVET services and Green TVET - provides us with a practical framework for transforming the day-to-day functioning of our TVET institutes. These initiatives will collectively enhance the learning experience for students and improve the employment outcomes of our graduates.

I would like to express my sincere gratitude to the Technical and Madrasah Education Division for its guidance, and to all those who contributed to shaping this important document. Together, we can build a TVET system that equips our youth with the skills they need to thrive in the 21st century.

Shoaib Ahmad Khan (Addl. Secretary)

ACKNOWLEDGEMENTS

The publication of the TMED TVET Implementation Plan 2025-2030 marks a significant milestone in Bangladesh's efforts to develop a skilled and future-ready workforce. This comprehensive and strategic document would not have been possible without the dedication and hard work of many individuals and organisations who contributed their expertise, insights, and support.

First and foremost, we extend our deepest gratitude to the Honourable Advisor of the Ministry of Education, whose vision and leadership have been instrumental in guiding this initiative. Their commitment to improving the technical and vocational education and training (TVET) sector in Bangladesh has been a driving force behind the development of this Plan.

We would like to express our sincere appreciation to the Technical and Madrasah Education Division (TMED), particularly the Secretary and the Director General of the Directorate of Technical Education (DTE) and all team members for their steadfast commitment to this effort. Their invaluable support in coordinating the consultation process, providing strategic guidance, and ensuring the alignment of this Plan with national priorities has been essential to its success.

We also extend our gratitude to all the government agencies, technical institutes, and stakeholders at the local and national levels who provided data, feedback, and valuable contributions throughout the development of this Plan. Their perspectives have greatly enriched the content and scope of the Plan, ensuring its relevance to both current and future labour market needs.

Finally, we acknowledge the dedication of the TMED team, and technical experts of DTE, BTEB, DME, NACTAR and TVET institute Principals who worked tirelessly in drafting, reviewing, and finalising this Plan. In particular, we would like to acknowledge the contribution of Mr. Jahangir Alam, former DTE Planning Director, whose expertise, attention to detail, commitment and leadership were invaluable throughout the planning process. The support provided by the European Union through the Human Capital Development Programme (HCDP-21) has also been valuable in facilitating the development process.

As we move forward with the implementation of this Plan, we look forward to continued collaboration and collective effort to transform the TVET sector and create better opportunities for our youth and the future of Bangladesh.

TVET Implementation Plan Working Group

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ABBREVIATION

4IR	Fourth Industrial Revolution
ADB	Asian Development Bank
ADP	Annual Development Programme
AOP	Annual Operation Plan
APA	Annual Performance Agreement
ASPR	Annual Sector Performance Report
BANBEIS	Bangladesh Bureau of Educational Information & Statistics
BBS	Bangladesh Bureau of Statistics
BESP	Bangladesh Education Sector Plan
BMET	Bureau of Manpower, Employment and Training
BNQF	Bangladesh National Qualification Framework
BTEB	Bangladesh Technical Education Board
CBT	Competency-Based Training
CBT&A	Competency-Based Training and Assessment
Covid-19	Corona Virus Disease
CPD	Continuous Professional Development
CSO	Civil Society Organization
DG	Director General
DME	Directorate of Madrasah Education
DTE	Directorate of Technical Education
EU	European Union
FY	Fiscal Year
GDP	Gross Domestic Product
GoB	Government of Bangladesh
HCDP-21	Human Capital Development Programme for Bangladesh 2021
HSC (Voc)	Higher Secondary Certificate (Vocational)
IBAS	Integrated Budget Accounting System
ICT	Information and Communication Technology
ILO	International Labour Organization
IMED	Implementation, Monitoring and Evaluation Division
ISC	Industry Skills Council
KPI	Key Performance Indicator
LFS	Labour Force Survey

M&E	Monitoring and Evaluation
MIS	Management Information System
MoE	Ministry of Education
MoEWOE	Ministry of Expatriates Welfare and Overseas Employment
MoF	Ministry of Finance
MPO	Monthly Payment Order
MTBF	Medium Term Budget Framework
NACTAR	National Academy for Computer Training and Research
NCTB	National Curriculum & Textbook Board
NEET	Not in Education, Employment or Training
NEP	National Education Policy
NGO	Non-Governmental Organization
NSDA	National Skills Development Authority
NSDP	National Skills Development Policy
NTRCA	Non-Government Teachers Registration and Certification Authority
NTVQF	National Training and Vocational Qualifications Framework
PIU	Project Implementation Unit
PFM	Public Financial Management
PPP	Public Private Partnership
PSC	Public Service Commission
PwD	People with Disabilities
RPL	Recognition of Prior Learning
RTO	Registered Training Organization
SDG	Sustainable Development Goal
SDYM&ICT	Skills Development, Youth, Migration & ICT LCG Working Group
SPMF	Sector Performance Monitoring Framework
SSC (Voc)	Secondary School Certificate (Vocational)
STR	Student Teacher Ratio
TA	Technical Assistance
TMED	Technical and Madrasah Education Division
TSC	Technical School and College
TTC	Technical Training Centre
TTTC	Technical Teachers Training College
TVET	Technical and Vocational Education and Training
UGC	University Grants Commission
UNESCO	United Nation Educational, Scientific and Cultural Organization
WB	World Bank

EXECUTIVE SUMMARY

The TMED TVET Implementation Plan 2025-2030 provides a strategic roadmap for expanding and strengthening Bangladesh's technical education system over the next five years. Building on the TMED Integrated Development Action Plan (2016-2030), this Plan operationalises the long-term vision of developing a skilled workforce capable of supporting the country's economic transformation.

Despite Bangladesh's steady economic growth, with per capita national income reaching 306,144 Taka (US\$ 2,784) in 2023-24, the country faces significant labour market challenges. Youth unemployment stands at 8% (compared to the national average of 3.53%), only 1.46% of the working-age population receives formal vocational training, and approximately 2 million young people enter the labour market annually. The TVET Implementation Plan addresses these challenges by targeting increased enrollment (to 30% by 2030), improved quality and relevance, expanded access, and strengthened governance.

The Plan is structured around three Result Areas with nine strategic objectives supported by 87 specific actions. Result Area 1 (Quality & Relevance) focuses on ensuring graduates possess skills that meet labour market needs through three strategic objectives. The first objective ensures effective teacher recruitment, deployment and continuous professional development by training 30,000 teachers and reforming recruitment systems through a holistic approach spanning hiring, induction, and ongoing development. The second objective aligns TVET curriculum with industrial demands through dual training systems and innovation labs in all government institutes. The third objective strengthens qualification frameworks and certification systems through the Bangladesh National Qualifications Framework and international recognition agreements with five countries to progressively elevate TVET credentials to global standards.

Result Area 2 (Access to Training and Employment) aims to expand TVET opportunities and ensure employment outcomes through three strategic objectives. The first objective focuses on equitable access and affordability through introducing technical courses in 500 general schools and 500 madrasahs (benefiting 240,000 additional students), providing accommodation for 2,700 female students, and implementing vocational training for 2,560 prisoners. The second objective leverages TVET's distinct advantage over general education—its direct pathway to employment - by establishing 2,500 MOUs with industry partners, implementing job placement services in all institutes, and providing entrepreneurship training to 1,800 graduates. By strengthening this training-to-employment pipeline, TVET presents a compelling value proposition to attract youth seeking viable career pathways rather than academic credentials with uncertain job prospects. The third objective enhances TVET's public image through comprehensive awareness campaigns reaching 10,000 religious institutions and all 64 districts, strategically highlighting employment outcomes as a key comparative strength of TVET from general and tertiary education.

Result Area 3 (Governance & Sector Capacity) strengthens the institutional and regulatory framework through three strategic objectives. The first objective focuses on system governance through legislative reforms (including a dedicated TVET Act) and organisational restructuring. The second objective strengthens institute capacity through Technical Institute Improvement Plans in 210 Government and non-Government/private institutes and establishing quality assurance mechanisms. The third objective advances and sustainability through integrated management information systems in 500 MPO institutes, online admission processes for 4,000 institutes, vocational e-learning platform and learning management system development and integration of green TVET institutes and green skills across the TVET system.

The Plan incorporates a comprehensive financing strategy with detailed costed actions and activities integrated into the government's Medium-Term Budgetary Framework. Financial analysis confirms that projected costs to meet the planned strategic objectives are affordable as it falls within the estimated resource envelope under medium-scenario projections, with financing combining government budget allocations and development partner support through results-based mechanisms. Also the financing strategies ensure the long-term sustainability of the Plan.

The projected MTBF considering the budget trend for TMED TVET over the next five years (2025-2030) is BDT 33,628 crore. The estimated cost of implementing the TVET Implementation Plan during this period is BDT 4,649 crore, of which approximately 20% is expected to overlap with the MTBF budget. Three agencies under TMED, namely DTE, DME and BTEB, will execute the additional TVET activities, and it is proposed that BTEB will receive money through TMED/DTE as BTEB is an autonomous body with its own budget and is not covered under MTBF. The DTE budget will also include some actions jointly implemented with TMED. Financial analysis confirms that the additional financing required is fiscally affordable. Of the total TVET Implementation Plan budget, 78.9% (BDT 3,669.5 crore) is allocated to Access to Training and Employment initiatives, 16.5% (BDT 768.2 crore) to Quality and Relevance, and 4.5% (BDT 211.3 crore) to Governance.

Monitoring and evaluation is aligned with the TVET Sector Performance Monitoring Framework, featuring 31 Key Performance Indicators and 40 Supplementary Performance Indicators across quality, access, and governance dimensions. Annual Sector Performance Reports serve as the primary monitoring instrument, with annual and mid-term review planned for 2027/28.

Lastly, the Plan establishes a multi-tiered implementation structure with a high-level Steering Committee, chaired by the Education Minister/ Advisor providing strategic oversight and facilitate implementation coordination. The Directorate of Technical Education serving as the primary implementing agency and coordinating activities of all line divisions and units. The Plan recognises the crucial role of non-government/private TVET institutes, which represent 88.2% of all TVET institutions, and includes Actions specifically benefiting these providers, including teacher training, stipend and Technical Institute Improvement Plans with grant funding. Capacity building is implemented through systematic approaches including needs assessment, cascading training models, and learning-by-doing methods, while a comprehensive communication strategy engages stakeholders from industry and academia partners to students and parents.

Chapter 1

Introduction & Background

1.1 Economy, Demographics and Labour Market

1.1.1 Macro-Economic Overview

According to the Bangladesh Economic Review 2024,¹ Bangladesh's economy is experiencing an adjustment period amid global challenges. The economy grew by 5.78% in real terms in fiscal year 2022-23, with provisional estimates indicating growth of 5.82% in the current fiscal year (2023-24). These growth rates are lower than the pre-COVID period when the economy grew at an average of 7.16% during 2009-10 to 2018-19. According to provisional calculations, per capita national income has reached 306,144 Taka (US\$ 2,784) in 2023-24, up from 273,360 Taka (US\$ 2,749) in the previous year.

One of the most pressing challenges facing the economy is inflation, with point-to-point inflation reaching 9.74% in April 2024. To address this issue, the government has implemented various measures, including expanding Open Market Sale (OMS) coverage and providing “family cards” to nearly 10 million poor people to enable purchase of essential items at reduced prices, reducing import duties on essential commodities, and the central bank increasing policy interest rates.

In the external sector, export earnings reached \$43,554.78 million during July-March of FY 2023-24, showing a 4.39% increase from the previous year. Imports Cost and Freight (C&F) decreased by 15.54% to \$49,217.00 million during the same period, partly due to various government and central bank measures. Remittance flows increased by 6.48% to \$17,074.24 million. The foreign exchange reserves stood at \$25.22 billion in March 2024, and on May 8, 2024, the exchange rate was set at 117 Taka per dollar with the implementation of a Crawling Peg Exchange Rate System.

The government continues to promote private sector investment through various initiatives. Currently, 97 economic zones have been approved, of which 11 (3 government and 8 private) have started commercial production, while 29 (15 government and 14 private) are under implementation. Foreign Direct Investment (net) during January-September 2023 stood at 2,115.90 million US dollars. The government is also implementing various mega infrastructure projects, including the Padma Bridge, Metro Rail and Tunnel.

According to the latest BBS Household Income and Expenditure Survey published in 2023, the poverty rate in Bangladesh has decreased to 18.7% in 2022, with extreme poverty declining to 5.6%. This represents significant progress from 2016 when the poverty rate was 24.3%. The government has implemented various poverty reduction programs through different government and, non-government/private organizations and autonomous bodies, including providing microcredit and other support activities.

The Bangladesh Climate Change Trust Fund (BCCTF), established by the government in 2010, has received a total allocation of 3,968.72 crore taka up to FY 2023-24. To combat climate change risks, 969 projects (908 government and 61 non-government/private) have been undertaken, of which 721 have been completed. While these projects were initially implemented as pilots, local communities are now benefiting from them.

¹ Bangladesh Economic Review, 2024, Finance Division, Ministry of Finance, Government of the People's Republic of Bangladesh, <https://mof.portal.gov.bd/site/page/28ba57f5-59ff-4426-970a-bf014242179e/Bangladesh-Economic-Review-2024>

In the medium term, Bangladesh is poised for a gradual economic recovery, with growth projections indicating a rebound as the country navigates current challenges. The International Monetary Fund (IMF) is optimistic, forecasting a rebound to 7.7% growth by FY 2026, contingent upon successful macroeconomic adjustments and improvements in inflation control. The Asian Development Bank (ADB) also anticipates that GDP growth will accelerate to around 6.5% by FY 2026, driven by resurgence in the garment sector, increased foreign direct investment, and a recovery in consumer demand. The government's focus on infrastructure development and digital transformation is expected to enhance productivity and attract investment. However, the World Bank warns that achieving these growth targets will require addressing structural issues such as energy supply constraints and improving the business environment. Inflation is projected to stabilize, but vigilance will be necessary to manage external shocks and maintain macroeconomic stability. Overall, while the path ahead includes hurdles, Bangladesh's potential for robust growth remains strong if supported by effective policy reforms and strategic investments.

1.1.2 Demographic & Population

Bangladesh, with a population of approximately 169,828,911 as of the 2022 Census, ranks as the eighth-most populous country globally, constituting about 2.2% of the world's total population. The population density is 1,119 people per square kilometre, making it one of the most densely populated countries in the world. (Source: Population and Housing Census 2022, BBS)

Gender distribution shows females constitute approximately 50.45% of the total population, amounting to 85.69 million. Bangladesh has a youthful demographic profile with a median age of 29.6 years. The age structure shows about 27% of the population aged 0-14 years, and approximately 67% within the working-age group of 15-64 years. Notably, the youth population (ages 15-29) constitutes nearly 20% of the total population, representing a significant demographic dividend potential.

Urbanization is steadily increasing, with about 31.66% of people now living in urban areas, primarily concentrated in mega-cities like Dhaka, which has a population exceeding 44 million (wider metropolitan area). Ethnically, the population is predominantly Bengali, with 99% identifying as such, while various indigenous groups inhabit regions like the Chattogram Hill Tracts. In terms of religious composition, approximately 91.05% of Bangladeshis are Muslims, followed by Hindus at 7.96%, with smaller communities of Buddhists (0.61%) and Christians (0.30%).

Demographic indicators show positive trends: life expectancy has improved to around 73.2 years, with females at 75.4 years and males at 71.8 years. The fertility rate has declined significantly over recent decades to about 2.3 children per woman. These demographic shifts necessitate effective policies to harness Bangladesh's youthful workforce while addressing challenges related to education, employment, and healthcare.

1.1.3 Labour Market & Employment

According to the Labour Force Survey 2023, conducted by the Bangladesh Bureau of Statistics (BBS), Bangladesh has a total population of 171.71 million, with a working-age population (15 years and older) of 120.62 million. Out of this working-age population, 73.45 million people were in the labour force, with 48.12 million males and 25.33 million females. The national labour force participation rate was recorded at 60.9%, with a significant gender disparity - 80.7% for males and 41.5% for females. The participation rate was notably higher in rural areas at 64.5% compared to 52.4% in urban areas.

Of the total labour force, 70.98 million were employed, comprising 46.47 million males and 24.51 million females. The employment structure showed that agriculture remained the dominant sector, employing 44.42% of the workforce, followed by the service sector at 38.32% and the industrial sector at 17.26%. A key finding was the high prevalence of informal employment, which accounted for 84.07% of total employment. This informality was more pronounced in rural areas (87.37%) compared to urban areas (74.53%), and among women (95.7%) compared to men (77.94%).

The survey highlights varying unemployment patterns across different demographics. The national unemployment rate was 3.35%, with female unemployment at 3.23% and male unemployment at 3.41%. Urban areas experienced a higher unemployment rate (4.20%) compared to rural areas (3.06%). The youth segment (ages 15-29) showed particular vulnerabilities, with a youth labour force of 26.76 million, of which 24.82 million were employed. The youth unemployment rate stood at 7.25%, significantly higher than the national average. Additionally, the proportion of youth not in education, employment, or training (NEET) stood at 18.9% of the youth population, disproportionately affecting young women (22.1%) compared to males (15.4%).

In terms of earnings, the national average monthly income for employed persons was 13,865 Taka, with a notable gender gap - males earning 14,489 Taka and females earning 10,831 Taka. Age and location also influenced earnings. Youth (ages 15-29) earned an average monthly income of 11,951 Taka (12,357 Taka for males and 10,133 Taka for females), lower than the 15,095 Taka earned by those in the 30-64 age group. Urban youth earned slightly higher at 12,100 Taka compared to rural youth at 11,862 Taka. By sector, services offered the highest earnings at 15,710 Taka, followed by industry at 13,760 Taka, and agriculture at 8,938 Taka.

The survey also highlighted the limited access to vocational training, with only 0.65% of the working-age population receiving formal vocational training courses during the last 12 months. Computer training had the highest participation at 38.79% (34.23% female and 40.87% male), followed by driving and motor mechanics at 7.37% and non-crop agricultural activities at 6.58%. The training was primarily delivered through private institutions (44.66%), government training institutions (38.56%), and NGOs (4.93%), with most programs (30.77%) lasting 1-3 months, followed by 23.81% lasting 4-6 months.

In conclusion, despite continued economic growth, job creation has not kept pace with the number of young people entering the labour market - approximately 20 lakh annually. The World Bank highlights that educated youth face particularly high unemployment rates, with many resorting to informal sector jobs that lack security and benefits. The declining NEET rate from 22.0% to 18.9% shows some improvement, but significant challenges remain, particularly for young women. Furthermore, the need for significant reforms in education and labour policies is critical to align skills with market demands and improve job readiness among graduates. The extremely low vocational training participation rate of 0.65% underscores the urgent need to expand skill development programs. Without these reforms, Bangladesh cannot optimize its demographic dividend, as a large proportion of its working-age population remains underutilized.

1.1.4 White Paper on State of the Bangladesh Economy

The Government of Bangladesh focuses on strengthening the country's human capital through enhanced education and skills development. Hon'ble Chief Adviser Prof. Dr. Md. Yunus emphasized that despite Bangladesh's progress in infrastructure development, the country has fallen behind in education and training. To address this gap, the government is prioritizing vocational and IT education development initiatives. They plan to launch new initiatives aimed at building a more competitive workforce, with particular emphasis on reducing the reliance on foreign workers in the industrial sector.

The White Paper Commission, established by the Interim Government in August 2024, was tasked with conducting a comprehensive assessment of Bangladesh's economy and proposing strategic reforms. In November 2024, the Commission presented its final draft report, "White Paper on State of the Bangladesh Economy," to the Government. The White Paper identifies Technical and Vocational Education and Training (TVET) as a critical area requiring reform in Bangladesh.

Despite better labour market outcomes for TVET diplomas compared to general education, TVET attracts fewer students than tertiary colleges, indicating "a market failure primarily due to lack of adequate information and social stigma". The White Paper emphasizes that transforming TVET requires a comprehensive approach starting with shifting students from tertiary colleges to TVET streams at the secondary level. This demands a "tectonic shift in policy and massive public investment in TVET".

The White Paper outlined seven strategies for improving TVET service delivery:

- **Physical Infrastructure Development:** Creating modern facilities that facilitate hands-on learning and industry collaboration through innovation labs and industry-standard workshops.
- **Social Perception Changes:** Elevating technical professions to equal status with academic paths and creating visible success stories of TVET graduates.
- **Policy Coordination and Alignment:** Replacing fragmented approaches with coherent strategies through continuous dialogue between government agencies.
- **Market-Driven Planning:** Connecting education directly to labour market needs through sophisticated information systems and industry consultation.
- **Quality Improvements:** Embracing modern pedagogical approaches, digital learning tools, and robust quality assurance systems.
- **Industry Linkages:** Developing true partnerships featuring industry co-designed curricula and workplace learning opportunities.
- **International Certification Alignment:** Ensuring Bangladesh's TVET qualifications meet global standards while representing local context.

The White Paper also suggests drawing lessons from the Sector-wide Approach (SWAp) used in primary education and health sectors. It also notes that the apprenticeship law requiring industries with 50+ workers to maintain 10% apprentice's needs enforcement, and the non-functional tripartite advisory committee should be revitalized.

The White Paper presents three main recommendations:

- **Massive public investment in TVET** should be prioritized, expanding technical schools to the upazila level. While TVET institutions are more expensive to build than general education facilities, "innovations are required for low-cost solutions". Current practices of constructing centers without allocating sufficient operational resources must be corrected.
- **Demand-side interventions** are essential to address perception issues. Suggestions include reconsidering the name "polytechnic" for a more dignified alternative, incorporating TVET career information in primary textbooks, focusing on convincing parents, and utilizing media to enhance recognition of TVET professionals. Career counseling centers at the union level through GO-NGO partnerships can help students make informed choices.
- **Policy alignment** is crucial for minimizing mismatches. The White Paper states that "there is no labour market strategy commensurate with the growth strategy of the country" (White Paper, 2024). It highlights inconsistencies between long-term plans and sectoral policies, and the lack of clear projections for needed STEM or TVET graduates.

The White Paper concludes that all three recommendations must be implemented simultaneously. Without comprehensive reform, “Bangladesh risks failing to capitalize on its workforce potential and may continue to struggle with skills mismatches in the labour market”.

1.2 TVET Sector Overview

1.2.1 Overview of TVET in Bangladesh

Technical and Vocational Education and Training (TVET) in Bangladesh has seen substantial growth and development in recent years, reflecting the Government’s commitment to building a skilled workforce to support its economic ambitions. The Bangladesh Education Statistics 2023 shows a significant expansion of the TVET sector, with the number of institutions rising from 3,290 in 2009 to 10,595 in 2023. This growth has been accompanied by a dramatic increase in student enrolment, from 475,848 in 2009 to 1,818,522 in 2023, demonstrating improved access to technical and vocational education.²

The TVET system in Bangladesh offers a diverse range of programs, including diploma-level courses in engineering, agriculture, and health technologies, as well as vocational programs at the secondary and higher secondary levels. Both Government and non-Government/private institutions manage the sector, with non-government/private institutions accounting for a larger share of both institutions (9,567) and student enrolment (1,398,787) compared to public institutions (1,028 and 419,735 respectively) in 2023 (BANBEIS 2023).

A key strength of Bangladesh’s TVET system is its focus on inclusivity and gender equality. The percentage of female students in TVET has increased from 23.76% in 2009 to 29.53% in 2023, indicating progress in making technical education more accessible to women. The system also offers a variety of programs across different educational levels, from secondary to post-secondary non-tertiary, catering to diverse student needs and interests.

The government’s commitment to TVET is evident in its efforts to expand access, particularly in rural and underserved areas. The statistics show a significant increase in the number of institutions across all divisions of Bangladesh, with a notable presence in regions like Dhaka, Rajshahi, and Chattogram. This expansion aligns with the country’s goal of creating a more equitable distribution of educational opportunities.

However, the TVET sector in Bangladesh also faces several challenges. Despite the growth in enrolment, the teacher-student ratio remains high in some programs, potentially affecting the quality of education. For instance, the teacher-student ratio in Diploma in Textile Engineering is 1:78, which is significantly higher than the ratio in other programs.

Infrastructure and facilities in TVET institutions present both strengths and areas for improvement. While a high percentage of institutions have basic facilities like electricity (96.52%) and separate toilets (96.59%), only 30.59% have internet for pedagogy, which could limit students’ access to online resources and modern learning tools.

The alignment of TVET programs with industry needs remains a crucial challenge. While efforts are being made to involve industry in curriculum development and provide hands-on training, there is still a need to strengthen these linkages to ensure that graduates possess practical knowledge and skills that are directly applicable in the job market.

2 Bangladesh Education Statistics 2023, Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Ministry of Education, March 2024

Despite these challenges, the outlook for TVET in Bangladesh is optimistic. The consistent growth in enrolment and the expansion of institutions demonstrate a strong demand for technical and vocational education. The government's continued focus on TVET as a key driver of economic development, as evidenced by its inclusion in national development plans, suggests sustained support and investment in the sector.

The increasing involvement of industry partners in curriculum development and training programs is likely to improve the relevance and quality of TVET education. This collaboration is expected to create more opportunities for apprenticeships and on-the-job training, enhancing the employability of TVET graduates.

Furthermore, the gradual integration of emerging technologies into TVET curricula positions Bangladesh to prepare its workforce for the challenges and opportunities of the Fourth Industrial Revolution. As the country continues its path towards achieving high-middle-income status, the TVET sector is poised to play a crucial role in producing the skilled workforce necessary to drive economic growth and innovation.

1.2.2 TVET Policy and Governance Framework

Bangladesh recognizes Technical and Vocational Education and Training (TVET) as crucial for economic development and human capital formation. The country aims to transform the TVET sector to support its long-term development goals. It has outlined a comprehensive strategy to address current challenges and set ambitious goals for the sector's growth and improvement.

A key priority is to expand access to TVET, particularly for disadvantaged groups and underserved regions. TMED has set the target of reaching 30% enrolment share by Year 2030. The government's strategy to increase TVET enrollment include establishing new institutions in areas lacking TVET facilities, introducing TVET streams in general education schools, and providing financial incentives to attract students. The strategy also emphasizes changing public perception of TVET through awareness campaigns, positioning it as a viable and attractive career path focusing increasing employment opportunities in local and global job market.

Inclusivity and gender equality are emphasized, with strategies to introduce gender-inclusive policies, provide targeted support for female students in male-dominated trades, and address societal barriers to women's participation in TVET. There is a focus on expanding the geographic reach of vocational institutions to rural and underserved areas, and establishing partnerships with NGOs and community-based organizations to provide training for disadvantaged groups. The strategy also proposes developing a comprehensive Recognition of Prior Learning (RPL) framework to create pathways for informal sector workers to obtain formal qualifications.

Quality enhancement is another cornerstone of the TVET strategy, including modernizing curricula to meet industry demands, strengthening teacher training programs, and upgrading infrastructure and equipment in TVET institutions. A robust quality assurance system and the introduction of competency-based training and assessment are key components of this quality drive. These measures aim to ensure that TVET graduates possess skills that are directly applicable and valuable in the job market.

Recognizing the importance of industry alignment, the strategy emphasizes fostering stronger partnerships between TVET institutions and industries. This includes promoting apprenticeship programs, creating industry advisory boards, and involving industry professionals in teaching and curriculum development. It proposes regular industry surveys to identify skill gaps, the establishment of sector-specific skills councils, and the development of flexible, modular curricula. It also encourages TVET institutions to set up incubation centers and innovation hubs where students can work on real-world projects with industry partners.

To prepare our workforce for the Fourth Industrial Revolution, TMED plans to incorporate emerging technologies into TVET curricula. This includes introducing courses in AI, robotics, and promoting digital literacy across all programs. The establishment of centers of excellence for advanced technological training and collaborations with international partners for knowledge transfer is also part of this forward-looking approach.

To enhance global competitiveness, there is need to align TVET qualifications with international standards, promoting exchange programs, and exploring mutual recognition agreements with other countries. Entrepreneurship and self-employment are prioritized, with proposals to integrate entrepreneurship education into TVET curricula and provide support for graduates to start their own businesses.

In summary, these policy priorities aim to create a skilled workforce capable of meeting the challenges of a rapidly evolving global economy while addressing local development needs. The success of these initiatives will depend on effective implementation, sustained funding, and collaboration among various stakeholders, including government agencies, educational institutions, industries, and international partners.

1.2.3 TMED Integrated Development Action Plan (2016-2030)

The TMED Integrated Development Action Plan 2016-2030 outlines a comprehensive TVET strategy to transform the country's skilled workforce. The plan is structured around short-term, medium-term, and long-term actions to achieve its goals.

In the short term (by 2020), the focus is on laying the groundwork for TVET expansion and improvement. Key actions include increasing TVET enrolment to 20%, developing new legislation such as the TVET Act and Bangladesh Technical Education Board Act, and implementing the Bangladesh Qualifications Framework. The plan also emphasizes enhancing industry-institute linkages through partnerships and apprenticeships, and updating curricula to align with industry needs and emerging technologies. Immediate steps also include providing 100% stipends for TVET students and implementing online admissions and career counselling in TVET institutions.

Medium-term goals (by 2025) build on these foundations to further strengthen the TVET system. This includes continuing to increase enrolment, with a target of reaching 25% by 2025. The plan calls for establishing new TVET institutions across the country, including polytechnics, technical schools and colleges, and engineering colleges. It also emphasizes improving TVET teacher training and professional development, and increasing women's participation by raising the female enrolment quota from 20% to 30%.

Long-term objectives (by 2030) aim to solidify Bangladesh's TVET system as world-class and fully aligned with the country's economic needs. The plan targets 30% TVET enrolment by 2030. It calls for setting up a dedicated TVET university and teacher training institute to strengthen higher education in technical fields. The long-term vision also includes fully implementing a system of regular job market assessments to ensure on-going alignment between training and employment opportunities.

Underpinning all three phases, the plan emphasizes collaboration between government agencies, educational institutions, industries, and development partners. It also stresses the importance of continuous monitoring and evaluation to ensure the effectiveness of TVET programs. By implementing these short, medium, and long-term actions, Bangladesh aims to create a skilled workforce capable of meeting the challenges of the evolving global economy while addressing local development needs, ultimately supporting the country's journey towards becoming a developed

nation.

Another key feature of the Action Plan is its continuous process to be updated as and when necessary as per current demand to meet the long-term target of 30% enrolment increase in technical education by 2030, alongside increases in female admission and students with special needs. The plan was last updated in December 2020.

The implementation of the Action Plan thus far has appeared to be uneven. Firstly, there is a lack of detailed operational plan that clearly spell out TVET priorities into annual results to enable effective monitoring and evaluation. Secondly, both the activities and targets set out in the Action Plan may not fully reflect the costs of achieving them and the budget allocation in the Medium-Term Budgetary Framework (MTBF).

The TMED TVET Implementation Plan 2025-2030 represents a strategic operationalization of the long-term objectives delineated in the Integrated Development Action Plan (2016-2030). This plan serves as a critical bridge, translating broad developmental goals into actionable initiatives for the TVET sub-sector over the five-year period.

1.2.4 Roles and Responsibilities of Key TMED Institutions

The Technical and Madrasah Education Division (TMED) in Bangladesh plays a central role in managing and regulating the country's technical and vocational education system. As part of the Ministry of Education, TMED is responsible for formulating policies, overseeing the development of technical education, and ensuring alignment with national development goals. TMED operates through key agencies such as the Directorate of Technical Education (DTE) and the Bangladesh Technical Education Board (BTEB), as well as its sub-national offices, which oversee regional and local-level operations.

The Directorate of Technical Education (DTE) serves as the main agency under TMED for implementing and managing technical education policies. Its responsibilities include administering public technical institutes, formulating projects, developing infrastructure, providing teacher training, expanding access to technical education, and monitoring and evaluating technical institutions. DTE plays a crucial role in implementing government-approved technical education programs aligned with industry demands and national priorities. It coordinates with other government agencies and the private sector to ensure that technical education produces graduates with relevant skills for the job market.

The Bangladesh Technical Education Board (BTEB) is the regulatory authority under TMED that ensures the quality and standardization of technical and vocational education across Bangladesh. BTEB's key functions include curriculum development, accreditation of institutions, conducting examinations and certifications, and quality assurance. It regularly reviews and updates curricula to reflect industry needs, technological advancements, and international standards. BTEB also plays a crucial role in liaising with industries to identify skill gaps and adjusting curricula and training programs accordingly, helping to align vocational education with real-world job market needs.

DTE operates a network of divisional offices to ensure that technical and vocational education policies are implemented at the regional and local levels. These offices are critical in managing the day-to-day operations of TVET institutes in different regions of the country. They supervise local institutions, coordinate regional training programs, monitor and report on the performance of regional technical institutions, and conduct community outreach and awareness campaigns. The 8th Five Year Plan addresses governance and management issues by proposing to strengthen the capacity of the Directorate of Technical Education, implement a decentralized management system, and enhance coordination among various stakeholders.

The Directorate of Madrasa Education (DME) under TMED oversees the modernization and quality assurance of madrasa education by integrating religious and general academic curricula. Within its mandate, the DME also has expanded its focus to include Technical and Vocational Education and Training (TVET) provision to improve graduate employability and address labour market demands. The directorate implements TVET programmes by incorporating vocational and technical subjects alongside traditional religious studies, offering pathways including Dakhil (Vocational), SSC (Vocational), and HSC (Vocational) streams, while conducting teacher training in modern pedagogical methods, upgrading laboratory facilities, and developing competency-based curricula. These initiatives provide madrasa students with practical skills in ICT, languages, mathematics, and various trades, enabling them to pursue higher education or enter the workforce directly, thereby contributing to the transformation of madrasa education into a modern, skill-oriented system.

The National Academy for Computer Training and Research (NACTAR) under TMED contributes to ICT education and digital literacy development within the technical and madrasah education system, with particular focus on the technical and vocational education and training (TVET) sector. NACTAR designs and delivers computer training programs to enhance the digital competencies of teachers and staff in both Government and non-Government/private TVET institutes. Its activities include organizing foundational and advanced computer courses, developing ICT-based teaching materials, and providing training in modern educational technologies. By providing teachers in non-government/private TVET institutes with current computer skills, NACTAR enables them to integrate ICT into their teaching practices, thereby supporting improvements in the quality and relevance of technical and vocational education in alignment with national development objectives.

Chapter 2

Strategic Framework and Result Areas

2.1 Vision, Goals & Objectives

The TMED TVET Implementation Plan 2025-2030 marks the next strategic phase in Bangladesh's technical education development, building upon the achievements and momentum of the TMED Integrated Development Action Plan (2016-2030). While continuing to advance the long-term objectives established in the Action Plan, this new Implementation Plan presents a comprehensive roadmap for transforming Bangladesh's TVET sector.

The vision of the TVET Implementation Plan aligns with the Directorate of Technical Education's vision of "Modernization of technical and vocational education and training, development of human resources, achievement of economic prosperity and improvement of quality of life." This vision positions quality technical education as a cornerstone for national development, supporting Bangladesh's transition to middle-income status and eventually to a developed nation.

As a medium-term sector plan for TVET sector, the primary target of the Implementation Plan is to increase TVET enrollment to 30% by 2030, reflecting the national commitment to developing a skilled workforce capable of meeting both domestic industry needs and competing in global labour markets. This enrollment target represents a significant increase from the current 19% and demonstrates the government's prioritization of technical education as a pathway to economic growth.

The TVET Implementation Plan is organized in 3 Result Areas, with 9 strategic objectives.

Result Area 1: Quality & Relevance

- Strategic Objective 1.1: Ensuring Effective Teacher Recruitment, Deployment and Continuous Professional Development
- Strategic Objective 1.2: Aligning TVET Curriculum with Industrial Demands through Industry Linkage
- Strategic Objective 1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards

Result Area 2: Access to Training & Employment

- Strategic Objective 2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency
- Strategic Objective 2.2: Supporting TVET Graduates and Employment through Labour Market Assessment and Industry Partnerships
- Strategic Objective 2.3: Enhancing TVET Public Image and Reputation

Result Area 3: TVET Governance & Sector Capacity

- Strategic Objective 3.1: Strengthening TVET System Governance and Capacity
- Strategic Objective 3.2: Strengthening TVET Institute Capacity and Performance
- Strategic Objective 3.3: Advancing Digitalization and Green TVET for Modernization and Sustainability

This Implementation Plan adopts a sector-wide characteristic to harmonize efforts across TVET stakeholders, promoting coordinated planning, implementation, and monitoring. As a medium-term planning tool, it aligns with the government's Medium-Term Budgetary Framework (MTBF), ensuring that financial allocations match strategic priorities and that resource planning for TVET is integrated into the broader fiscal framework. This alignment between policy objectives and budgetary commitments enhances the feasibility and sustainability of the Plan's initiatives, positioning Bangladesh's technical education system as an effective driver of economic growth, skills development, and technological advancement.

2.2 Result Area 1: Quality & Relevance

Result Area 1 focuses on enhancing the standards and industry alignment of TVET in Bangladesh. It aims to ensure that TVET programs deliver high-quality education that produces graduates with skills directly meeting the evolving needs of industry. This area concentrates on improving teaching quality through a holistic approach to teacher development - spanning recruitment of qualified professionals, initial induction training, and continuous professional development throughout their careers. Equally critical is the systematic modernization of curricula through continuous industry consultation to ensure training content reflects current workplace practices and applied technologies. The strengthening of qualification frameworks and alignment with international standards further supports the goal of progressively elevating Bangladesh's TVET sector to internationally recognized standards of excellence.

The strategic framework for this result area consisting of the following:

Strategic Objective 1.1: Ensuring Effective Teacher Recruitment, Deployment and Continuous Professional Development

This objective addresses the critical need for qualified technical instructors by reforming recruitment practices and strengthening teacher competencies. TVET system of Bangladesh currently faces challenges related to teacher quality and practical expertise, with many instructors lacking industry experience and up-to-date technical skills.

By establishing specialized recruitment systems that value industry experience, implementing structured qualification frameworks, and providing comprehensive training opportunities, this objective aims to build a technically proficient teaching workforce that can effectively impart both theoretical knowledge and practical skills required in modern workplaces. Special attention is given to ensuring that teachers remain current with technological advancements and industrial practices through industry exposure and continuing professional development.

To achieve this strategic objective, there are a total of 9 actions:

1. Conducting teacher training for Government and non-Government/private institutes
2. Formulation and implementation of TVET teachers' qualification framework
3. Strengthening hands-on training for technical teachers and students to acquire practical knowledge skills and experience in industries
4. Creation of panels with industry experts as guest teachers/speakers/mentors
5. Introducing teacher mentoring systems in TVET
6. Formulation of policies for higher education, training and teacher exchange at home and abroad

7. Establishment of dedicated TVET wings in PSC, NTRCA, UGC, NCTB and EED
8. Amendment/formulation of recruitment rules for TVET teachers in Government and non-Government/private institutes
9. Necessary revision/amendment of “BCS Technical Education Recruitment Rules 2021 (Technical Education Cadre)”, “Non-Cadre Officers and Employees Recruitment Rules 2020” and promotion in respective fields

Strategic Objective 1.2: Aligning TVET Curriculum with Industrial Demands through Industry Linkage

This objective targets the development of industry-responsive curricula that prepare students for actual workplace requirements. One of the persistent challenges in Bangladesh’s technical education system has been the gap between classroom learning and industry practices, resulting in graduates requiring significant additional training before becoming productive in workplaces.

Through systematic integration of employer input, modernization of content, and adaptation to emerging technologies and workplace needs, this objective aims to ensure that training outcomes closely match actual job requirements. The approach includes both updates to traditional technical content and integration of new skill areas like entrepreneurship, foreign languages, and emerging technologies to ensure graduates possess the comprehensive skillset needed for career success in an evolving labour market.

To achieve this strategic objective, there are a total of 10 actions:

1. Introduction of dual training system
2. Promotion of skills innovation practice and competitions with commercialization support
3. Mapping TVET curriculum in line with labour market demand
4. Development of curriculum and standards as per job market demand
5. Formation of TVET curriculum development expert pool to develop demand-driven curriculum
6. Development of entrepreneurship training courses and certification for self-employment opportunities
7. Introducing standards and curriculum developed by BTEB in TVET institutes of other ministries and departments
8. Strengthening foreign language proficiency of students
9. Preparing standard textbooks, teachers guides and interactive materials in Bengali for technical education
10. Introduction of emerging technologies and increasing intake capacity

Strategic Objective 1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards

This objective focuses on ensuring that Bangladesh’s TVET qualifications are credible, comparable, and recognized both domestically and internationally. Currently, the recognition and portability of technical qualifications remain limited, constraining graduate mobility between education levels and across borders.

By establishing robust qualification frameworks, standardized assessment methods, and quality assurance mechanisms, this objective aims to enhance the reputation and value of TVET credentials. This includes creating pathways to higher education, involving industry in assessment processes, decentralizing quality assurance functions, and pursuing international benchmarking and recognition agreements that position Bangladesh’s technical qualifications for global acceptance.

To achieve this strategic objective, there are a total of 9 actions:

1. Implementation of Bangladesh National Qualifications Framework
2. Arrangement of university admission with credit transfer for talented TVET graduates
3. Increase the number of industry experts as assessors/examiners
4. Establishing model Registered Training Organizations with industrial partnership
5. Establish Mutual Recognition Agreements with international bodies
6. Accreditation of TVET institutes by international agencies
7. Standardization and modernization of student assessment
8. Establishment of BTEB regional offices
9. Establishment of independent Technical Education Boards at divisional level

The implementation of this result area is expected to progressively improve the quality and market relevance of TVET provision in Bangladesh. Graduates should develop skills that better align with contemporary workplace requirements, potentially leading to improved learning outcomes and practical competencies. Teacher quality should benefit from the holistic approach that addresses the entire professional lifecycle—from recruitment practices to structured training and professional development opportunities. Curriculum modernization through systematic industry involvement should ensure training content remains current, while the qualification framework and quality assurance mechanisms will gradually bring Bangladesh's TVET credentials closer to international standards. While these changes will take time to fully implement, they address basic quality issues that currently limit the effectiveness of technical education in meeting the country's workforce development needs. While these changes will require time to fully implement and demonstrate impact, they address fundamental aspects of the TVET system that need strengthening to meet Bangladesh's workforce development goals and support the country's economic advancement.

2.3 Result Area 2: Access to Training & Employment

Result Area 2 aims to improve access, affordability, and employment outcomes of TVET. It focuses on removing barriers that prevent youth from entering the TVET system while fulfilling the fundamental obligation to ensure graduates secure meaningful employment after completing their training. This dual responsibility—bringing students into the system and connecting them to jobs—recognizes that the true measure of TVET success lies not just in enrollment numbers but in transformed livelihoods through employment. Unlike general secondary and tertiary education, TVET offers a distinct advantage in its direct pathway to employment, with graduates possessing immediately applicable skills that employer's value. By strengthening and highlighting this training-to-employment pipeline, TVET can attract more youth seeking viable career pathways rather than academic credentials with uncertain job prospects. This area addresses barriers to entry, provides financial support, creates diverse pathways for skills development, and ensures graduates successfully transition to employment, ultimately working towards achieving the long-term policy target of 30% enrollment rate in TVET.

The strategic framework for this result area consisting of the following:

Strategic Objective 2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency

This objective focuses on expanding educational pathways and eliminating barriers to TVET participation across all segments of society. Bangladesh still faces significant challenges in providing equal opportunities for technical education, especially for women, rural populations, students with special needs, and economically disadvantaged groups.

This objective aims to create multiple entry points to technical education through integration with general education, expansion of existing institutions, and development of tailored programs for specific populations. It emphasizes both physical accessibility through infrastructure improvements and economic accessibility through stipends and financial support. Special attention is given to vulnerable groups including students with disabilities, ethnic minorities, prison inmates, and school dropouts to ensure the TVET system serves the entire population and contributes to social inclusion alongside workforce development.

To achieve this strategic objective, there are a total of 12 actions:

1. Introduction of technical & vocational/occupational courses in Government and non-Government/private general schools-colleges-madrasahs
2. Integration of vocational subjects in general education and Madrasah at secondary level from Grade 6
3. Expansion of Basic Trade courses for creating employment opportunities
4. Promote technical and vocational education to students with special needs and third gender students
5. Strategic initiatives for women's participation in technical education & increasing participation of ethnic minorities
6. Introduction of Enterprise Based Training Program in Apparel Industry
7. Introduction of vocational training programs for prisoners
8. Ensuring timely admission process in the diploma program
9. Formulation and implementation of policies for student admission to TVET institutes in their locality including transfer options
10. Arranging vocational training and certification for dropout students and maintaining a database
11. Increasing stipend coverage for all students in all Government and non-Government/private educational institutions
12. Development of skilled manpower through mobile training for disadvantaged groups and backward communities (e.g., Bede /Tokai/ Horizons), including database

Strategic Objective 2.2: Supporting TVET Graduates and Employment through Labour Market Assessment and Industry Partnerships

This objective aims to enhance graduate employment outcomes through strengthened industry connections, improved labour market intelligence, and direct support services for job placement and entrepreneurship development. Beyond providing quality training, a successful TVET system must facilitate the transition of graduates to productive employment.

This objective addresses the current limitations in employment support, including weak industry linkages and insufficient labour market information. By establishing formal partnerships with employers, creating dedicated positions for industry liaison, implementing systematic labour market monitoring, and providing direct employment assistance through job fairs and placement services,

the initiative creates a comprehensive ecosystem to connect TVET completers with appropriate employment opportunities. Additional emphasis is placed on entrepreneurship development and international employment support to create diverse career pathways for graduates.

To achieve this strategic objective, there are a total of 13 actions:

1. Signing of MoUs with industry partners for promotion of demand-driven research & development
2. Formulation of Industry Institute Linkage Policy and Framework
3. Creation of Job Placement Officer (JPO) positions in Government and non-Government/private technical institutions
4. Introduction of apprenticeship program in Government and non-Government/private organizations
5. Distribution of individual institute brochures to industries/employers for employment opportunities
6. Establishment of permanent job market assessment and forecasting cell at DTE/BTEB
7. Mapping demand supply scenario of sector-wise employment at regional, national and international levels
8. Organizing stakeholder meetings for employment opportunities
9. Organizing job fairs for employment opportunities for TVET graduates
10. Formulation and implementation of guidelines for creating new posts for emerging technology graduates
11. Introduction of scholarship program including student exchange program for diploma and higher education for Government and non-Government/private institutes students
12. Support for entrepreneurship development for TVET graduates
13. Setting up national job portal for technical education system graduates

Strategic Objective 2.3: Enhancing TVET Public Image and Reputation

This objective addresses the persistent challenge of negative societal perceptions about technical education that hinder enrollment growth. In Bangladesh, as in many countries, technical education often suffers from lower social status compared to general academic pathways, deterring many potential students despite better employment prospects.

This objective implements a multi-faceted approach to improving public perception through strategic communications and awareness activities targeting diverse audiences through various channels. By engaging religious institutions, media, educational institutions, and local administration, the initiative aims to reach different segments of society with messages highlighting the value and opportunities of technical education. Showcasing success stories and embedding TVET awareness in general education textbooks further supports this image transformation effort.

To achieve this strategic objective, there are a total of 8 actions:

1. Distribution of promotional materials in religious institutions
2. Promotion through media (TV, radio)
3. Publication of illustrated articles and research publications on TVET in national dailies, weeklies and magazines and press briefings with local journalists



4. Launching information campaign through educational institutions
5. Launching awareness campaigns at local administrative levels
6. Informing mobile users about TVET through SMS
7. Preparation of annual campaign calendar and activities for enhancing TVET positive image
8. Inclusion of TVET articles and success stories in textbooks

The implementation of this result area is expected to contribute significantly to broadening access to TVET and improving employment outcomes of Bangladeshi youth. Expanded enrollment pathways through integration with general education and madrasahs should help reach the target of 30% TVET participation, while targeted initiatives for women, ethnic minorities, and students with special needs should make the system more inclusive. The introduction of mobile training and enterprise-based programs should extend skills development to previously underserved populations, potentially reducing regional disparities in access to technical education. Financial support mechanisms should lower economic barriers to participation, while awareness campaigns should help address the social stigma sometimes associated with vocational pathways. Critically, by emphasizing and strengthening the employment advantage that TVET offers over general education—where graduates often face unemployment or underemployment—this result area creates a powerful value proposition to attract youth and their families to technical education pathways. The coordinated initiatives establish essential connections between training opportunities and labour market needs, ensuring that increased participation in TVET translates directly to improved employment prospects for graduates across the country.

2.4 Result Area 3: TVET Governance & Sector Capacity

The Governance Result Area seeks to strengthen the institutional and regulatory framework of the TVET sector in Bangladesh. It aims to improve coordination among various stakeholders, enhance transparency and efficiency in TVET administration, and establish robust policies and systems. This area focuses on creating a more responsive, accountable, and effective TVET ecosystem that can adapt to the changing needs of the economy and society.

The strategic framework for this result area consisting of the following:

Strategic Objective 3.1: Strengthening TVET System Governance and Capacity

This objective focuses on enhancing the policy, regulatory, and administrative frameworks that guide the overall TVET sector in Bangladesh. The current governance structure faces challenges including fragmentation across multiple ministries, outdated legislation, and limited coordination mechanisms.

This objective aims to create a more coherent and effective governance system through comprehensive legislative reforms, organizational restructuring, improved inter-sectoral coordination, and enhanced international networking. It emphasizes building research capacity for evidence-based planning, strengthening regional administration for decentralized governance, and establishing monitoring frameworks to track sector performance and ensure accountability. These

systemic improvements create the enabling environment for quality improvements and access expansion at the institutional level.

To achieve this strategic objective, there are a total of 9 actions:

1. Formulation of TVET Act
2. Amendment of Bangladesh Technical Education Board Act
3. Strengthening research and development activities in the field of technical education
4. Updating/revision of the organograms of DTE, BTEB, NACTAR and DME
5. Strengthening Regional Director Offices in 8 Divisions for full fledged administrative activities
6. Setting up One Stop Service Centre to implement TVET Action Plan
7. Establishing networking with international and regional organizations
8. Recognition of conventional vocational and skill-based occupations as Decent Work by concern authorities
9. Institutionalization of TVET Annual Sector Performance Report (ASPR)

Strategic Objective 3.2: Strengthening TVET Institute Capacity and Performance

This objective addresses the operational effectiveness and performance of individual TVET institutions that directly deliver education and training services. Many institutions currently face challenges in management capacity, quality assurance, infrastructure adequacy, and industry linkages that limit their effectiveness.

This objective aims to enhance institutional performance through decentralized improvement planning, strengthened leadership roles, systematic assessment of equipment needs, performance ranking mechanisms, and comprehensive quality assurance frameworks. It emphasizes creating supportive services including career guidance and job placement to enhance student outcomes and establishing formal linkage mechanisms with industries to improve training relevance. These institutional strengthening measures complement system-level governance improvements by building capacity at the point of service delivery.

To achieve this strategic objective, there are a total of 9 actions:

1. Capacity strengthening of Government and non-Government/private TVET institute through initiating Technical Institute Improvement Plan (TIIP)
2. Creation of new posts and recruitment of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice-Principal (Technical) at Govt. and Non-Govt. school-college-madrasah Level
3. Conducting equipment and machinery need assessment for Government Polytechnic Institutions
4. Ranking and awarding government & non-government/private TVET institutions
5. Setting up modern labs, workshops in TVET institutes with industry collaboration
6. Development of Quality Assurance Manual for TVET institutions for effective academic and administrative performance
7. Introducing career guidance and counseling in government & non-government/private TVET institutes



8. Setting up job placement cell (JPC) with complete database in Government and non-Government/ private technical education institutes
9. In-house Subject-based Skills Training for Teachers

Strategic Objective 3.3: Advancing Digitalization and Green TVET for Modernization and Sustainability

This objective aims to integrate digital technologies and environmental sustainability across the TVET system to align with global technological trends and climate priorities. Bangladesh's TVET system needs to both prepare students for increasingly digital workplaces and incorporate sustainable practices in its own operations.

This objective implements digital solutions for administrative efficiency, teaching-learning enhancement, and student engagement through integrated management information systems, online processes, and e-learning approaches. Simultaneously, it establishes frameworks for environmentally sustainable practices in TVET institutions and develops green skills training to prepare graduates for the emerging green economy. This dual focus ensures the TVET system is both modern in its operations and forward-looking in its training content.

To achieve this strategic objective, there are a total of 8 actions:

1. Establishment of an Integrated Management Information System (MIS) for Education and Skills in Technical Institutions
2. Assessment of Digital Infrastructure in TVET Institutes
3. Strengthening online admission process at all levels of Government and non-Government/ private technical education
4. Establishment of an e-Learning Platform for Technical Education
5. Introduction of blended learning approach in technical education system
6. Formulation of Policy for Green TVET reflecting Green Economy in Bangladesh
7. Promotion of green practices (green infrastructure, green technology, paperless system, energy saving, solar panels, recycling, tree plantation) in all technical institutes and aligning curriculum with green principles
8. Formulation of Green Skills Development Plan

The implementation of this result area is expected to progressively strengthen the governance and institutional capacity of Bangladesh's TVET system. The development of comprehensive legislation and policy frameworks should provide clearer direction and better coordination across the sector, while decentralized governance through strengthened regional offices may improve responsiveness to local needs. Enhanced institutional capacity through improvement planning, quality assurance mechanisms, and performance monitoring should support better educational outcomes, while digital transformation initiatives should improve both administrative efficiency and learning possibilities. The integration of green TVET considerations positions the system to respond to growing demand for sustainability skills. While achieving world-class governance and institutional capacity remains a long-term goal requiring sustained effort, these initiatives create important foundations for a more effective, efficient, and forward-looking TVET system that can better serve Bangladesh's development needs. An overview of the TVET Implementation Plan strategic framework is presented in Table 1 below:

Action work plan and detailed descriptions are provided in Appendices 1 and 6.

The Detailed Annual Activity is provided in Annex A.

Table 1: TVET Implementation Plan Strategic Framework

Result Areas & Strategic Objectives	No. of Actions
Result Area 1: Quality & Relevance	28
Strategic Objective 1.1: Ensuring Effective Teacher Recruitment, Deployment and Continuous Professional Development	9
Strategic Objective 1.2: Aligning TVET Curriculum with Industrial Demands	10
Strategic Objective 1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards	9
Result Area 2: Access to Training & Employment	33
Strategic Objective 2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency	12
Strategic Objective 2.2: Supporting TVET Graduates and Employment through Labour Market Assessment and Industry Partnerships	13
Strategic Objective 2.3: Enhancing TVET Public Image and Reputation	8
Result Area 3: TVET Governance & Sector Capacity	26
Strategic Objective 3.1: Strengthening TVET System Governance and Capacity	9
Strategic Objective 3.2: Strengthening TVET Institute Capacity and Performance	9
Strategic Objective 3.3: Advancing Digitalization and Green TVET for Modernization and Sustainability	8
Total	87



Chapter 3

Financing Plan

3.1 Medium Term Budget Framework (MTBF) Overview

The 2010 National Education Policy sets a target of 6.0% of GDP to be devoted to the education sector. The education budget falls short (1.7% of GDP in 2024/25) of the targets set in the 8th Five Year Plan, which aimed for a budget of 3.0% of GDP by 2024/25. It was around 1.75% of GDP in 2023/24. TMED received only 12.44% of the education budget and 21% of MOE budget in 2024/25. Government allocated its budget through MTBF for TMED which included TVET budget and DTE. TVET allocation was around 40% of TMED (less than 0.1% of GDP) as most of the budget was allocated to Madrasah education. Therefore, renewed GoB commitment is needed to make additional funding available for TVET/TMED. Government technical schools, colleges and polytechnic institutes received allocation through DTE. Only around 10% of total TMED budget went directly to technical schools, colleges and polytechnic institutes. MOF budget speech and MTBF for MoPME, SHED and TMED are the main sources of data on GDP, Government Expenditures and education expenditures. Budget and expenditure figures for TMED, DTE, TMED secretariat and TVET/TMED are estimated using MTBF information (See Tables 2, 3, and 4).

Table 2: GDP, Government and Education Expenditures (BDT Crore)

Description	2021/22 Actual	2022/23 Actual	2023/24 Revised	2024/25 Budget
1 GDP (nominal)	3,971,700	4,439,300	5,048,000	5,597,400
2 Total Gov Exp	519,800	573,900	714,400	797,000
3 Education Exp	58,615	62,308	74,597	94,711
• Primary	23,440	23,815	30,482	38,819
• SHED	28,970	30,496	34,132	44,108
• TMED	6,205	7,997	9,984	11,783
4 DTE	1,585	1,957	3,618	4,322
5 DME	4,620	5,084	6,446	6,750
6 TMED Secretariat	-	359	282	1,016
7 TVET-TMED (DTE+50% TMED Secretariat)	1,585	2,137	3,759	4,830

Source: MTBF

Table 3: Revenue and Development Expenditure for TMED, DTE and TMED Secretariat (BDT Crore)

Description	2022/23	2023/24	2024/25	2025/26	2026/27
	Budget			Projection	
1. TMED	9,722.6	10,602.0	11,783.4	12,961.8	14,258.0
• Recurrent		7,779.2	8,215.0	9,036.5	9,940.2
• Development		2,822.8	3,568.5	3,925.3	4,317.9
2. DTE	1,957.3	3,618.1	4,322.4	4,941.3	5,435.1
• Recurrent	1,362.9	2,027.3	2,280.5	2,632.9	2,896.2
• Development	594.5	1,590.8	2,041.8	2,308.3	2,538.9
3. TMED secretariat	359.2	281.8	738.9	808.2	889.0
• Recurrent	359.2	261.6	738.9	808.2	889.0
• Development		20.2			

Source: MTBF

Table 4: Key Growth Rates and Ratios

Description	Unit	2021/22 Actual	2022/23 Actual	2023/24 Revised	2024/25 Budget
1. GDP growth (real)	%	7.1	5.78	5.82	6.75
2. Inflation rate	%		6	7.9	4.1
3. GDP growth (nominal)	%		11.8	13.7	10.9
4. Share Government Exp in GDP	%	13.1	12.9	14.2	14.2
5. Share Education Exp in GDP	%	1.47	1.4	1.48	1.7
6. Share Education Exp in Gov Exp	%	11.28	10.9	10.4	11.9
7. Share of TMED in Education Exp	%	10.59	12.83	13.38	12.44
8. Share DTE in TMED	%	25.5	24.47	36.24	36.68
9. Share TVET-TMED in TMED	%	25.5	26.72	37.65	41

Source: MTBF

3.2 Expenditure & Financing Framework

TVET Implementation Plan Expenditure and Financing Framework (EFF) include:

- Cost estimates to achieve the results and strategic objectives included in the TVET Implementation Plan;
- An estimated resource envelop that can be allocated to TVET Implementation Plan under TMED in the government's annual budget through medium term budgetary framework (MTBF);
- An analysis of financial affordability defined as feasibility of allocating required additional TVET costs for the TVET Implementation Plan within the government annual budget;
- An cost analysis of the implementation plan by Result Areas, Strategic Objectives, Implementing Agencies and Cost Categories; and
- A financing plan to meet the additional investment requirement.

Detailed information on costs and financing are presented below

TVET Implementation Plan Expenditure: Total TVET comprises of: (a) Revenue budget, (b) Development budget and (c) Additional expenditure of TVET/TMED Implementation Plan. Additional expenditure represents required costs to implement 87 Actions identified by the TVET Implementation Plan to achieve 3 results and associated strategic objectives. It is assumed that the outputs for detailed activities for each of the Actions are additional although these activities can be ongoing or totally new. Many activities such as stipends to students that are funded under the ongoing revenue or development budget are not costed here and noted in the master table as ongoing. Similarly cost estimates for some of the activities to be implemented by BTEB are not accounted for in the additional investment plan.

The TVET Implementation Plan is a medium term costed program of TMED for the 5-year period from FY 2025/26 to 2029/30. Table 1 above shows a summary of 87 Actions by result areas and strategic objectives. Most of the Actions are related to Access to Training& Employment (33) followed by Quality and Relevance (28) and Governance (26). Of the 9 Strategic Objectives, the Plan gave priority to Access, Affordability and Efficiency (12) and Graduate Employment (13) in terms of number of Actions.

Each of the 87 Actions included in the Plan is costed by fiscal year with budget codes provided by MOF. Unit costs were estimated based on the guidelines provided by the MOF. Technical working groups formed to prepare the Plan have estimated the required cost for the implementation of the actions. Costs estimate by strategic objectives and cost categories are provided in Annex B.

Resource envelope for additional investment: Resource envelope was calculated in three scenarios: pessimistic, medium, and optimistic. The resource envelope for the additional investment to finance the TVET Implementation Plan Actions was calculated in three steps. First, the resource envelope for TVET is estimated based on assumptions related to annual GDP growth, annual inflation rate, and the share of GDP to be allocated for TVET/TMED, while the TMED Share in Education, Share of TVET in TMED, and TMED Annual Budget Growth Rate are forecasted to remain constant (Table 5).

Table 5: Resource Envelope Projection Assumptions

Projection Assumptions	Pessimistic Scenario	Medium Scenario	Optimistic Scenario
1. Annual GDP growth in current price (%)	12	13	14
2. Share of Education in GDP (%)	1.6	1.75	1.8
3. TMED Share in Education (%)	13	13	13
4. Share of TVET in TMED (%)	40	40	40
5. Annual Growth rate of TVET-TMED budget			
• Recurrent	10	10	10
• Development	15	15	15

Second, trend estimates of TVET recurrent and development budget are obtained. Third, the resource envelope for the additional investment was measured as TVET resource envelope less TVET trend expenditure estimates. It is assumed that the Government would allocate 13% of the Education Budget to TMED and 40% of the TMED budget will be used for TVET regular activities. Similarly, TMED recurrent budget and development budget will increase at an annual rate of 10% and 15% respectively over the five-year period. The resource envelope for TVET budget is estimated at BDT 38,953 crore under the Medium Scenario (see Table 6). The trend estimate for TVET budget (excluding additional investment) is BDT 33,628 crore. Resource availability for additional investment is estimated at BDT 5,325 crore under the medium scenario. This estimate resource envelope for additional investment ranges between BDT 977 crore (Pessimistic Scenario) and BDT 7,603 crore (Optimistic scenario).

Table 6: Five-year Resource Envelop of TMED for Additional Investment for TVET

Available TVET budget	BDT Crore	USD million
Scenario 1 Pessimistic	34,605	2,836.5
Scenario 2 Medium	38,953	3,192.9
Scenario 3 Optimistic	41,231	3,379.5
Trend TVET Budget Projection	33,628	2756.4
Trend Recurrent Budget	17,796	1,458.7
Trend Development Budget	15,832	1,297.7
Resource envelop for Additional investment		
Scenario 1 Pessimistic	977	80.1
Scenario 2 Medium	5,325	436.5
Scenario 3 Optimistic	7,603	623.2

Total TMED budget for TVET including Additional Investment: The total TVET budget, including additional investment for the TVET Implementation Plan, is presented in Table 7 below.

Table 7: Five Year TVET Budget for TMED including Additional Investment

	BDT Crore	USD million
1. Trend of TVET Budget	33,628	2756.4
• Trend Recurrent Budget	17,796	1,458.7
• Trend Development Budget	15,832	1,297.7
2. Additional Investment for TVET Implementation Plan	4,649	381.1
3. Total TVET budget for TMED including additional Investment	38,277	3,137.5

The TMED Technical Working Group (TWG) has estimated that implementing the TVET Implementation Plan will require an additional investment of BDT 4,649 crore (USD 381.1 million) over the five-year period from 2025-2030, with full details available in Section 3.3. As shown in Tables 8 and 9, the total TVET budget of TMED for this period—including this additional investment—will be BDT 38,276.9 crore (USD 3,137.5 million), representing 0.08% of GDP and approximately on average between 4.7% to 5.7% of the national education budget (Appendix -3). It should be noted that the additional investment figure might partially overlap with some ongoing activities' budgets, potentially resulting in double-counting; therefore, BDT 4,649 crore should be viewed as the maximum amount needed, with the precise funding requirement to be determined during the preparation of the integrated annual budget. Annual budget estimates are detailed in Table 8.

Table 8: Summary Financing Gap Estimate (BDT Crore)

	2024/25 est.	2025/26	2026/27	2027/28	2028/29	2029/30	5 year total
1. Total TVET Budget	4,692	5,407	7,375	8,489	8,153	8,854	38,277
• Ongoing (Revenue and ADP)	4,692	5,263	5,907	6,633	7,451	8,375	33,628
• Additional Investment		144	1,468	1,856	702	480	4,649
2. Total TVET Budget as percentage of GDP	0.008	0.008	0.01	0.01	0.009	0.008	0.00894
3. TVET budget as percentage of total national education budget	0.495	0.468	0.565	0.575	0.489	0.47	
4. Additional Investment (USD)		1.176	12.035	15.213	5.75	3.932	381.06

	2024/25 est.	2025/26	2026/27	2027/28	2028/29	2029/30	5 year total
5. Financing Gap (BDT Crore)							
• Scenario 1 Pessimistic		40.61	-1,274.17	-1,655.54	-499.67	-283.15	-3,671.93
• Scenario 2 Medium		604.48	-582.53	-812.98	520.76	946.45	676.18
• Scenario 3 Optimistic		830.94	-264.26	-382.23	1,088.58	1,680.50	2,953.53
6. Financing Gap (USD million)							
• Scenario 1 Pessimistic		3.3	-104.4	-135.7	-41.0	-23.2	-301.0
• Scenario 2 Medium		49.5	-47.7	-66.6	42.7	77.6	55.4
• Scenario 3 Optimistic		68.1	-21.7	-31.3	89.2	137.7	242.1

Financial Affordability: The total additional investment for the TVET Implementation Plan has been assessed against the available resource envelope to determine financial affordability. The TMED 5 years projected/estimated expenditure for TVET of BDT 38,276.9 crore (USD 3,137.5 million)—which includes the additional investment costs of BDT 4,649 crore—falls within the estimated resource envelope of BDT 38,953.1 crore (under the medium scenario in Table 6), indicating that the required budget allocation from combined internal and external sources is feasible for the 2025-2030 period. This analysis assumes an average annual economic growth rate of 13% at current prices and that the Ministry of Finance will allocate approximately 0.1% of GDP to TVET of TMED. Given the government's commitment to technical and vocational education programs, it is anticipated that the Implementation Plan will receive adequate budget allocations to achieve its objectives. However, it should be noted that under a pessimistic scenario, the Plan becomes less feasible due to a resource gap of BDT 3,671.93 crore (USD 301 million), as shown in Table 8. The total TMED MTBF for TVET (including additional financing) is affordable as it is below the total projected resource available indicating the affordability of the estimated MTBF Budget.

Financing Plan: Annual government budget is financed mainly from two sources: Government revenue and contribution from development partners. Fiscal affordability ensures that government would be able to allocate resources to the Plan as it falls within the resource envelope or estimated fiscal space. Government may not be able to meet the allocated budget only from revenue sources and the resource gap is expected to be met by Development Partner support. Development Partners are expected to provide support through Government treasury under result-based financing mechanism.

The financing gap analysis presented above demonstrates the feasibility of the TVET implementation plan under medium and optimistic economic scenarios.

3.3 Implementation Plan Cost Analysis

3.3.1 Cost Breakdown by Result Areas, Strategic Objectives, and Implementing Agencies

Table 9 below provides the distribution of costs by the three main result areas. The majority of funding (78.9% or BDT 3,669.5 crore) is allocated to Access to Training and Employment, reflecting the priority placed on expanding TVET. Quality and Relevance receives 16.5% (BDT 768.2 crore), and Governance receives 4.5% (BDT 211.3 crore). The implementation timeline shows that costs are highest in the second and third years (2026-27 and 2027-28), accounting for 71.5% of the total budget.

Table 9: Estimated Annual Cost by Result Areas (BDT Crore)

	2025-26	2026-27	2027-28	2028-29	2029-30	5-year total	USD Million	%
1. Quality and Relevance	55.6	183.5	228.3	177.2	123.5	768.2	63.0	16.5
2. Access to Training and Employment	74.7	1,211.5	1,567.5	479.7	336.1	3,669.5	300.8	78.9
3. Governance and Capacity	13.2	73.3	60.1	44.6	20.1	211.3	17.3	4.5
Total	143.5	1,468.2	1,856.0	701.6	479.7	4,649.0	381.1	100
USD million	11.8	120.3	152.1	57.5	39.3	381.1		
%	3.1	31.6	39.9	15.1	10.3	100.0		

Table 10 below breaks down the cost by strategic objectives within each result area. Strategic objective 2.1 Access, Affordability and Efficiency receives the highest allocation (71.8% of total budget or BDT 3,338.5 crore), highlighting the emphasis on expanding access to TVET. Within Quality and Relevance, Strategic Objective 1.1 Teacher Management receives the largest allocation (8.3% or BDT 387.5 crore), followed by Strategic Objective 1.2 Qualification Framework and Certification (5.1% or BDT 238.9 crore).

Table 10: Estimated Cost by Strategic Objectives

Result Areas & Strategic Objectives	5 Year Total (BDT Crore)	USD Million	% of Total	No. of Actions
1. Quality and Relevance				
1.1. Teacher Management	387.5	31.8	8.3	8
1.2. Curriculum Development	141.7	11.6	3.0	10
1.3. Qualification Framework and Certification	238.9	19.6	5.1	9

Result Areas & Strategic Objectives	5 Year Total (BDT Crore)	USD Million	% of Total	No. of Actions
2. Access to Training and Employment				
2.1. Access, Affordability and Efficiency	3,338.5	273.6	71.8	12
2.2. Graduate and Employment	60.0	4.9	1.3	13
2.3. Public Image and Reputation	271.0	22.2	5.8	8
3. Governance& Capacity				
3.1. System Governance and Performance	34.4	2.8	0.7	9
3.2. Institution Capacity and Performance	115.3	9.4	2.5	9
3.3. Digitization and Green TVET	61.6	5.1	1.3	9
Grand Total	4,649.0	381.064	100.0	87
USD Million	381.06	381.1		

Table 11 below shows the distribution of implementation responsibilities among the lead agencies. The DTE has the major responsibility, managing 73.27% of the total budget (BDT 3,406.3 crore), followed by the Directorate of Madrasah Education (DME) for 21.20% (BDT 985.5 crore) and the Bangladesh Technical Education Board (BTEB) for 5.53% (BDT 257.2 crore). It is further proposed that BTEB receives budget through DTE based on Memorandum of Understanding (MoU) arrangement. TMED has a more consistent funding profile across all years, while BTEB and DME have higher allocations in years 2 and 3.

Table 11: Cost Estimate by Lead Agency (BDT Crore)

Lead Agency	2025-26	2026-27	2027-28	2028-29	2029-30	5 Year Total	USD Million	%
DTE	135.2	974.2	1,292.7	586.7	417.5	3,406.3	279.2	73.27
DME	0.9	424.2	451.2	54.6	54.6	985.5	80.8	21.20
BTEB	8.2	70.1	112.5	59.5	6.9	257.2	21.1	5.53
Total	143.5	1,468.2	1,856.0	701.6	479.7	4,649.0	381.1	100.00
USD million	11.8	120.3	152.1	57.5	39.3	381.1		

Note: DTE estimated budget also includes some expenditures to be executed solely by TMED such as Policy and Act Formulation, Revision of Recruitment rules, Establishing national and international network, Expansion of TVET courses etc.

3.3.2 Cost Breakdown by Cost Category and Budget Head

Table 12 below provides a summary of the cost categories of the Financing Plan. Machinery, equipment and fixed assets represent the largest category (33.8% or BDT 1,573.1 crore million), followed by Civil work (28.5% or BDT 1,325.2 crore). Together, these capital investments account for 62.3% of the total budget. The next largest categories are Workshops, meetings and training (16.2% or BDT 754.9 crore) and Wages and travel expenses (15.3% or BDT 710.16 crore). The high proportion of capital investments relative to recurrent costs supports the financial sustainability of the Plan, as discussed in Section 3.4.

Table 12: Cost Estimates by Cost Category

Cost categories	5 Year Total (BDT Crore)	USD million	%
1. Civil work	1,325.2	108.6	28.5
2. Consultancy	255.0	20.9	5.5
3. Machinery, equipment and fixed assets	1,573.1	128.9	33.8
4. Workshops, meetings and training	754.9	61.9	16.2
5. Grants, current transfers, stipends	20.5	1.7	0.4
6. Wages and travel expenses	710.2	58.2	15.3
7. Printing and stationary	6.6	0.5	0.1
8. Block	3.6	0.3	0.1
Total:	4,649.0	381.1	100.0

Table 13 below presents the detailed cost estimates by budget head according to the government's budget classification system. The largest allocations are for Machinery and equipment (28.2% or BDT 1,310.4 crore) and Buildings and structures (25.2% or BDT 1,170.0 crore), indicating a significant investment in physical infrastructure. Other major categories include Officers and Staffs Pay (14.4% or BDT 669.9 crore), Training (10.9% or BDT 504.7 crore), and Computer Software and Servers (5.7% or BDT 262.7 crore).

Table 13: Cost estimates by Economic Code

Code	Budget Groups	Cost categories	5 Year Total (BDT Crore)	USD million	%
3111	Wages and salaries in cash	Officers and Staffs Pay	669.9	54.9	14.4
3211	Administrative expenses	Meeting, Seminar, Workshop, Advertising	250.2	20.5	5.4
3221	Fees	Fees, charges and commissions	9.6	0.8	0.2
3231	Training	Training	504.7	41.4	10.9
3242	Foreign travel and transfer	Foreign Travel	2.4	0.2	0.1
3244	Travel and Transfer	Local Travel (TA/DA)	37.9	3.1	0.8
3255	Printing and stationery	Printing	6.6	0.5	0.1

Code	Budget Groups	Cost categories	5 Year Total(BDT Crore)	USD million	%
3257	Professional services, honorariums and special expenses	Consultancy, Honorariums	255.0	20.9	5.5
3258	Repairs and maintenance	Repairs and Renovations	155.2	12.7	3.3
3721	Social assistance benefits in Cash	Grants (Seed and Cash)	8.9	0.7	0.2
3821	Current transfers not elsewhere classified	Stipend/scholarship	2.0	0.2	0.0
4111	Buildings and structures	Construction of B&S	1,170.0	95.9	25.2
4112	Machinery and equipment	Purchase of M&E and Computers	1,310.4	107.4	28.2
5555	Block	Block	3.6	0.3	0.1
4113	Other fixed assets	Computer Software and Servers	262.7	21.5	5.7
	Grand Total		4,649.0	381.1	100.0

3.4 Financial Management and Annual Operational Plan

Financing Management consists of budgeting, accounting, reporting and auditing. TVET Implementation Plan expenditure and financing framework will be a part of TMED and DTE annual medium-term budgetary framework (MTBF). This means that Government system of the entire budget cycle from planning and budgeting, budget execution and internal controls, procurement, accounting and financial reporting as well as internal and external audit will be adopted. MTBF are prepared for TMED with separate section for TVET and DTE in an annual basis with the current year's budget (approved budget) and forecasts for the following two years. First year MTBF has already been drafted and is in approval process. Many of the proposed Plan activities which are of preparatory nature have already been included in the first year MTBF. Considering that TMED/DTE's budget execution rate averages 85%-88%, it is feasible to cover the planned non-development/regular expenditure in the first year of the MTBF. TMED, DTE and each Government TVET institute act as a procuring entity and conduct its own procurements.

Annual Operational Plan (AOP) The Annual Operational Plan (AOP) for the TVET Implementation Plan is a comprehensive management tool that translates the Plan's strategic objectives into a set of prioritized actions and activities for each fiscal year. The AOP will detail the specific interventions to be undertaken, including timelines, annual targets, budget allocations, procurement needs, and capacity development initiatives. It will also outline expected outputs for each activity, and provide a clear framework for monitoring progress through regular reporting and review mechanisms. During the preparation process, responsibility for each action will be formally assigned to the relevant implementing units in the Directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB), Directorate of Madrasah Education (DME), and other partners—to ensure clear accountability and effective coordination.

The development of the AOP will be participatory, involving input from key stakeholders to ensure alignment with sector priorities and responsiveness to emerging needs. Once drafted, the AOP will be reviewed and endorsed by the Technical Committee and Steering Committee, providing oversight and ensuring the plan's feasibility and coherence with the overall Implementation Plan (see Section 5.1.1 on Governance Structure). The AOP will also include a monitoring and evaluation framework, risk management strategies, and provisions for annual review and adjustment. This structured approach ensures that the Implementation Plan remains flexible and responsive, supporting the Plan's strategic objectives of enhancing the quality, access, and governance in technical and vocational education and training.

Conclusion: Financial sustainability of the TVET implementation plan beyond the Plan period is likely for the following reasons:

- Estimated additional investment for the Plan is very small (only 12.1% of total TMED estimated budget). It also falls within the fiscal framework under the medium scenario which means that government will be able to continue financing the program within and after the plan.
- Recurrent type of operating costs in terms of salary and wages, administrative expenses, repair and maintenance, and social assistance benefit represent only 23.4% of the total additional investment indicating that future liability of the Plan will be small.
- TVET implementation plan emphasizes collaboration with industries through partnership arrangement which may support mobilizing local resources with decreased dependence on Government in future.

The long-term sustainability considerations are built in the plan design through:(i) use of country systems for budgeting, accounting, reporting and auditing; All expenditure under this plan is financed from the regular government budgeting system and donor support is expected to channel through the treasury system;(ii) strengthening capacity of TVET institutions which will sustain the TVET investment programs at the local level; (iii) use of disbursement-linked indicators (DLIs) to trigger results and (iii) strengthening governance and management of TVET sector.

Detailed cost estimate by Actions is provided in Appendix 2

TMED National Budget Share Analysis for TVET is provided in Appendix 3

TVET Implementation Plan Additional Financing Analysis is provided in Appendix 4

TMED Medium Term Budget Framework projection for TVET is provided in Appendix 5

The Detailed Activity Costing is provided in Annex B.

Chapter 4

Performance Monitoring Framework

4.1 Sector Performance Monitoring Framework (SPMF)

The TVET Implementation Plan 2025-2030 adopts a comprehensive Results-Based Management (RBM) approach through the TVET Sector Performance Monitoring Framework (SPMF). This framework represents a paradigm shift from process-orientation to results-orientation, focusing on outcomes and impacts rather than merely inputs and activities.

The SPMF establishes a coherent results chain within three distinct levels: Impact (focusing on wider economic and employment outcomes), Outcomes (addressing quality, relevance, access, and affordability), and Sector Capacity (evaluating system capabilities, institutional strengths, and financial resources). This three-tier structure ensures the monitoring system captures both the immediate outputs of the plan implementation as well as the longer-term effects on the technical education sector and labour market.

The M&E framework of the TVET Implementation Plan fully enables the SPMF by providing concrete actions to achieve desired performance outcomes. The 87 specific actions across the three result areas directly support the indicators and KPIs established in the SPMF, creating a unified framework for tracking progress and making data-driven approaches throughout implementation.

4.2 Outcome Level Monitoring

The TVET Implementation Plan employs 31 Key Performance Indicators (KPIs) to monitor outcome-level progress, most of which are drawn from the established SPMF. These indicators are designed to:

- Enable greater focus on the longer-term goals of TMED
- Support evidence-based planning and decision-making
- Strengthen responsiveness through regular monitoring of key result areas
- Enhance accountability for TVET

The KPIs cover all three result areas of the plan:

Result Area 1: Quality and Relevance

1. Teacher-Student ratio (TRS) (KPI 1)
2. % Of TVET institute with TSR below 30 (KPI 18)
3. Student Per Institution (KPI 2)

4. Teacher per institutions (KPI 3)
5. % of teacher vacancy (KPI 4)
6. Completion rate at Diploma Level (KPI 5)
7. Completion rate at HSC (Voc) Level (KPI 6)
8. Completion rate at SSC (Voc) Level (KPI 7)
9. % of trained teachers (KPI 15)

Result Area 2: Access to Training and Employment

1. TVET Enrolment Rate
2. Drop-out rate at Diploma Level (KPI 8)
3. Drop-out rate at HSC (Voc) Level (KPI 9)
4. Drop-out rate at SSC (Voc) Level (KPI 10)
5. Gender Parity TVET enrolment (KPI 11)
6. % Of Girl's Participation in TVET (KPI 12)
7. Proportion of youth (15-24 year) enrolled in TVET (KPI 13)
8. % Of students receive stipend (KPI 14)
9. % Of institutes admit students above 80% of seat capacity (KPI 17)
10. Enrolment rate of students with special needs (KPI 19)
11. % of institutes signed MoU with industry (KPI 21)

Result Area 3: Governance & Capacity

1. % of Institute Preparing TVET Institute Improvement Plan (SPMF 3.2.3.1)
2. % Of Institutes score above 90% in APA (KPI 16)
3. % TVET Institutes having expenditure capacity over 80% (KPI 20)
4. % of graduates provided employment support through job placement cell (KPI 22)
5. % Annual Increase in DTE Budget for Workshop Equipment (KPI 24)
6. % of modules operational in the Integrated TVET MIS
7. % of admissions processed through online systems
8. % of TVET trades incorporate e-learning
9. % of TVET Teachers trained through blended approach
10. % of TVET institutes implement Green TVET Action Plan according to TMED Green TVET Guidelines
11. % of TVET curricula with integrated green skills components

In addition to the KPIs, a set of 40 Supplementary Performance Indicators (SPIs) provide deeper insights into specific aspects of plan implementation, including teacher qualifications, curriculum development, institutional capacity, and financial allocation patterns.

The monitoring system is designed with clear baselines and progressive annual targets for each indicator, allowing for systematic tracking of implementation progress and early identification of areas requiring intervention.

The list of KPIs and SPIs are provided in Appendix 7.

4.3 Output Level Monitoring

While outcome indicators measure broader results, output monitoring focuses on the direct deliverables from Actions and activities. The TVET Implementation Plan establishes specific, time-bound output targets for each of the 89 actions across the three result areas.

Key outputs to be monitored include:

- Number of teachers trained through various professional development programs
- Institutional improvement plans developed and implemented
- Curriculum modules revised or newly developed
- Industry partnerships and MOUs established
- Infrastructure improvements completed
- Policy documents and regulatory frameworks developed
- Awareness campaigns and promotional activities conducted

Output monitoring serves as an early alert system for implementation challenges, allowing for timely corrective actions before they affect higher-level outcomes. Each implementing agency is responsible for regular tracking and reporting on output achievements according to the established timeline in the detailed activity plan. A summary list of the main outputs from the plan is presented in the table below:

Table 14: Five Year Output Targets 2025-2030

Actions	Five Year Output targets	Lead
Result Area 1: Quality & Relevance		
Strategic Objective 1.1: Ensuring Effective Teacher Recruitment, Deployment and Continuous Professional Development		
1.1.01 Conducting teacher training for Government and non-Government/ private institutes	Total 30,000 teachers trained (20,000 in subject based practical's, 5000 in pedagogy, 5000 in foundation), including 20,000 Non-Govt. institute teacher	DTE
1.1.02 Formulation and implementation of TVET teachers' qualification framework	TVET teachers' qualification framework approved and 20,000 teachers assessed under the qualification framework.	DTE
1.1.03 Strengthening hands-on training for technical teachers and students to acquire practical knowledge, skills and experience in industries	Ensured effective industrial attachment for students of all Government TVET Institutes; 2,000 teachers completed the Industry Immersion program; 22,140 Teachers and staffs trained through in-house training; 48,000 Students received PBL	DTE
1.1.04 Creation of panels with industry experts as guest teachers/speakers/ mentors	An industry experts panel prepared and 24,080 sessions conducted by Industry experts panel	DTE

Actions	Five Year Output targets	Lead
1.1.05 Introducing teacher mentoring systems in TVET	500 teachers trained in mentorship; teacher mentorship program implemented in all government polytechnic and TSCs.	DTE
1.1.06 Formulation of policies for higher education, training and teacher exchange at home and abroad	Approved a policy for higher education, training and teachers exchange program	TMED / DTE
1.1.07 Establishment of dedicated TVET wings in PSC, NTRCA, UGC, NCTB, EED and BIDS	TVET wings in PSC, NTRCA, UGC, NCTB, EED and BIDS	TMED / DTE
1.1.08 Amendment/formulation of recruitment rules for TVET teachers in Government and non-Government/private institutes	Approved revised TVET teacher's recruitment rules	TMED / DTE
1.1.09 Necessary revision/amendment of "BCS Recruitment Rules 1981", "BCS Technical Education Recruitment Rules 2021 (Technical Education Cadre)", "Non-Cadre Officers and Employees Recruitment Rules 2020" and promotion in respective fields	Approval of revised BCS Technical Education Recruitment rules (cadre and non-cadre officer)	TMED / DTE
Strategic Objective 1.2: Aligning TVET Curriculum with Industrial Demands through Industry Linkage		
1.2.01 Introduction of dual training system	A suitable dual training model recommended in TVET Institutes	DTE
1.2.02 Promotion of skills innovation practice and competitions with commercialization support	215 innovation labs established in government TVET institutes. 224 skills competitions organized.	DTE
1.2.03 Mapping TVET curriculum inline with labour market demand	Recommendation report prepared for updating TVET Curriculum as per market demand	BTEB
1.2.04 Development of curriculum and standards as per job market demand	Revised Curriculum of 34 technologies and 14 trades for polytechnic institutes and TSCs	BTEB
1.2.05 Formation of TVET curriculum development expert pool to develop demand-driven curriculum	A TVET Curriculum Development Expert Pool formed	BTEB
1.2.06 Development of entrepreneurship training courses and certification for self-employment opportunities	Entrepreneurship course developed; 50 teachers and 1100 students trained on entrepreneurship course	DTE
1.2.07 Introducing standards and curriculum developed by BTEB in TVET institutes of other ministries and departments	Currently performed by NSDA	NSDA
1.2.08 Strengthening foreign language proficiency	All Government institutions supported every year to offer English and other foreign languages	DTE

Actions	Five Year Output targets	Lead
1.2.09 Preparing standard textbooks, teachers guides and interactive materials in Bengali for technical education	180 textbooks / I-book/ Teacher-student guide prepared and published in Bengali/ English language	BTEB
1.2.10 Introduction of emerging technologies and increasing intake capacity	Total 50 Polytechnic institutions supported to introduce emerging technologies	DTE
Strategic Objective 1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards		
1.3.01 Implementation of Bangladesh National Qualifications Framework	Formulation of BNQF policy and regulation	BTEB
1.3.02 Arrangement of university admission with credit transfer for talented TVET graduates	Approved a credit transfer policy and commencement of admission of TVET students in public universities	TMED / DTE
1.3.03 Increase the number of industry experts as assessors/examiners	1160 industry experts oriented and certified as assessors/examiners	BTEB
1.3.04 Establishing model Registered Training Organizations with industrial partnership	Established a model RTO	BTEB
1.3.05 Establish Mutual Recognition Agreements with international bodies	MRA signed with 5 Countries/ Regional Organizations	BTEB
1.3.06 Accreditation of TVET institutes by international agencies	128 TVET institutions get accreditation from internationally renowned agencies	DTE
1.3.07 Standardization and modernization of student assessment	Student assessment system standardized and modernized	BTEB
1.3.08 Establishment of BTEB regional offices	BTEB regional office in 8 divisions established	BTEB
1.3.09 Establishment of independent Technical Education Boards at divisional level	Another 3 independent Technical Education Boards in 3 divisional HQs established	BTEB
Result Area 2: Access to Training & Employment		
Strategic Objective 2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency		
2.1.01 Introduction of technical & vocational/ occupational courses in Government and non-Government/private general schools-colleges-madrasahs	(a) Technical and vocational courses introduced in 500 general schools and 500 madrasahs and (b) 240,000 additional students enrolled in Technical and Vocational/ Occupational courses in Government and non-Government/private general schools - colleges - madrasahs	TMED / DTE
2.1.02 Integration of vocational subjects in general education and Madrasah at secondary level from Grade 6	(a) Lab facilities improved in 500 madrasah and 200 general schools for offering vocational subjects; (b) Vocational subjects introduced to benefit 175,000 students	DME

Actions	Five Year Output targets	Lead
2.1.03 Expansion of Basic Trade courses for creating employment opportunities	56,000 students enrolled in basic trade course	DTE
2.1.04 Promote technical and vocational education to students with special needs and third gender students	800 students with special needs enrolled in TVET institutes	DTE
2.1.05 Strategic initiatives for women's participation in technical education & increasing participation of ethnic minorities	(a) 30 polytechnic institutes supported to provide accommodation to girls students and (b) 50 polytechnic institutes supported to provide transport facilities to girls students, (c) 2700 female students get benefit from accommodation facilities and 2000 students get benefit from transport facilities	TMED / DTE
2.1.06 Introduction of Enterprise Based Training Program in Apparel Industry	1) Approved guideline for introduction of enterprise based training; 2) 1800 students trained in basic course in apparel industry	DTE
2.1.07 Introduction of vocational training programs for prisoners	2560 prisoners trained in vocational courses	DTE
2.1.08 Ensuring timely admission process in the diploma program	Admission in diploma program just after SSC or equivalent examination result ensured	BTEB
2.1.09 Formulation and implementation of policies for student admission to TVET institutes in their locality including transfer options	Approval of revised student admission guideline	BTEB
2.1.10 Arranging vocational training and certification for dropout students and maintaining a database	6000 dropout students getting vocational training with certifications	DTE
2.1.11 Increasing stipend coverage for all students in all Government and non-Government/private educational institutions	All students get stipends in government & non-government/private institutes	DTE
2.1.12 Development of skilled manpower through mobile training for disadvantaged groups and backward communities (e.g., Bede /Tokai/ Horizons), including database	400 persons from disadvantaged groups trained and certified through special type mobile training	DTE
Strategic Objective 2.2: Supporting TVET Graduates and Employment through Labour Market Assessment and Industry Partnerships		
2.2.01 Signing of MoUs with industry partners for promotion of demand-driven research & development	2,500 MOUs signed between Technical Institutes and partner industries	DTE
2.2.02 Formulation of Industry Institute Linkage Policy and Framework	A policy/ guideline for strengthen industry institute linkage approved	DTE
2.2.03 Creation of Job Placement Officer (JPO)positions in Government and non-Government/private technical institutions	Created new post of Job Placement Officer (JPO)in Government and non-Government/ private technical educational institutions	TMED / DTE

Actions	Five Year Output targets	Lead
2.2.04 Introduction of apprenticeship program for Government and non-Government/private TVET institutes	Apprenticeship Programme introduced for TVET students in Government and non-Government/private organisations	DTE
2.2.05 Distribution of individual institute brochures to industries/employers for employment opportunities	600,000 brochures printed and distributed	DTE
2.2.06 Establishment of permanent job market assessment and forecasting cell at DTE/BTEB	JMAF cell established and operationalized	DTE
2.2.07 Mapping demand supply scenario of sector-wise employment at regional, national and international levels	Report on skills demand and supply scenario finalized and published	DTE
2.2.08 Organizing stakeholder meetings for employment opportunities	16 workshops and 73 meetings/seminars organized with industry /chambers/ recruiting agencies for employment opportunities	DTE
2.2.09 Organizing job fairs for employment opportunities for TVET graduates	160 Job fairs organized by Government Polytechnic and TSC	DTE
2.2.10 Formulation and implementation of guidelines for creating new posts for emerging technology graduates	10 agencies and organizations create new posts related to emerging technology	TMED / DTE
2.2.11 Introduction of scholarship program including student exchange program for diploma and higher education for Government and non-Government/private institutes students	400 students from Government and no-Government institutes benefited from student exchange program	TMED / DTE
2.2.12 Support for entrepreneurship development for TVET graduates	1,800 TVET graduates receive 4 weeks of entrepreneurship training in TVET institutions	DTE
2.2.13 Setting up national job portal for technical education system graduates	Establish a job portal for technical education graduates	DTE
Strategic Objective 2.3: Enhancing TVET Public Image and Reputation		
2.3.01 Distribution of promotional materials in religious institutions	Campaign organized in 27,000 religious institutes covering 8 divisions	DTE
2.3.02 Promotion through media (TV, radio)	TVET promotional program organized in 64 districts	DTE
2.3.03 Publication of illustrated articles and research publications on TVET in national dailies, weeklies and magazines and press briefings with local journalists	TVET related publication program implemented	DTE
2.3.04 Launching information campaign through educational institutions	TVET awareness information campaign launched in 27,000 educational institutions	DTE

Actions	Five Year Output targets	Lead
2.3.05 Launching awareness campaigns at local administrative levels	880 TVET awareness raising campaign events organized at various level up to union level	DTE
2.3.06 Informing mobile users about TVET through SMS	100% mobile users get messages on the importance and potentiality of TVET	DTE
2.3.07 Preparation of annual campaign calendar and activities for enhancing TVET positive image	Annual Campaign calendar developed; Success stories published in 150 institutes; Motivational seminars in 500 institutes; Arranging visit programs in 400 institutions;	DTE
2.3.08 Inclusion of TVET articles and success stories in textbooks	At least one article/success story included in relevant textbooks in Primary, Secondary and Higher Secondary education level.	DTE
Result Area 3: TVET Governance & Sector Capacity		
Strategic Objective 3.1: Strengthening TVET System Governance and Capacity		
3.1.01 Formulation of TVET Act	TVET Act approved and disseminated	TMED / DTE
3.1.02 Amendment of Bangladesh Technical Education Board Act	BTEB Act amended	BTEB
3.1.03 Strengthening research and development activities in the field of technical education	116 (50 Polytechnic+ 64 TSC+ TTTC+ VTTI) Government Technical institutes supported for 370 R&D activities	DTE
3.1.04 Updating/revision of the organograms of DTE, BTEB, NACTAR and DME	Approved Revised organogram of DTE, BTEB, NACTAR, DME	TMED / DTE
3.1.05 Strengthening Regional Director Offices in 8 Divisions for full fledged administrative activities	Strengthened 8 Regional Director's offices	DTE
3.1.06 Setting up One Stop Service Centre to implement TVET Action Plan	One Stop Service Center for monitoring the implementation of TVET Action Plan established	TMED / DTE
3.1.07 Establishing networking with international and regional organizations	Network established with at least 3 international organizations	TMED / DTE
3.1.08 Recognition of conventional vocational and skill-based occupations as Decent Work by concern authorities	Recognition of the selected conventional vocational and skill-based occupations as Decent Work by GO/ Gazette	BTEB
3.1.09 Institutionalization of TVET Annual Sector Performance Report (ASPR)	ASPR report published annually	TMED / DTE

Actions	Five Year Output targets	Lead
Strategic Objective 3.2: Strengthening TVET Institute Capacity and Performance		
3.2.01 Capacity strengthening of Government and non-Government/private TVET institute through initiating Technical Institute Improvement Plan (TIIP)	210 Government institutions supported under TIIP (20 Non-Government/private Institutes)	DTE
3.2.02 Creation of new posts and recruitment of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice-Principal (Technical) at Govt. and Non-Govt. school-college-madrasah Level	Creation of the post of Vice-Principal (Technical)/ Assistant Headmaster (Technical) / Assistant Superintendent (Technical) at Govt. and Non-Govt. school-college-madrasah and Recruited	TMED / DTE
3.2.03 Conducting equipment and machinery need assessment for Government Polytechnic Institutions	50 polytechnic institutions get additional fund for equipment	DTE
3.2.04 Ranking and awarding Government and non-Government/private TVET institutions	Yearly ranking and awarding system of TVET institutions established	DTE
3.2.05 Setting up modern labs, workshops in TVET institutes with industry collaboration	Set up/improved 10 labs with modern equipment by the industry	DTE
3.2.06 Development of Quality Assurance Manual for TVET institutions for effective academic and administrative performance	A quality assurance manual for TVET institutions developed	BTEB
3.2.07 Introducing career guidance and counseling in Government and non-Government/private TVET institutes	600 focal persons in Government and non-Government/private technical institutions trained in career counseling	DTE
3.2.08 Setting up job placement cell (JPC) with complete database in Government and non-Government/private technical education institutes	Job placement cell established in all government Institutes (Allocation for Non-Government/private Institute tbd)	DTE
3.2.09 In-house Subject-based Skills Training for Teachers	Subject based practical training of at least 10 subjects per trade/technology in each government polytechnic and TSCs	DTE
Strategic Objective 3.3: Advancing Digitalization and Green TVET for Modernization and Sustainability		
3.3.01 Establishment of an Integrated Management Information System (MIS) for Education and Skills in Technical Institutions	Integrated MIS in 500 MPO TVET institutes established (pilot)	DTE
3.3.02 Assessment of Digital Infrastructure in TVET Institutes	Assessment report on Digital Infrastructure, digital platform, and Digital learning materials in Polytechnic Institutes and TSCs	DTE

Actions	Five Year Output targets	Lead
3.3.03 Strengthening online admission process at all levels of Government and non-Government/private technical education	4,000 institutes implemented online student admission (Majority non-government/private institutes)	BTEB
3.3.04 Establishment of an e-Learning Platform for Technical Education	575 training modules (e-learning content) will be developed for the teachers across 14 trade areas and made available through LMS	DTE
3.3.05 Introduction of blended learning approach in technical education system	Online blended learning approach used to conduct at least 5-10% of total class	DTE
3.3.06 Formulation of Policy for Green TVET reflecting Green Economy in Bangladesh	Approval of a policy for Green TVET and Guidelines for its implementation	DTE
3.3.07 Promotion of green practices (green infrastructure, green technology, paperless system, energy saving, solar panels, recycling, tree plantation) in all technical institutes and aligning curriculum with green principles	Green practice implemented in all Govt. technical institutes	DTE
3.3.08 Formulation of Green Skills Development Plan	Green skills action plan prepared and 3 selected green technology areas introduced in in polytechnic institutes	DTE

4.4 Data Source & Reporting Mechanism

4.4.1 Data Source

The monitoring framework relies on three primary data sources:

Survey/Census Data

- The annual school census conducted by Bangladesh Bureau of Educational Information and Statistics (BANBEIS)
- Specialized surveys by Bangladesh Bureau of Statistics (BBS) including TVET Census, the Labour Force Survey (LFS), Household Income and Expenditure Survey (HIES), and Multiple Indicator Cluster Survey (MICS)
- Periodic tracer studies of TVET graduates
- Annual Sector Performance Report (ASPR)

Administrative Reports

- Institution-level data reported through the Directorate of Technical Education (DTE) management information system
- DTE Human Resource Management Information System (HRMIS)

- Bangladesh Technical Education Board (BTEB) admission and examination records
- National Training and Vocational Qualifications Framework (NTVQF) online platform

Financial Reports

- Integrated Budget and Accounting System (IBAS++) financial reports for all operational and development expenditures
- IMED reports
- Annual financial statements from TVET institutions and project offices

To strengthen data quality and accessibility, the Plan includes actions to enhance existing data systems, particularly through the development of an Integrated Management Information System for the TVET sector. This system will consolidate data from multiple sources, ensure standardized reporting formats, and support real-time monitoring of key performance metrics. The Plan also emphasizes data verification mechanisms to ensure reliability, including periodic data quality assessments, triangulation between different sources, and field verification of reported information.

4.4.2 Reporting Mechanisms

A comprehensive multi-tiered reporting system will ensure accountability across all implementation levels:

- Monthly progress reporting from institutions to Regional Directors, focusing on operational implementation
- Quarterly consolidated reports from Regional Directors to DTE, highlighting regional trends and challenges
- Semi-annual comprehensive reports from DTE to the Steering Committee on overall plan implementation
- Annual reports to TMED and wider stakeholders, documenting achievements and lessons learned
- Mid-term and final evaluation reports to assess impact and inform future planning cycles

The Annual Sector Performance Report (ASPR) will serve as the primary instrument for monitoring and evaluating the implementation of the TVET Plan. Building on the established Key Performance Indicators (KPIs) from the Sector Performance Monitoring Framework, the ASPR will provide a comprehensive assessment of progress across all result areas of the plan. The report will analyze quantitative and qualitative data on access, quality, relevance, and governance of the TVET system, track financial allocations and expenditures, and identify implementation bottlenecks requiring strategic interventions.

The ASPR will not simply document activities but will critically assess outcomes and impacts, comparing actual performance against planned targets. It will serve as both a learning document—identifying successful approaches that can be scaled—and an accountability tool ensuring transparency in the use of resources. Through systematic trend analysis across multiple years of implementation, the ASPR will enable stakeholders to make data-driven decisions on necessary course corrections, resource reallocations, and strategic priorities for subsequent implementation phases. The institutionalization of the ASPR process will ensure that performance monitoring becomes embedded in the governance culture of the TVET sector beyond the current plan period.



4.5 Annual & Mid-Term Review

The monitoring and evaluation system includes structured processes for reflective analysis and strategic adjustment:

Annual Review TMED will convene annual stakeholder reviews to assess progress and results of the TVET Implementation Plan. These reviews will:

- Analyze performance data against established targets
- Identify implementation challenges and successful approaches
- Make recommendations for adjustments to annual operational plans
- Inform the preparation of the Annual Operational Plan (AOP) for the following year
- Align activities and budget allocations with implementation priorities

Mid-Term Review A comprehensive mid-term review will be conducted in 2027/28 to:

- Assess progress toward the Plan's strategic objectives and targets
- Evaluate the continued relevance of strategies in light of changing contexts
- Identify necessary adjustments to the Plan's approach or resource allocation
- Incorporate emerging priorities and opportunities
- Provide input for the preparation of the subsequent Medium-Term Budgetary Framework (MTBF)

Thematic Evaluations In addition to regular monitoring, the Plan includes provisions for targeted evaluations of specific interventions or thematic areas, such as:

- Effectiveness of teacher training programs
- Impact of industry partnership models
- Cost-effectiveness of different approaches to expanding access
- Sustainability of institutional improvement initiatives

These evaluations will employ mixed-method approaches combining quantitative and qualitative data to provide deeper insights into implementation effectiveness and outcomes.

Learning from monitoring and evaluation will be systematically documented and shared through knowledge products, stakeholder workshops, and communities of practice to ensure that successful approaches are institutionalized and scaled across the TVET system.

Through this comprehensive monitoring and evaluation approach, the TVET Implementation Plan creates a robust framework for tracking progress, ensuring accountability, and enabling continuous improvement throughout the implementation period.

Chapter 5

Implementation Arrangements

5.1 Roles and Responsibilities

The successful implementation of the TVET Implementation Plan 2025-2030 requires a well-structured governance framework with clearly defined roles and responsibilities for all stakeholders. Achieving the ambitious objectives set forth in the plan demands coordinated action across multiple agencies, robust monitoring mechanisms, and effective leadership. The implementation arrangement outlined below establishes a multi-tiered coordination mechanism to ensure effective execution, monitoring, and evaluation of the plan across all levels of the TVET ecosystem.

5.1.1 Governance Structure

Advisory Committee

The Advisory Committee serves as the primary oversight body, providing policy coordination, strategic direction and ensuring harmonized TVET development across government ministries and agencies. This high-level committee addresses macro-policy issues, resolves inter-ministerial coordination challenges, and ensures TVET initiatives align with national development priorities and economic transformation goals.

Composition:

- Minister/Adviser, Ministry of Education - Chair
- Secretary, Technical and Madrasah Education Division – Co-Chair
- Secretary, Finance Division, Ministry of Finance
- Secretary, Economic Relations division, ERD
- Secretary, Planning Commission
- Secretary, Ministry of Labour & Employment
- Secretary, Ministry of Expatriate welfare & Overseas Employment
- Secretary, Ministry of Industries
- Executive Chairman, National Skills Development Authority
- Secretary, Ministry of Textile & Jute
- Secretary, Ministry of Commerce
- Director General, Directorate of Technical Education (DTE)
- Chairman, Bangladesh Technical Education Board (BTEB)
- Chairman, University Grants Commission (UGC)
- President, Federation of Bangladesh Chamber of Commerce & Industry (FBCCI)
- President, Bangladesh Employers Federation
- Representatives, Non-Government/Private TVET Institutes

- Addl. Secretary (Development/Technical), Technical & Madrasah Education Division - Member Secretary
- Development Partner, (Co-Chair of SDYM&ICT) - Observer

Roles and Responsibilities: The Advisory Committee will convene annually or as and when required to review national TVET priorities and provide guidance on macro-economic policy alignment. The committee's mandate focuses on ensuring TVET contributes effectively to economic growth and job creation, aligning skills development with industrial policy and export diversification strategies, coordinating workforce development with employment generation initiatives, harmonizing TVET investments across ministries to support economic competitiveness, and positioning technical education as a driver of productivity growth and innovation. The committee ensures that TVET development supports Bangladesh's broader economic transformation while addressing critical workforce needs for sustained growth and employment creation.

Steering Committee

The Steering Committee functions as the primary executive body for sector-level governance, providing strategic direction for TVET Implementation Plan execution and ensuring alignment with national education policies. This committee serves as the key decision-making body for policy and operational issues, resource allocation decisions, and performance monitoring across all TVET implementing agencies.

Composition:

- Secretary, Technical and Madrasah Education Division – Chair
- Additional Secretary, Technical and Madrasah Education Division
- Joint Secretary, Technical and Madrasah Education Division – Member Secretary
- Director General, Directorate of Technical Education (DTE)
- Director General, Directorate of Madrasah Education (DME)
- Chairman, Bangladesh Technical Education Board (BTEB)
- Chairman, Bangladesh Madrasah Education Board
- Representative, University Grants Commission (UGC)
- Representatives, other TVET implementing Ministries
- Representative, Industry Skills Councils/FBCCI/BEF
- Representatives, government & non-government/private TVET Institutes
- Development Partner, (Co-Chair, of SDYM&ICT) – Observer
- Director (Planning), Directorate of Technical Education
- Deputy Secretary, Technical & Madrasah Education Division

Roles and Responsibilities: The Steering Committee will meet quarterly/bi-annually or as and when required to review implementation progress and address sector-level policy challenges. The committee's mandate encompasses providing strategic oversight of TVET Implementation Plan performance against key targets and milestones, ensuring sector policies support quality improvement and access expansion toward the 30% enrollment goal, coordinating development partner support and aligning external assistance with national priorities, approving the Annual Operational Plan and major resource allocation decisions and budget reallocations between implementing agencies, resolving strategic policy bottlenecks that require high-level intervention, and endorsing Annual Sector Performance Reports and mid-term plan adjustments. The committee maintains strategic oversight while delegating operational implementation responsibilities to the Technical Committee and implementing agencies.

Technical Committee

The Technical Committee operates as the implementation coordination mechanism, focusing on operational oversight and technical guidance for day-to-day execution of TVET Implementation Plan activities. This committee translates strategic direction from the Steering Committee into concrete operational guidance while ensuring technical quality and coordination across all implementing agencies.

Composition:

- Director General, Directorate of Technical Education (DTE) - Chair
- Deputy Secretary, Technical & Madrasah Education Division
- Directors, Planning & Development, DTE – Member Secretary
- Director, Administration, DTE
- Director, Vocational, DTE
- Director PIW, DTE
- Director, PIU, DTE
- Director, National Academy for Computer Training and Research (NACTAR)
- Representative, Bangladesh Technical Education Board (BTEB)
- Representative, Directorate of Madrasah Education (DME)

Roles and Responsibilities: The Technical Committee will convene quarterly to monitor implementation progress, address technical challenges, and ensure coordination among implementing agencies. The committee's mandate encompasses preparing Annual Operational Plans that translate strategic objectives into implementable activities, monitoring quarterly progress against specific output targets and implementation timelines, coordinating day-to-day implementation activities across agencies to ensure alignment and avoid duplication, identifying and resolving technical implementation challenges and operational bottlenecks, commissioning studies and technical assessments required for effective implementation, ensuring compliance with government financial management and procurement procedures, establishing technical working groups for specialized implementation issues, and preparing quarterly progress reports for Steering Committee review. The Technical Committee focuses on operational implementation while the Steering Committee maintains strategic oversight and policy direction.

5.1.2 Implementation Agencies

Directorate of Technical Education (DTE)

The Directorate of Technical Education (DTE) will serve as the primary implementation agency, spearheading the execution of the plan at both central and field levels. Within DTE, specific responsibilities will be allocated as follows:

- **Director (Planning and Development):** Will function as the focal point for reporting on the implementation plan's progress. The Planning Wing will establish a robust monitoring system to track implementation against set timelines and targets. This will involve developing detailed implementation schedules, coordinating with various stakeholders, and ensuring that implementation remains on track. The Planning Wing will also be responsible for preparing comprehensive progress reports for the Steering Committee and other oversight bodies.



- **Director (Administration):** Will oversee the establishment of a dedicated TVET Implementation Cell within DTE to centralize coordination efforts and streamline operations. This cell will serve as the operational hub for implementation activities, providing administrative support, facilitating communication between different stakeholders, and maintaining comprehensive documentation of all implementation-related activities. The Director will ensure that adequate human resources and operational capacity are available to support implementation activities.
- **Directors (PIW, PIU & Vocational):** These directors, heading various technical and functional wings within DTE (such as Vocational Education, monitoring and evaluation, Equipment, Research and Development, etc.), will be responsible for the implementation of specific thematic components of the plan aligned with their divisional mandates. They will provide technical leadership in their respective domains, oversee the implementation of relevant activities, mobilize divisional resources to support implementation, coordinate with other divisions to ensure coherence, develop technical guidelines for implementation at the institutional level, and monitor progress within their specific areas of responsibility. They will also identify technical challenges in implementation and propose appropriate solutions.
- **Regional Directors (8 Divisions):** Will supervise implementation at the divisional level, serving as the key intermediaries between central planning and local execution. They will coordinate with local institutions and stakeholders while providing regular field-level feedback to the central DTE. Regional Directors will be responsible for adapting national strategies to local contexts, addressing region-specific implementation challenges, and ensuring that the benefits of the plan reach all geographical areas.

The DTE will also establish dedicated thematic teams to oversee the implementation of specific result areas of the plan, ensuring specialized attention to each key aspect of the TVET system development.

Bangladesh Technical Education Board (BTEB): BTEB will be responsible for quality assurance and standards implementation across the plan, serving as the regulatory backbone of the TVET system. Its specific responsibilities will include developing and updating curricula based on labour market needs and technological advancements, establishing and enforcing institutional quality standards through rigorous accreditation processes, and managing assessment and certification processes to ensure the credibility of TVET qualifications. BTEB will oversee the implementation of qualification frameworks that align with international standards, provide technical guidance on curriculum-related interventions, and develop comprehensive quality assurance frameworks. It will conduct regular institutional assessments, provide guidance for improvement, and facilitate the development of learning resources and teacher guides. BTEB will work closely with industry partners to ensure that curriculum standards and assessment methodologies remain relevant to the evolving demands of the economy, particularly in emerging technology sectors.

Directorate of Madrasah Education (DME): DME will oversee the integration of technical and vocational education within the madrasah system to modernize Islamic education while preserving traditional values. DME's key responsibilities include implementing Action 2.1.02 to integrate vocational subjects in 500 madrasahs from Grade 6, benefiting 175,000 students annually. DME will develop appropriate vocational curricula for madrasah contexts, train teachers in technical instruction methodologies, upgrade laboratory facilities for practical learning, and coordinate with BTEB for curriculum alignment and certification standards. The directorate will establish monitoring mechanisms to track student outcomes while ensuring that technical education integration enhances the religious educational mission of madrasahs.

Bangladesh Madrasah Education Board (BMEB): BMEB will play a key role in strengthening technical and vocational education within the madrasah system, similar to the Bangladesh Technical Education Board (BTEB). BMEB will be responsible for developing and updating the curriculum, ensuring quality assurance and certification, and overseeing the implementation of technical and

vocational subjects within the madrasah education system. It will ensure that madrasah students are equipped with practical skills to prepare them for employment, aligning religious education with the demands of the modern workforce. By supervising vocational streams at the Dakhil (secondary) and Alim (higher secondary) levels, BMEB will contribute to the government's ongoing efforts to develop a workforce that combines ethical values with market-responsive technical skills.

National Academy for Computer Training and Research (NACTAR): NACTAR will contribute to ICT capacity building and digital transformation initiatives across the TVET system, supporting the implementation of digital learning platforms and computer literacy development. NACTAR will provide technical expertise for digitalization actions under Strategic Objective 3.3, design and deliver computer training programs for TVET instructors in both Government and non-Government/private institutes, develop ICT-integrated teaching materials suitable for technical education contexts, and support the establishment of e-learning platforms and blended learning approaches. NACTAR will coordinate with DTE and regional offices to ensure systematic digital literacy coverage across all divisions while contributing technical guidance for the Integrated Management Information System development.

Government Polytechnics & TSCs: Individual TVET institutes (Polytechnics, Technical Schools and Colleges, etc.) will serve as the frontline implementers of the plan, directly engaging with students and local communities. These institutions will be responsible for implementing specific interventions outlined in the plan while adapting them to local contexts and needs. They will engage with local industries to ensure training relevance and build pathways to employment, monitor student outcomes and institutional performance against established benchmarks, and provide regular implementation reports to regional offices to inform system-wide monitoring. TVET institutions will foster innovation in teaching and learning methodologies, develop and implement institutional improvement plans aligned with the broader implementation plan, and build and maintain relationships with local employers and community stakeholders. To enhance institutional capacity for implementation, governance structures at the institutional level will be strengthened, including management committees with industry representation and academic councils to oversee educational quality.

Non-Government and Private TVET institutes are important stakeholders in Bangladesh's technical education ecosystem. According to BANBEIS education statistics 2024, these institutions represent the majority of the TVET sector, accounting for 88.2% of all TVET institutes, 78.7% of teachers, and 73.0% of students. Their extensive reach and capacity make them indispensable partners in achieving the ambitious goals of the TVET Implementation Plan. Recognizing this critical role, the Plan includes numerous Actions that directly support and strengthen non-government/private TVET institutes, enabling them to improve quality, expand access, and enhance employment outcomes. Table 15 below highlights key actions that will directly benefit non-government/private TVET institutes:

Table 15: Sample of Actions Supporting Non-Government/Private Institutions

SL	Actions
1.1.01	Conducting teacher training for Government and non-Government/private institutes
2.1.11	Increasing stipend coverage for all students in all Government and non-Government/private educational institutions
2.2.03	Creation of Job Placement Officer (JPO) positions in Government and non-Government/private technical institutions
2.2.04	Introduction of apprenticeship program for Government and non-Government/private TVET students

SL	Actions
2.2.11	Introduction of scholarship program including student exchange program for diploma and higher education
3.2.07	Introducing career guidance and counseling in Government and non-Government/private TVET institutes
3.2.01	Capacity strengthening of Government and non-Government/private TVET institute through initiating Technical Institute Improvement Plan (TIIP)
3.2.02	Creation of new posts and recruitment of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice-Principal (Technical) at Govt. and Non-Govt./private school-college-madrasah level
3.2.04	Ranking and awarding Government and non-Government/private TVET institutions
3.2.08	Setting up job placement cell (JPC) with complete database in Government and non-Government/private technical education institutes
3.3.03	Strengthening online admission process at all levels of Government and non-Government/private technical education

Industry-Academia Collaboration represents a cornerstone of the TVET Implementation Plan's approach to enhancing training relevance and graduate employability in Bangladesh. Research demonstrates that adequate collaboration between TVET institutions and industries leads to provision of relevant practical skills for industrialization and addresses the widening gap between knowledge generated through training systems and skills demanded by employers. The Plan recognizes that effective partnerships require systematic approaches spanning curriculum development, teacher training, workplace learning, equipment sharing, and employment facilitation. Building on successful international models and addressing documented challenges in Bangladesh's TVET sector, the Implementation Plan establishes multiple mechanisms for strengthening these critical relationships. Industry partners including Chamber of commerce & industry/Business association/ Entrepreneurs will contribute expertise through guest lecturing, curriculum advisory roles, supporting industrial attachments, lab/shop equipment provision, assessment participation, and graduates employment pathways, while academia institutions provide research capacity, trained graduates, and innovation support to industry. This collaboration is envisioned through five key areas: curriculum and learning material development, instructor training, practical workplace training, training facility and equipment improvement, and employment opportunities. Table 16 below presents key actions that exemplify this collaborative approach.

Table 16: Sample of Actions on Industry-Academic Collaboration

SL	Actions
1.1.03	Strengthening hands-on training for technical teachers and students to acquire practical knowledge, skills and experience in industries
1.2.01	Introduction of a dual training system in TVET institutions to acquire hands on skills and employment opportunities in the industries.
1.2.03	Mapping TVET Curriculum in line with labour market demand

SL	Actions
1.2.04	Development of curriculum and standards in the TVET sector as per job market demand
1.2.05	Formation of TVET Curriculum Development Expert Pool to develop demand driven curriculum
1.2.06	Development of entrepreneurship training course & certification for self-employment opportunities
1.2.07	Introducing Standards and Curriculum developed by BTEB in the technical & vocational training provider institutes of other ministries and departments
1.3.01	Implementation of Bangladesh National Qualification Framework (BNQF) for skill benchmarking at the national level
1.3.02	Arrangement of admission in public universities with credit transfer for talented technical & vocational students for creating higher education opportunities
2.1.02	Integration of vocational subjects in general education and Madrasah at secondary level from grade six
2.2.01	Signing of MoU with industry partner to enhance the cooperation for the promotion of demand - driven research & development, teacher-industry expert exchange and skill-based education programs in Government and non-Government/private technical educational institutions
2.2.02	Formulation of Policy/Framework/Guidelines for strengthening Industry Institute Linkage (partnership development, industry expert pool, industry guests lecturer, joint research, effective student attachment, industry visit for getting real world experience, etc.)
2.2.03	Creation of new Job Placement Officer (JPO) post in Government and non-Government/private technical educational institutions for creating employment opportunities for TVET graduates
3.3.08	Formulation of Green skills action plan

5.2 Capacity Building Approach

The capacity building initiatives will be implemented through a systematic approach:

Capacity Needs Assessment: A comprehensive assessment will be conducted at the beginning of the implementation period to identify specific capacity gaps at each level and for each implementing agency. This assessment will examine technical capabilities of staff at different levels, institutional systems and processes, management and leadership capabilities, infrastructure and equipment needs, and coordination and communication mechanisms. The assessment findings will inform the development of tailored capacity building plans addressing both individual and institutional needs.

Cascading Model: Training will be delivered through a cascading approach, wherein master trainers will be developed who will subsequently train others. This model will ensure wide coverage across the TVET system, build internal capacity for ongoing training beyond the initial intervention, and create a sustainable mechanism for knowledge transfer. It will develop a cadre of trainers at different levels of the system and allow for contextual adaptation of capacity building content.

Learning by Doing: Capacity development will combine formal training with hands-on implementation support and mentoring. This approach recognizes that capacity development is most effective when linked to actual implementation challenges. Practical application of new skills and knowledge reinforces learning, while mentoring and coaching during implementation provides timely support. Problem-solving through real challenges builds sustainable capabilities, and contextual learning is more effective than theoretical knowledge alone.

Continuous Professional Development: Rather than one-off training events, the plan will establish ongoing learning opportunities through communities of practice for peer learning among TVET practitioners and knowledge sharing platforms to exchange experiences and solutions. Regular refresher training will be aligned with implementation phases, and professional networks will sustain learning beyond formal programs. Recognition systems will incentivize continuous improvement.

Technical Assistance: Specialized expertise from development partners and international organizations will be utilized, particularly in areas requiring cutting-edge knowledge in emerging technical fields and specialized skills not readily available domestically. This assistance will provide access to international best practices in TVET system development, expert guidance on complex implementation challenges, and transfer of innovative approaches from other contexts.

Institutional Memory: Systems for knowledge management and institutional memory will be developed to ensure that capacity is retained despite staff turnover. These will include detailed documentation of processes and procedures, creation of operational manuals and guidelines, and establishment of knowledge repositories accessible to all staff. Systematic handover protocols will be implemented when personnel change, and digital platforms will preserve and share institutional knowledge.

Monitoring Capacity Development: Mechanisms will be established to assess the effectiveness of capacity building initiatives through pre and post-training assessments to measure knowledge acquisition and on-the-job observation to verify application of new skills. Performance metrics will be linked to capacity development objectives, regular feedback will be collected from capacity building participants, and periodic capacity reassessments will track institutional improvement.

International Cooperation: Learning from successful TVET systems in comparable contexts will be facilitated through exchange programs with other developed and developing countries and study visits to observe successful implementation models. Collaborative initiatives with regional TVET institutions will be established, encouraging peer learning from countries facing similar development challenges and adaptation of contextually relevant approaches from other systems.

A comprehensive Capacity Development Plan (CDP) will be developed within the first six months of implementation, building on the needs assessment findings. This plan will:

- Identify specific capacity gaps in priority order
- Prioritize interventions based on their criticality to implementation success
- Establish a phased approach aligned with the implementation timeline
- Allocate resources for different capacity development streams
- Define clear responsibilities for capacity building implementation
- Establish monitoring mechanisms to track capacity improvement

The CDP will be reviewed annually, as part of the Annual Operational Plan, and updated based on emerging needs and implementation experiences, including strong leadership in TVET, real life research exposure, analyzing and modeling best practices, etc.

5.3 Stakeholder Engagement & Communication Strategy

The Medium-Term Plan requires a comprehensive communication strategy that systematically engages all stakeholders in the technical education ecosystem. This strategy should establish the plan as a guiding framework for developing quality technical education while building strong relationships with industries, students, educational institutions, government bodies, development partners, and NGOs.

Communication will be anchored in transparency, accessibility, and responsiveness, with messaging that emphasizes the critical role of technical education in national development and individual career advancement. The strategy will leverage both traditional and digital channels to maximize reach and impact.

5.3.1 Stakeholder Engagement

Key stakeholder engagement approaches are as follow

Industry Partners: Quarterly industry consultation forums will be organized in each division to gather input on curriculum relevance and emerging skill needs. An industry relationship management system will track memoranda of understanding, internships, and job placements, providing valuable data on partnership effectiveness. An exclusive industry partner portal will facilitate direct communication of needs and feedback, while a recognition program will celebrate exemplary industry-institute partnerships that can serve as models for wider implementation.

Students and Parents: A multimedia campaign featuring success stories of technical graduates will highlight viable career pathways. A mobile-responsive student portal will provide career guidance and training opportunities, increasing accessibility to important information. Targeted outreach programs will focus on female students, emphasizing women-friendly technologies and supportive learning environments. Regular open days at technical institutions will allow prospective students and parents to experience facilities firsthand and interact with educators.

Educational Institutions: A standardized monthly digital reporting system will streamline communication from all institutions, reducing administrative burden while improving data collection. A digital dashboard will enable real-time monitoring of institutional performance across key metrics. Biannual leadership development workshops will enhance the management capabilities of principals and department heads. Peer-to-peer learning networks will facilitate knowledge sharing among similar institutions, fostering a collaborative approach to common challenges.

Government Bodies and Policymakers: Quarterly policy briefs will highlight achievements and challenges in implementing the Medium-Term Plan's objectives. An annual technical education symposium with high-level government participation will maintain political support and visibility. Data visualization tools will effectively communicate technical education's impact on workforce development and economic growth. An inter-ministerial working group will ensure coordination across government departments whose work intersects with technical and vocational education.

Development Partners: A structured engagement framework will be established with development partners, featuring biannual coordination meetings to align technical assistance with national priorities. Regular impact reports will demonstrate how investments are contributing to measurable outcomes in the technical education sector. A development partner forum will facilitate knowledge exchange on international best practices and innovation opportunities. Customized communication channels will provide timely updates on implementation progress and emerging opportunities for technical and financial support.

TVET Experts, Research organizations and Universities: Regular engagement with academic and research institutions will strengthen the evidence base for TVET policy through collaborative

research initiatives and knowledge exchange. These collaborations will bring together practitioners, researchers, and policy experts to share and enhance academic perspectives in TVET policy development and implementation. National and international partnerships and networks will disseminate research findings and facilitate knowledge transfer to strengthen TVET's alignment with international best practices.

NGOs and Civil Society Organizations: Collaborative platforms will engage NGOs working in skills development, education, and youth empowerment to maximize complementarity and avoid duplication. Regular roundtable discussions will integrate grassroots insights into program implementation. Partnership agreements will leverage NGOs' community presence for outreach to marginalized populations. Capacity-building initiatives will strengthen local NGOs' ability to support technical education objectives at the community level.

Civil Society and Community: Technical and Vocational Education Week will expand to include civil society and community engagement components, demonstrating the relevance of technical skills in everyday life. A documentary series will showcase the impact of technical education on national development and individual success stories. Regional information centers will provide accessible guidance on technical education opportunities. Digital platforms will explain pathways in technical education using clear, jargon-free language accessible to diverse audiences.

5.3.2 Communication Strategy

The TVET Implementation Plan's communication strategy will be implemented through an integrated approach designed to ensure consistency, effectiveness, and measurable impact, drawing on lessons learned from the EU/ILO Skills-21 project's "Awareness Raising Campaign Strategy and Action Plan" developed under the Directorate of Technical Education.

Building on proven communication approaches that have demonstrated success in changing public perceptions about TVET, the strategy adopts a multi-layered messaging system targeting different stakeholder groups with tailored content. The communication strategy further recognizes that changing deeply-held social attitudes toward technical education requires sustained effort across multiple channels. Success stories of TVET graduates will serve as powerful testimonials, with each institution producing at least three case studies annually to demonstrate real-world career outcomes and economic benefits.

A Communication Coordination Cell will be established with representation from key technical education bodies, industry liaisons, development partners, and communication specialists. This cell will serve as the central nervous system for the strategy, coordinating messaging across channels and ensuring alignment with broader educational objectives. The cell will meet biweekly to review progress and adjust tactics based on real-time feedback.

Implementation will be guided by an appropriate resource allocation model that directs communication resources to priority areas with demonstrated effectiveness. A comprehensive monitoring and evaluation framework will track not only output metrics (such as reach and frequency) but also outcome measures including stakeholder sentiment, knowledge acquisition, and behavioral changes.

Digital infrastructure will form the backbone of implementation, with a central communication platform serving as a hub for content distribution, stakeholder engagement tracking, and performance analytics. This platform will enable seamless collaboration between central and regional communication teams while providing transparency on strategy execution.

Capacity building for communication focal points at institutional levels will ensure that messaging remains consistent while allowing for necessary localization. Regular communication clinics will provide training, share best practices, and troubleshoot challenges faced by the communication team.

Chapter 6

Conclusion

The TVET Implementation Plan 2025-2030 represents a transformative approach to technical and vocational education in Bangladesh, designed to address the critical challenges facing the sector while positioning it as a cornerstone of national economic development and human capital formation.

This Plan is results-oriented, structured around three clear Result Areas with measurable outcomes and nine strategic objectives supported by 89 specific, actionable interventions. The comprehensive performance monitoring framework, incorporating 31 Key Performance Indicators, ensures rigorous tracking of implementation progress and impact assessment. The institutionalization of the Annual Sector Performance Report further strengthens accountability and evidence-based decision-making throughout the implementation period.

A defining feature of the Plan is its robust financial framework. Each action has been costed and aligned with the government's Medium-Term Budgetary Framework (MTBF), ensuring fiscal sustainability and realistic implementation. The alignment between policy objectives and financial commitments enhances implementation feasibility and creates a predictable environment for both government agencies and development partners. The financial sustainability analysis confirms that the required investments fall within the projected resource envelope, with mechanisms for both government and development partner support clearly articulated.

Perhaps most importantly, the Plan represents a shift from fragmented initiatives to a coherent system-wide approach. By harmonizing efforts across government agencies, educational institutions, industries, and development partners, it creates a unified framework for TVET development that can survive political transitions and maintain strategic direction over the medium term.

The Plan demonstrates strong commitment to the broader national development priorities. Its focus on developing a skilled workforce for Industry 4.0 and emerging technologies directly supports Bangladesh's vision of accelerated industrialization and economic transformation. The emphasis on inclusive growth through targeted initiatives for women, ethnic minorities, and disadvantaged groups contributes to national equity objectives, while the integration of green skills and sustainable practices aligns with Bangladesh's environmental commitments.

As Bangladesh continues its development path, this TVET Implementation Plan provides a holistic framework for producing skilled workers who can contribute meaningfully to economic growth and social development. The Plan's balanced approach to quality, access, and governance improvements creates a foundation for a more effective technical education system that can better serve the needs of students, parents, teachers and employers.

Appendix 1

Action Work Plan

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
Result Area 1: Quality & Relevance						
Strategic Objective 1.1: Ensuring Effective Teacher Recruitment, Deployment and Continuous Professional Development						
1.1.01	Conducting teacher training for Government and non-Government/private technical teachers in pedagogy, subject-wise and other training areas as per National Education Policy 2010					
	1. Conducting Training Needs Analysis (TNA) and preparing report accordingly					
	2. Preparing Teacher's Development Plan for Government and Non-Government/private teachers of technical & vocational education					
	3. Preparing Annual Calendar for training program for Government and Non-Government/private TVET teachers					
	4. Preparing training budget and ensuring budget allocation as per training calendar					
	5. Updating database of government and non-government/private technical & vocational teachers including training database					
	6. Update and development of Skill-based training content (technology wise) by TTTC, Dhaka					
	7. Conducting pedagogy training & certification as per training calendar					
	8. Conducting subject-based skills training and certification as per training calendar					
	9. Conducting induction/ foundation training-Jr. Instructor (Foundation for Jr. Instructor-3000 pax)					
	10. Conducting induction/ foundation training- Instructor (For Instructor-2000 pax for 5 years)					
	11. Maintaining and updating teachers training database					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
1.1.02	Formulation and implementation of TVET teachers' qualification framework for quality assurance of technical education					
	1. Issuance of Ministry circular including TOR for formulation of TVET Teachers Qualification Framework					
	2. Hiring consultants for formulation of TVET Teachers Qualification Framework as per ToR					
	3. Reviewing of existing national and international teacher qualification framework and drafting framework in consultation with stakeholders					
	4. Validation, finalization and approval of draft teacher's qualification framework					
	5. Preparing of teacher's development plan as per teacher's qualification framework					
	6. Necessary revision of the existing recruitment rules as per TVET Teachers Qualification Framework					
	7. Assessment and Certification of trained teachers as per qualification framework					
1.1.03	8. Routine activity					
	Strengthening hands-on-training for technical teachers and students to acquire practical knowledge, skills and experience in industries					
	1. Introduction of Project Based Learning (PBL) activities for students under the joint supervision of class teachers and industry experts as per industry institute linkage guideline					
	2. Ensuring effective industrial attachment for students (Ensured effective industrial attachment in all Gov. TVET Institutes)					
	3. Industry Immersion Program for a period of at least one month in every two years for teachers to enhance their industrial skills aligned with modern technology					
1.1.04	4. Conducting subject-based in-house training of teachers and craft instructors by industry experts					
	Creation of panels with Industry experts and engaging them as a guest teachers /speakers /mentors in TVET institutes for conducting classes along with their participation in relevant meetings and seminars.					
	1. Preparing the list of trade/technology wise industry experts in the institutes (Proposed in SL/RA 4.05.2)					
	2. Engaging industry experts as guest lecturers/speakers/mentors for conducting practical classes as per industry institute linkage guideline (1056 industry expert as guests' teachers (Poly 50*4 Technology*2 Expert=400pax) + (TSC 164*4 trade*1 expert=656)					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	3. Organizing meetings and seminars with industry experts in the institutes (218 (50 Poly + 164 TSC + 4 Engr. college); (6 Lakh per Seminar Cost)					
	Introducing Teacher Mentoring System in TVET					
1.1.05	1. Prepare a TOR for hiring a consultant and estimated budget for the task					
	2. Conducting mentorship training program					
	3. Teacher mentorship program implemented in each polytechnic and TSC					
	4. Evaluation of implementing teacher-mentoring system and reporting					
	Formulation of policies for higher education, training and exchange of teachers at home and abroad					
1.1.06	1. Issuance of a circular by the ministry forming a committee with TOR for formulating a policy					
	2. Preparing draft proposals after reviewing the higher education and training policies of technical teachers of different countries and approval of the policy					
	3. Communication and MoU signing with various countries and institutions for Teachers Exchange					
	Establishment of dedicated TVET wings in PSC, NTRCA, UGC and NCTB					
1.1.07	1. Reviewing existing situation on TVET teacher recruitment for Government and non-Government/private institutes					
	2. Preparing the draft circulars for TVET Wings in PSC, NTRCA, UGC and NCTB through stakeholders' consultation workshops					
	3. Approval of the draft circulars for TVET Wings in PSC, NTRCA, UGC and NCTB					
	4. Issuing and implementation of Govt. circulars on TVET Wings in PSC, NTRCA, UGC and NCTB					
	Amendment/formulation of recruitment rules for recruitment of TVET teachers in Government and non-Government/private educational institutions by giving preference to candidates with practical experience in industries					
1.1.08	1. Reviewing existing TVET teacher recruitment rules/policies					
	2. Formulating draft policy giving preference to candidates with industrial experience in recruitment rule of TVET teachers and approval of the policy					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
1.1.09	Necessary revision/amendment of BCS Technical Education Recruitment Rules 2021 (Technical Education Cadre), Non-Technical Education Cadre Officers and Non-Cadre Employees Recruitment Rules 2020 and promotion in respective fields					
	1. Issuance circular of the Ministry for the purpose of amending the current recruitment rules in technical education by setting up a committee with TOR					
	2. Reviewing existing rules and identifying areas for amendment					
	3. Discussions with concerned stakeholders					
	4. Formulation and approval of draft proposals					
	5. Approval by the competent authority					
Strategic Objective 1.2: Aligning TVET Curriculum with Industrial Demands Through Industry Linkage						
1.2.01	Introduction of a dual training system in TVET institutions to acquire hands on skills and employment opportunities in the industries.					
	1. Preparing a Dual Training model suitable for Bangladesh by reviewing the Dual Training System of different countries in the field of technical education					
	2. Piloting Dual Training System in selected technical & vocational institutes					
	3. Evaluating piloted Dual Training System and updating/revising curriculum accordingly					
	4. Policy recommendation for introducing dual training in TVET institutes					
1.2.02	Promotion of skills innovation practice and skills competition in the field of technical education and supporting commercialization of the best projects developed by students in accordance with intellectual property rights principles					
	1. Setting up Innovation Labs and Centers in TVET Institutes (focusing on local issues)					
	2. Funding/code creation in institutes required for innovative projects					
	3. Organizing innovation competitions and exhibitions;					
	4. Initiative for intellectual property rights protection and organizing joint activities with concerned industries for commercialization of innovations					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
1.2.03	Mapping TVET Curriculum in line with labour market demand					
	1. Preparing the list of demand-based occupations through exchange of views or surveys with technology-wise industries					
	2. Organizing workshops for existing curriculum analysis and gap identification of technology-wise occupations; Recommendations for developing/revising curriculum based on demand					
1.2.04	Development of curriculum and standards in the TVET sector as per job market demand					
	1. Conducting research study to assess occupation/trade/technology-based job market demand of TVET sector.					
	2. Reviewing/analyzing existing curriculum and identify the gaps					
	3. Formation of curriculum development team ensuring participation of stakeholders such as teachers, industry experts, graduates etc.					
	4. Developing/revising curriculum-wise course structure and regulations including green technology					
	5. Formulation and revision of trade/technology-based curriculum					
	6. Arranging validation workshop(s) with stakeholders and finalization of draft curriculum					
	7. Developing and printing of Learners' Guide and Teachers' Guide					
	8. Routine Activity					
	9. Conducting, monitoring & assessing the effectiveness of the newly developed/revised curriculum implementation					
	10. Inclusion of Green Technology in curriculum as per Green TVET policy					
1.2.05	Formation of TVET Curriculum Development Expert Pool to develop demand driven curriculum					
	1. Preparing action plan including criteria and guidelines for formation of Technology / Trade wise TVET Curriculum Development Pool					
	2. Formation of Trade/Technology wise pool of experts consisting of suitable teachers/academics/industry experts as per criteria and guideline					
	3. Arranging Capacity building / orientation program for the pool of experts in curriculum development					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
1.2.06	Development of entrepreneurship training course & certification for self-employment opportunities					
	1. Conducting research-study to identify occupations with self-employment opportunities					
	2. Developing curriculum for introduction of entrepreneurship development training courses					
	3. Institution approval for introducing entrepreneurship development training courses (including certification of master trainers)					
	4. Conducting entrepreneurship development training courses and certification to create self-employment opportunities for TVET students					
1.2.07	Introducing Standards and Curriculum developed by BTEB in the technical & vocational training provider institutes of other ministries and departments					
1.2.08	Strengthening proficiency in English and other foreign languages of TVET students					
	1. Preparing action plans for TVET students to acquire proficiency in Arabic/Chinese/Korean/Japanese languages along with English					
	2. Setting up language center in every TVET institution and conducting teacher's training program.					
	3. Administering English language club for students in every institution					
	4. Conducting language training program in another foreign language for TVET students (as co-curriculum)					
	5. Assessment and certification from recognized organization					
1.2.09	Preparing standard textbooks, teacher and student guide and Interactive Book (I-Book) in Bengali/English language for technical education					
	1. Selecting authors for preparation of standardized textbooks in Bengali, teacher guide, student guide, I-Book (Interactive Book) and providing orientation as per set guidelines					
	2. Preparing draft learning materials (textbook, teacher guide, student guide, I-Book) by the selected author.					
	3. Finalization of draft learning materials through workshops					
	4. Publishing after necessary editing and approval by the competent authority					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
1.2.10	Introduction of emerging technologies and increasing number of groups (intake capacity) of existing trade/technologies as per job market demand					
	1. Introduction of technologies/ trades/ specializations suitable for meeting the challenges of the 4th Industrial Revolution and demand of the local and international job market					
	2. Initiating new post creation in government & non-Government/private sector organizations for the employment of graduates of emerging technologies/trades/specializations					
	3. Routine Activity					
	4. Proposing amendment of existing Recruitment Rules for the recruitment of Emerging Technology/ Trade graduates in Government and Non-Government Jobs					
Strategic Objective 1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards						
1.3.01	Implementation of Bangladesh National Qualification Framework (BNQF) for skill benchmarking at the national level					
	1. Formulation and approval of BNQF Quality Assurance Manual and Implementation Guideline					
	2. Formulation of BNQF Policy & Regulation					
	3. Level based competency mapping for SSC and HSC Voc and diploma level curriculum					
	4. Routine Activity					
1.3.02	5. Implementation of BNQF at Diploma and Vocational Levels in Technical Education (Secondary, Higher Secondary and Diploma level)					
	Arrangement of admission in public universities with credit transfer for talented technical & vocational students for creating higher education opportunities					
	1. Formation of steering committee at ministry level including members of UGC and BAC for credit transfer opportunity of TVET graduates as per BNQF provision					
	2. Mapping curriculum in coordination with relevant stakeholders including the University Grants Commission					
	3. Supporting the formulation of Credit transfer policy issued by the University Grants Commission					
	4. Necessary adjustment/alignment of syllabus of public universities and technical education boards for credit transfer					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	5. Introducing admission of Technical & Vocational students in Higher Education program with credit transfer					
1.3.03	Increasing the number of industry experts as certified assessors/examiners through assessment & certification to assess the competency of TVET trainee/students in Government & Non-Government/private TVET institutes					
	1. Preparing the list of Trade/Technology wise Industry Experts					
	2. Assessment and certification of industry experts as competent assessors and Inclusion of certified industry experts in the assessment process in TVET institutes					
1.3.04	Establishing a model Registered Training Organization (RTO) with joint initiative of BTEB-Industry to develop skilled manpower					
	1. Identifying potential industry partners for establishment of a model RTO					
	2. Accrediting technical institutes with necessary physical infrastructure, equipment, furniture and required training of manpower					
	3. Conducting training and certification programs for trainees after selection of occupations.					
	4. Conducting training and certification programs for trainees after selection of occupations.					
1.3.05	Development of networking with international and regional organizations related to TVET sector for establishing Mutual Recognition Agreements (MRA)					
	1. Formulation of guideline for establishing MRA					
	2. Liaising with those country/regional organizations for MRA, where employment opportunities are available for Bangladeshi workforce					
	3. Collecting information on trade-technology wise job market demands from those countries where job opportunities are available for Bangladeshi workers					
	4. Review and update existing syllabus as per the demand of recipient countries.					
	5. Arranging signing of MRA with selected countries/organizations based on their information of job market demand.					
1.3.06	Accreditation of TVET institutes by internationally renowned accreditation agencies to ensure the quality of education phase by phase					
	1. Reviewing the evaluation criteria of internationally renowned accreditation agencies (APACC, TAAP, CITY&GUILDS, etc.)					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	2. Preparing TVET institute following the quality assurance manual and implementing activities accordingly for achieving international accreditation					
	3. Taking necessary steps in the institutions for achieving international recognition					
	4. Routine Activity					
	Standardization and Modernization of Student Assessment System introducing digitalization in technical education					
1.3.07	1. Reviewing existing student assessment system in technical education and preparing a set of recommendations for modernizing the assessment system					
	2. Designing of a standard assessment system incorporating digitalization and international best practices as per recommendation.					
	3. Preparing an implementation plan for introduction of proposed assessment system including piloting for implementation					
	4. Implementing new student/trainee assessment system as per plan					
	5. Routine Activity					
	Establishment of BTEB regional offices at the field level to strengthen inspection, monitoring and evaluation activities of different programmers.					
1.3.08	1. Establishment of regional offices in the regional office of the DTE to strengthen the inspection, monitoring and evaluation activities of the Bangladesh Technical Education Board					
	2. Conducting academic inspection and examination at the field level					
	Establishment of independent Technical Education Boards at divisional level in phases considering increasing enrollment to ensure effective academic and administrative activities.					
1.3.09	1. Review the scope and limitations of the existing activities of the Bangladesh Technical Education Board and prepare proposal for establishing separate Technical Education Boards at Divisional levels					
	2. Formulation and approval of 3 new Technical Education Board Acts					
	3. Preparation of Development Project Proposal for establishing 3 independent boards in 3 divisions					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	4. Implementation of projects aimed at setting up independent technical education boards at the divisional level					
	5. Preparation and approval of organogram and creation of new posts for necessary manpower as per approved organogram					
	6. Implementation of activities including recruitment of manpower					
Result Area 2: Access to Training & Employment						
Strategic Objective 2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency						
2.1.01	Introduction of technical & vocational/ occupational courses in all Government and non-Government/private general schools-colleges-madrasahs to achieve 30% enrollment by 2030. (Estimated 18.17% in 2022/23)					
	1. Forming a Steering Committee in the MoE/TMED on increasing enrollment in Technical Education					
	2. Determining existing enrollment capacity of institutions offering technical & vocational education under different organization/agency					
	3. Formulating a strategy paper for expansion of technical education at secondary/madrasa/diploma level in phases for increasing enrollment in technical education					
	4. Determining capacity of existing secondary level general school and madrasah for introduction of technical education as a new stream					
	5. Designing of programs/projects for introduction of technical education in existing secondary level general school and madrasah with required physical infrastructure and manpower (1000 general schools and madrasah will introduce technical education, 367 public TVET institutes will be established and substantial non-government/private institutes will be supported. (project costing will be included))					
	6. Utilization of full student seat capacity in Govt. and BTEB affiliated TVET institutions					
	7. Routine Activity					
	8. Routine Activity					
	9. Routine Activity					
	10. Routine Activity					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	11. Routine Activity					
	12. Routine Activity					
2.1.02	Integration of vocational subjects in general education and Madrasah at secondary level from grade six					
	1. Formulation of policies and plans for integration of vocational subjects in general education at secondary level (from grade 6)					
	2. Conducting research-study for the purpose of determining and revising curriculum of secondary & higher secondary level (from 6th to 12th) education					
	3. Developing curriculum of relevant vocational subjects					
	4. Ensuring both physical & human resources for curriculum implementation					
	5. Routine Activity					
	6. Routine Activity					
	7. Routine Activity					
	8. Routine Activity					
2.1.03	9. Implementation of general education curriculum with vocational subject/(s)					
	Expansion of Basic Trade courses as per the demand of job market for creating employment opportunities					
	1. Preparing the list of occupations/trades as per job market demand					
2.1.04	2. Expansion of the Basic trade course/occupational training program as per job demand (56000)					
	Promote technical and vocational education to students with special needs and third gender students in TVET institute					
	1. Preparing the list of students with special needs and third gender					
2.1.05	2. Arranging vocational training and certification suitable for students with special needs and third gender					
	Taking strategic initiatives to create more opportunities for women's participation in technical education & increasing the participation of ethnic minorities					
	1. Review of existing admission policies, women student participation and quotas					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	2. Determining job market demand by identifying women-friendly employment opportunities for technical students					
	3. Introduction of women friendly trades/technologies as per job market demand					
	4. Preparation of proposal with recommendations for increasing percentage of women quota in admission					
	5. Initiating necessary steps for attracting more female students in TVET admission including increased accommodation and introduce transport facilities					
	6. Reviewing ethnic minority students' admission rate and proposing a quota in admission policy					
	7. Creating favorable environment for students with special needs					
	Introduction of Enterprise Based Training Program in Apparel Industry					
2.1.06	1. Preparing and approval of guideline including identification of Trades/Occupation as per demand in RMG sector					
	2. Arrangement of vocational training and certification suitable for garment industry					
2.1.07	Introduction of vocational training programs suitable for prisoners in all prisons of the country phase by phase					
	1. Determination of suitable trade courses in consultations with concerned prison authorities					
	2. Arranging vocational training and certification suitable for the prisoners					
2.1.08	Ensuring admission process in the diploma program just after publication of SSC/equivalent examination results and commencement of the 1st semester class immediately					
	1. Organizing institution-based admission fair locally (10)					
	2. Conduct admission process in Government and non-Government/private polytechnic institutes within the shortest time of publication of SSC/equivalent examination result					
2.1.09	Formulation and implementation of a policy to provide opportunity for students to get admission in TVET institutes of their locality including transfer options					
	1. Revision of admission guideline to give special preference to students from concerned area (home/adjacent district) in admissions at diploma level					
	2. Revision of admission guideline to provide priority to concerned localities (own/adjacent districts) in admission and transfer of girl students at diploma level.					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
2.1.10	Arranging vocational training and certification for the dropout students and maintaining a database					
	1. Preparing a database of drop out students of secondary and higher secondary level (costing details to be provided)					
	2. Select few trades at the institutes as per their availability of teachers and equipment to offer pre voc courses for the drop outs					
	3. Organizing vocational training and certification for dropout students					
2.1.11	Increasing stipend coverage for all students (from 70% to 100%, similar to female and special needs students) in all Government and non-Government/private TVET educational institutions					
	1. Updating the list of all government and non-government/private technical institutions and verifying the list of students in all those institutions					
	2. Preparation of yearly budget for stipend					
	3. Introduction of 100% stipend for students belonging to ethnic minorities and Bede/Horizons and increasing stipend coverage from existing 70% to 100% for all students in TVET institutes					
2.1.12	Development of skilled manpower through special type mobile training center for the disadvantaged groups and backward communities (e.g. Bede/Tokai/Horizons), including database					
	1. Creation of a database of backward communities (e.g. Bede/Tokai/Horizons) willing to take skills training					
	2. Arrangement of vocational training and certification suitable for the backward communities (e.g., Bede/Tokai/Horizons).					
Strategic Objective 2.2: Supporting TVET Graduates and Employment Through Labour Market Assessment and Industry Partnerships						
2.2.01	Signing of MoU with industry partner to enhance the cooperation for the promotion of demand - driven research & development, teacher-industry expert exchange and skill-based education programs in Government and non-Government/private technical educational institutions					
	1. Preparation of sector wise and trade/technology wise list of industries at district/upazila level					
	2. Collection of information on industries (basic information of industries, list of experts, opportunities for students to gain practical knowledge, etc.) relevant to the trade/technology of the catchment area of the technical educational institution					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
2.2.02	3. Signing of MoU with industry partner regarding research & development, teacher-industry expert exchange and conducting skill-based education programs as per need of the institute					
	4. Conducting research and development activities, teacher-industry expert exchange and skill-based education programs jointly with industry as per need of the institute					
	5. Review progress implementation of activities mentioned under MoU					
	Formulation of Policy/Framework/Guidelines for strengthening Industry Institute Linkage (partnership development, industry expert pool, industry guest's lecturer, joint research, effective student attachment, industry visit for getting real world experience, etc.)					
	1. Formulation of partnership guidelines for industry institute linkages					
2.2.03	2. Issuance of directives for the principals of TVET institutions for establishing partnership with industry					
	Creation of new Job Placement Officer (JPO) post in government and non-government/private technical educational institutions for creating employment opportunities for TVET graduates					
2.2.04	1. Preparation of duties, responsibilities and qualifications of Job Placement Officers (JPO) in Technical Educational Institutions					
	2. Revision of Recruitment Rules including Job Placement Officers in Technical Educational Institutions					
2.2.05	Introduction of apprenticeship program for Government and non-Government/private TVET students aimed at developing occupation-wise skilled manpower for wider employment opportunities in Government and non-Government organizations					
	1. Formulation of a policy for apprenticeship program for technical students					
	2. Preparing a list of trade/technology-wise industries for conducting apprenticeship programs					
	3. Formulation of a policy along with guidelines to fulfill the responsibilities of students and industries participating in apprenticeship program					
	4. Introduction of Apprenticeship program as per policy					
2.2.05	Distribution of individual institute brochure in various industries/employers for employment opportunities of the TVET graduates.					
	1. Preparing/updating of list of local industries/institutions					
	2. Preparing, printing and distributing brochures for wider publicity of TVET program					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
2.2.06	Establishment of Permanent Job Market Assessment and Forecasting (JMAF) Cell at DTE/BTEB					
	1. Preparing ToR and manpower structure for establishment of Job Market Assessment and Forecasting Cell in DTE/BTEB					
	2. Recruiting/ deploying cell's manpower and their capacity building, procurement of necessary infrastructure, office equipment and furniture					
	3. Recruitment of consulting firm and development of software for job market assessment & forecasting cell					
	4. Setting up job market assessment & forecasting system					
	5. Routine Activity					
2.2.07	6. Routine Activity					
	Mapping demand supply scenario of sector-wise employment in the country and abroad					
	1. Preparing ToR for the purpose of appointing consultancy firm (Find out sector wise demand and supply in the country & abroad)					
	2. Collection of demand data in consultation with the concerned ISC, Economic Zone Authority, overseas recruitment agencies					
	3. Collection of demand information through the Embassy of Bangladesh in selected countries for foreign employment					
	4. Organization of exchange meetings like sector wise Industry Academia and finalization of draft report					
2.2.08	5. Printing and dissemination of demand supply report					
	Organizing meetings, seminars, symposiums in cooperation with the concerned stakeholders for employment opportunities of TVET graduates					
	1. Preparing the list of occupations based on the local industries (Organizing Workshops for TVET graduates' employment)					
	2. Assessing the occupation wise job demand by organizing workshops with local industries					
	3. Organizing meetings/seminar with the concerned industries for the recruitment of TVET graduates					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	4. Informing industry and chambers of commerce about the course curriculum of TVET institutes					
	5. Informing Bangladesh Embassies in different countries and manpower recruiting agencies including BOESEL, BAIRA etc. about TVET course curriculum and graduates					
	6. Organizing quarterly meeting with local industry partners for student industrial attachment, teacher's industry immersion and graduates' employment					
Organizing job fairs regularly through public-private initiatives for creating employment opportunities for TVET graduates						
2.2.09	1. Selecting and inviting industry/employers to participate in job fairs;					
	2. Inviting civil society representatives, media personalities, Ministers/MPs/District Administrators in the job fair					
	3. Arranging job fair in the institute targeting at least 20 graduates get jobs in each time					
Formulation and implementation of guidelines recommending for creating new posts in various government, non-government, autonomous and NGO organizations for employment of emerging technology graduates						
2.2.10	1. Preparing a list of emerging technologies offered					
	2. Taking necessary initiatives for creation of new posts related to emerging technologies in different agencies and organizations (Creation of new posts in various government/non-government, autonomous and NGO organizations by providing DO letters and organizing seminars)					
	3. Arranging discussions/seminars with concerned industrial organizations regarding emerging technologies					
Introduction of scholarship program including students exchange program for diploma and higher education opportunities for Government and non-Government/private students at home and abroad						
2.2.11	1. Formulating a policy for creation of higher education opportunities for technical students in consultation with stakeholders					
	2. Signing memorandum of understanding (MoU) with domestic and foreign institutions					
	3. Introducing scholarship programs for higher education in home & abroad					
	4. Introducing Student Exchange Program					
	5. Routine Activity					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
2.2.12	Providing necessary support for developing entrepreneurship among TVET Graduates					
	1. Preparing necessary guidelines for developing entrepreneurs at institute level and organizing entrepreneurship development training (3-4 weeks)					
	2. Providing incentives/assistance/incubation support to students for developing entrepreneurs					
	3. Supporting TVET Graduates to become entrepreneurs and providing information about the facilities provided to entrepreneurs through government agencies (Employment Bank, SME Foundation etc.)					
	4. Taking necessary initiatives to get soft loans to selected graduates of the institution for starting a business					
2.2.13	Setting up of national job portal for technical education system (graduate)					
	1. Preparation of ToR and obtaining administrative approval for appointment of consulting firm (Technical & ICT).					
	2. Completion of Recruitment of Consulting Firms (Technical & ICT).					
	3. Draft design of job portal and finalization with stakeholder feedback					
	4. Procurement of necessary servers, software, online IPS and other equipment and deployment of Manpower					
	5. Piloting of proposed job portal and training of cell officers					
	6. Job portal operational with necessary devices and personnel					
Strategic Objective 2.3: Enhancing TVET Public Image And Reputation						
2.3.01	Distribution of Leaflets-Brochure-Festoons, Placing of Banners and Promotion on Importance and Prospects of TVET in various Religious Institutions					
	1. Development of campaign content and calendar and guidelines centrally through committees to promote the importance and potential of TVET at the institutional level					
	2. Preparing and updating the list of local religious institutions and representatives (religious leaders, management committees, etc.).					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	3. Preparation of leaflets, festoons on the importance and potential of TVET centrally including printing and distribution; preparation of templates for institutional brochures					
	4. Organizing meetings/seminars on the importance and potential of TVET with the participation of representatives of local religious institutions (mosques, temples, churches, pagodas etc.)					
	5. Fixing banners on the importance and potential of TVET at places adjacent to religious institutions locally (upazila level)					
	6. Monitoring and reporting on implementation of campaign activities through central and regional offices					
	Promotion of regular discussions, talk shows, TV scrolls, spot dramas, jingles etc. on Government and non-Government/private radio and television on TVET					
	1. Development of campaign content and calendar and guidelines centrally for promotion through electronic media at the institutional level					
2.3.02	2. Preparation and dissemination of spot plays/jingles etc. on the importance and potential of TVET through Shilpakala academies/concerned persons/institutions at upazila/district level					
	3. Promoting dramas, jingles, through social media and Dish TV channel on the importance and potential of TVET in Upazila/District level.					
	4. Preparation and dissemination of spot skits/jingles etc. on the importance and potential of TVET with the participation of students (Rover Scouts, Girls Guides etc.) and teachers at institutional level.					
	5. Promotion of TV scrolls on the importance and potential of TVET (regarding admission, scholarship, employment) on Dish TV channel locally.					
	6. Regular TVET discussions/ talk shows/ TV scrolls etc. on public/private radio and television broadcasted centrally					
	7. Prepare and promote regular TVET discussions/ talk shows/ TV scrolls/ dramas/ jingles centrally through social media (YouTube, Facebook Group, etc.)					
	8. Prepare and promote regular discussions sessions/ talk shows/ TV scrolls/institute introductions etc. through social media at district/upazila level					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
2.3.03	Publication of illustrated articles and research publications on TVET in national dailies, weeklies and magazines and press briefings with local journalists					
	1. Preparation and printing of illustrated articles and research reports on importance and potential of TVET centrally					
	2. Preparation of pictorial articles/wallpapers/research findings on the importance and potential of TVET with the participation of students and teachers at the institute level					
	3. Publication of illustrated articles and research reports on the importance and potential of TVET in national dailies, weeklies and magazines centrally					
	4. Organize meetings/seminars on the importance and potential of TVET with the participation of journalists and public representatives at local press clubs					
	5. Publication of illustrated articles and research reports on the importance and potential of TVET in local dailies, weeklies and magazines					
2.3.04	Launching information campaign through Leaflet-festoon, banner placement and publicity to raise awareness on the importance and potential of TVET in all Government and non-Government/private schools, colleges, madrasas, technical institutes and universities and other public places of the country					
	1. Organize meetings/seminars on the importance and potential of TVET with the participation of representatives from local government and non-Government/private schools, colleges, madrasas, technical institutes and universities					
	2. Placing banners along with distribution of leaflets and brochures on the importance and potential of TVET in various educational institutions (government, non-Government/private schools, colleges, madrasas, technical institutes and universities) locally					
2.3.05	Launching information campaign through motivational meetings, rallies, seminars, promotion fairs to raise awareness on the importance and potential of TVET at Union, Upazila, District, Divisional level					
	1. Organizing meetings/seminars on the importance and potential of TVET with participation of administration at Union, Upazila, District, Divisional level (through 08 Regional Director's Offices)					
	2. TVET institutes organizing rallies on the importance and potential of TVET with the participation of administration at union, upazila, district, divisional levels					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	3. TVET institutes organizing promotional fairs on the importance and potential of TVET and display the prepared projects/products (Parents' Day) with the participation of the administration at the Union, Upazila, District, Divisional levels 4. TVET institutes organizing community meeting on importance and potential of TVET at union level					
2.3.06	Informing all mobile users by sending mobile short messages (SMS) on the importance and potentiality of TVET					
	1. Arranging agreement with BTRC and respective mobile operators to send SMS to all mobile users on the importance and potentials of TVET					
	2. Preparing the content of the message and sending it accordingly					
2.3.07	Preparation of the annual campaign calendar and implementation of campaign activities to enhance TVET positive image					
	1. Preparing annual campaign calendar including list of the promotional activities					
	2. Publishing success stories of TVET graduates in respective TVET institutes					
	3. Organizing motivational seminars in TVET institutes inviting successful graduates					
	4. Formation of alumni in TVET institutions					
	5. Arranging visit program in local TVET institutions by inviting students & teachers of various general educational institutions (general schools, colleges, madrasas) and organizing idea exchange workshops among visiting teacher-students and host teacher-students					
2.3.08	Inclusion of articles, success stories on the importance and potentiality of TVET in textbooks of primary, secondary and higher secondary schools					
	1. Liaising with NCTB/other authorities for inclusion of articles, success stories on importance and potentiality of TVET in textbooks of primary, secondary and higher secondary level					
	2. Preparing and validating the contents after inclusion of articles/texts on the importance and potentiality of TVET at primary, secondary and higher secondary school textbooks					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
Result Area 3: Governance						
Strategic Objective 3.1: Strengthening TVET Governance And Sector Capacity						
3.1.01	Formulation of TVET Act					
	1. Forming a steering committee and recruiting consultants					
	2. Reviewing of existing laws and policies and preparing zero draft					
	3. Arranging consultation workshops/round table discussions with stakeholders					
	4. Finalizing draft through validation workshops; published on the website for public opinion, comments and suggestions					
	5. Approval of concerned Ministry/ Department, Cabinet Division and Parliament					
3.1.02	6. Printing and dissemination to the stakeholders					
	Amendment of Bangladesh Technical Education Board Act					
	1. Reviewing existing Bangladesh Technical Education Board Act					
	2. Prepare draft proposal for the amendment of BTEB Act, if necessary to align with BNQF and other areas					
3.1.03	3. Approval of amended of BTEB Act					
	Strengthening research and development (R&D) activities in the field of technical education					
	1. Creating economic code for research in technical education institutions and allocating budget for R&D					
	2. Forming R&D Cells in each Government TVET Institute (50 Polytechnic Institutes, 64 (old) TSCs and 2 Technical Teacher Training Institutes)					
	3. Arranging training of selected faculty/staff interested in research					
	4. Initiation of Institutional R&D activities and completion of at least 1 R&D activity per year in each institution (included in the APA)					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	5. Collaborative R&D projects between TVET Institute and Industry (50 collaborative R&D Projects implemented)					
	6. Publishing and dissemination of research reports					
3.1.04	Updating/revision of the organograms of DTE, BTEB, NACTAR, DME					
	1. Reviewing of the existing manpower structure of the institutes under DTE, BTEB, NACTAR, DME and determining required manpower according to the future needs					
	2. Preparing proposals for updating and reorganizing the organograms of respective departments					
	3. Finalization and Approval of these organograms					
3.1.05	Strengthening Regional Director Offices (RDOs) in 8 divisions for full-fledged administrative activities.					
	1. Decentralization of field level activities of the DTE					
	2. Starting decentralized activities with sufficient budget					
	3. Capacity building of Regional Offices including deployment of necessary manpower					
3.1.06	4. Routine Activity					
	Setting up One Stop Service Center to implement TVET Action Plan (TVET Implementation Plan)					
	1. Establishment of physical and digital infrastructure including necessary monitoring software for establishing One Stop Service Center at Directorate of Technical Education/TMED;					
	2. Provide technical support and capacity building activities including manpower deployment to run the centers					
3.1.07	3. Routine Activity					
	4. Conducting monitoring and evaluation activities for implementation of TVET Action Plan					
	Establishing networking with international and regional organizations like UNESCO-UNEVOC, CPSC, SEAMEO-VOCTECH, TESDA, TAFE, SESRIC (OIC) etc. in TVET sector					
	1. Liaising with international and regional organizations of TVET sector including signing MOUs/ achieving membership or setting up sub-centers					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	2. Arranging meetings/seminars/workshops with international and regional organizations including identification of Area of Cooperation					
	3. Arranging participation in seminars/ conferences/ workshops/training organized by international and regional organizations					
	4. Jointly undertaking and implementing research and development activities with those international organizations					
	Recognition of conventional vocational and skill-based occupations as Decent Work by concern authorities					
3.1.08	1. Preparation of list of conventional professions and skill-based occupations through consultation meeting with stakeholders as per Decent Work Guidelines					
	2. Acknowledgment of traditional professions and skill-based occupations from the Ministry of Labour					
	3. Organization of awareness meetings/workshops with stakeholders to recognize recognition as Decent work					
	4. Encouraging skill training for those interested in getting jobs					
3.1.09	Institutionalization of TVET Annual Sector Performance Report (ASPR)					
	1. Institutionalize the current ASPR development system including provision of focal persons at every ministry and department, steering committee at TMED					
	2. Establishment of the national steering committee					
	3. Carryout research activities and data/ information collection tasks to prepare ASPR annually					
	4. Routine Activity					
	Strategic Objective 3.2: Strengthening TVET Institute Capacity And Performance					
	Capacity strengthening of Government and non-Government/private TVET institute through initiating Technical Institute Improvement Plan (TIIP)					
	1. Prepare guideline for the preparation and implementation of TIIP with provision of grant funding based on proposal from TVET Institute					
3.2.01	2. Implement of TIIP					
	3. Routine Activity					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	4. Assessment of TIIP implementation					
	5. Routine Activity					
3.2.02	Creation of new posts and recruitment of Assistant Headmaster (Vocational) / Assistant Super (Vocational) / Vice-Principal (Vocational) at government & non-government/private school-college-madrasah Level					
	1. Review the scope of academic and administrative activities of existing government and non-government/private schools-colleges-madrasahs and prepare a proposal					
	2. Approval of proposals for creation of posts of Assistant Headmaster (Vocational) / Assistant Superintendent (Vocational) / Vice Principal (Vocational) and recruitment of approved new position					
3.2.03	Conducting equipment and machinery need assessment study for Government Polytechnic Institutions to provide quality education					
	1. Procurement and deployment of consulting firm for the study					
	2. Conduct need assessment and prepare the procurement plan					
	3. Procurement of necessary equipment and machineries for workshops/labs in Government Polytechnic Institutes based on the need assessment study					
3.2.04	Ranking and awarding government & non-government/private TVET institutions periodically based on the quality of technical education					
	1. Formation of a committee at Directorate level and designing of evaluation criteria including its guideline for administering ranking and awarding of TVET institutions					
	2. Inclusion a module for institute evaluation in MIS of Directorate of Technical Education					
	3. Conducting evaluation program of technical institutions for ranking and giving annual awards					
	4. Routine Activity					
3.2.05	Setting up of modern labs/workshops in TVET institutes in collaboration with renowned companies and industrial entrepreneurs					
	1. Formulating policies/guidelines for setting up modern labs/workshops in TVET institutes in collaboration with companies/industrial entrepreneurs					
	2. Arranging partnership agreements to enhance collaboration with renowned companies and industrial entrepreneurs					
	3. Setting up of modern labs/workshops in TVET institutes by renowned industries					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	4. Conducting training programs in modern labs/workshops set up in the institute in collaboration with industry partners					
	5. Conducting product design and development activities in TVET institutions suitable for industry.					
	Development of Quality Assurance Manual for TVET institutions for effective academic and administrative performance					
3.2.06	1. Preparing a ToR for development of Quality Assurance Manual for TVET institutes					
	2. Engaging a TVET specialist as per ToR and developing a draft Quality Assurance Manual					
	3. Finalizing draft manuals through stakeholder workshops and printing of manual					
	4. Arranging dissemination workshop on manual for the Principals, Head of the Departments and teachers					
	5. Software base monitoring system develops					
	6. Implementing and monitoring of the activities as per manual					
	Introducing career guidance and counseling in TVET Government and non-Government/private institutes					
3.2.07	1. Formulation of policy/guideline for career guidance and counseling in TVET institutes					
	2. Deployment of teachers/staffs to facilitate career guidance and counseling, and job placement in Government and non-Government/private technical institutes and training of career guidance counselor					
	3. Maintaining database regarding employment demands for the TVET graduates					
	4. Provide career guidance and counseling and job-related information to students through digital help assistance					
	Setting up job placement cell (JPC) with complete database in Government and non-Government/private technical education institutes					
3.2.08	1. Preparation of policy/guideline for setting up job placement cells in every technical institute;					
	2. Setting up of cells including infrastructural facilities, procurement of furniture and equipment					
	3. Collecting demand in the job market at regular intervals and creating a database of trade/technology wise graduates in the organization					
	4. Linking students/graduates with industries for job placement					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
	5. Arrangement of graduate tracking, publication of quarterly reports and maintaining linkage with DTE job portal					
3.2.09	In-house subject-based skills training for teachers and craft instructors in each department of Polytechnic Institute and TSC with own resource persons/retired experienced teachers/industry expert					
	1. Prepare a trade/technology wise annual in-house training plan including resource person					
	2. Prepare a budget and training time plan for each subject approved by principals					
	3. Implementation of the in-house training program including necessary repair and renovation of required equipment					
	4. Prepare a training report					
Strategic Objective 3.3: Advancing Digitalization And Green TVET For Modernization And Sustainability						
3.3.01	Establishment of an Integrated Management Information System (MIS) for Education and Skills in Technical Institutions					
	1. Reviewing existing MIS systems					
	2. Developing institute-based MIS cell and procurement of necessary equipment and software and staff deployment including creation of posts					
	3. Collecting demand information on Technology/Trade based skilled manpower					
	4. Developing database for Technology/Trade based skilled worker demand and updating every year					
	5. Implementing regular maintenance and updating of software and hardware					
3.3.02	Assessment of Digital Infrastructure, digital platform, and Digital learning materials in Polytechnic Institutes and TSCs					
	1. Prepare a TOR for hiring a consultant and estimated budget for the task					
	2. Hiring of consultant for the task					
	3. Routine Activity					
	4. Preparation of draft Assessment report and validation					
	5. Preparation of final report					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
3.3.03	Strengthening online admission process in all levels of government & non-government/private technical education					
	1. Review and amendment of policy for conducting online admission process in all levels of technical education					
	2. Capacity building of lower secondary, secondary & higher secondary level vocational institutes for online students' admission program					
	3. Introducing online admission process in vocational education and training					
3.3.04	Implementation of ICT based Teaching-Learning System in technical education					
	1. E-Learning Platform Facility Development					
	2. Configuration of the LMS and Establishment of National Standards					
	3. Training of Instructors and Module Development					
	4. Contracting the production of example high-quality micro-learning modules					
	5. Recruitment of specialist staff					
	6. Initiating the communications and M&E strategies					
3.3.05	7. HSC expansion and sustainable operation					
	Introduction of blended learning approach in technical education system					
	1. Conducting study on the existing digital infrastructure, digital platform and digital content including teacher's capability in digital teaching-learning (12 Man month)					
	2. Revision of curriculum for inclusion of 5-10% classes with online teaching-learning approach in selected trade/technology					
	3. Selecting appropriate courses for blended learning					
	4. Ensure blended learning enabling environment such as software, system, teaching learning instruments and learning materials, dedicated high speed internet etc.					
	5. Formulation of Teacher's Guide and Student's Guide for implementing Blended Learning					
	6. Implement the blended learning system and evaluating the effectiveness					

Action SL	Actions/Activities	2025-26	2026-27	2027-28	2028-29	2029-30
3.3.06	Formulation of Policy for Green TVET reflecting links with Green Economy of Bangladesh					
	1. Conduct a review and study on existing Green TVET practice, guideline in home and abroad					
	2. Preparation of draft policy for Green TVET and finalization of the draft policy through stakeholder consultation workshop					
	3. Approval of the policy for Green TVET					
3.3.07	Promotion of green practices (green infrastructure, green technology, paperless system, energy saving, solar panels, recycling, tree plantation) in all technical institutes and aligning curriculum with green principles					
	1. Formulation of policy on green practices in Technical Education Institutions					
	2. Promotion of green practices through seminars and discussions					
	3. Introduction of paperless system, ensuring use of recycled materials and launching tree plantation activities					
	4. Increasing the use of other renewable energy sources including solar panels					
	5. Introduction of sensors to prevent wastage of electricity and water					
	6. Use of D-filing for official communication in all institutions					
3.3.08	Formulation of Green skills development plan					
	1. Prepare a TOR for hiring a consultant and estimated budget for the task					
	2. Reviewing existing curriculum identifying green skills module in technology/trade and inclusion of required green skills modules					
	3. Institute visit for identifying infrastructure, tools and equipment for green skills and development					
	4. Need assessments of skills for future green jobs					
	5. Identifying teacher's training needs for green skills development					
	6. Draft action plan for green skills development					
	7. Stakeholder consultation and validation action plan					
	8. Finalization of action plan for green skill development in TVET system					
	9. Introduction of Green technology in 3 selected technological areas in Polytechnic institutes					

Appendix 2

Action Annual Budget

Action SL		Actions & Activities		2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
Result Area 1: Quality & Relevance									
Strategic Objective 1.1: Ensuring Effective Teacher Recruitment, Deployment And Continuous Professional Development									
1.1.01	Conducting teacher training for Government and non-Government/private technical teachers in pedagogy, subject-wise and other training areas as per National Education Policy 2010	281,460	552,120	660,000	660,000	453,000	2,606,580		
1.1.02	Formulation and implementation of TVET teachers' qualification framework for quality assurance of technical education	260	16,600	19,925	36,000	36,000	108,785		
1.1.03	Strengthening hands-on training for technical teachers and students to acquire practical knowledge, skills and experience in industries	74,650	172,030	225,030	225,030	225,030	921,770		
1.1.04	Creation of panels with Industry experts and engaging them as a guest teachers /speakers /mentors in TVET institutes for conducting classes along with their participation in relevant meetings and seminars.	7,200	14,400	28,080	49,680	64,080	163,440		
1.1.05	Introducing Teacher Mentoring System in TVET	32,000	19,000	10,960	0	0	61,960		
1.1.06	Formulation of policies for higher education, training and exchange of teachers at home and abroad	5,580	0	0	0	0	5,580		
1.1.07	Establishment of dedicated TVET wings in PSC, NTRCA, UGC and NCTB	720	1,000	400	0	0	2,120		
1.1.08	Amendment/formulation of recruitment rules for recruitment of TVET teachers in Government and non-Government/private educational institutions by giving preference to candidates with practical experience in industries	720	1,280	400	0	0	2,400		

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
1.1.09	Necessary revision/amendment of BCS Recruitment Rules 1981, BCS Technical Education Recruitment Rules 2021 (Technical Education Cadre), Non-Technical Education Cadre Officers and Non-Cadre Employees Recruitment Rules 2020 and promotion in respective fields	2,520	200	0	50	0	2,770
Strategic Objective 1.2: Aligning TVET Curriculum with Industrial Demands Through Industry Linkage							
1.2.01	Introduction of a dual training system in TVET institutions to acquire hands on skills and employment opportunities in the industries.	6,000	20,000	640	0	0	26,640
1.2.02	Promotion of skills innovation practice and skills competition in the field of technical education and supporting commercialization of the best projects developed by students in accordance with intellectual property rights principles	50,000	255,500	90,500	90,500	90,500	577,000
1.2.03	Mapping TVET Curriculum in line with labour market demand	0	0	0	1,200	0	1,200
1.2.04	Development of curriculum and standards in the TVET sector as per job market demand	64,200	10,200	42,400	39,650	33,850	190,300
1.2.05	Formation of TVET Curriculum Development Expert Pool to develop demand driven curriculum	1,300	6,000	6,000	0	0	13,300
1.2.06	Development of entrepreneurship training course & certification for self-employment opportunities	0	1,200	2,600	4,900	4,000	12,700
1.2.07	Introducing Standards and Curriculum developed by BTEB in the technical & vocational training provider institutes of other ministries and departments	0	0	0	0	0	0
1.2.08	Strengthening proficiency in English and other foreign languages of TVET students	1,000	64,200	64,200	64,200	64,200	257,800
1.2.09	Preparing standard textbooks, teacher and student guide and Interactive Book (I-Book) in Bengali/English language for technical education	3,700	9,000	15,800	8,000	0	36,500
1.2.10	Introduction of emerging technologies and increasing number of groups (intake capacity) of existing trade/technologies as per job market demand	1,500	0	42,500	42,500	215,000	301,500

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
Strategic Objective 1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards							
1.3.01	Implementation of Bangladesh National Qualification Framework (BNQF) for skill benchmarking at the national level	6,920	37,320	37,260	24,460	23,000	128,960
1.3.02	Arrangement of admission in public universities with credit transfer for talented technical & vocational students for creating higher education opportunities	7,260	8,000	0	0	0	15,260
1.3.03	Increasing the number of industry experts as certified assessors/examiners through assessment & certification to assess the competency of TVET trainee/students in gov. & non-gov TVET institutes	500	800	1,000	1,500	2,000	5,800
1.3.04	Establishing a model Registered Training Organization (RTO) with joint initiative of BTEB-Industry to develop skilled manpower	180	3,920	8,640	8,640	8,640	30,020
1.3.05	Development of networking with international and regional organizations related to TVET sector for establishing Mutual Recognition Agreements (MRA)	720	3,000	3,000	0	0	6,720
1.3.06	Accreditation of TVET institutes by internationally renowned accreditation agencies to ensure the quality of education phase by phase	6,840	22,000	16,000	16,000	16,000	76,840
1.3.07	Standardization and Modernization of Student Assessment System introducing digitalization in technical education	0	12,600	1,900	0	0	14,500
1.3.08	Establishment of BTEB regional offices at the field level to strengthen inspection, monitoring and evaluation activities of different programs.	0	0	0	0	0	0
1.3.09	Establishment of independent Technical Education Boards at divisional level in phases considering increasing enrollment to ensure effective academic and administrative activities.	580	604,500	1,006,000	500,000	0	2,111,080

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
Result Area 2: Access to Training & Employment							
Strategic Objective 2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency							
2.1.01	Introduction of technical & vocational/ occupational courses in all Government and non-Government/private general schools-colleges-madrasahs to achieve 30% enrollment by 2030. (Estimated 18.17% in 2022/23)	13,860	5,379,460	8,656,560	1,630,560	1,608,000	17,288,440
2.1.02	Integration of vocational subjects in general education and Madrasah at secondary level from grade six	9,000	4,241,875	4,511,875	546,000	546,000	9,854,750
2.1.03	Expansion of Basic Trade courses as per the demand of job market for creating employment opportunities	192,000	288,000	288,000	288,000	288,000	1,344,000
2.1.04	Promote technical and vocational education to students with special needs and third gender students in TVET institute	0	1,000	1,000	1,000	1,000	4,000
2.1.05	Taking strategic initiatives to create more opportunities for women's participation in technical education & increasing the participation of ethnic minorities	12,700	1,539,000	1,542,000	1,530,000	5,000	4,628,700
2.1.06	Introduction of Enterprise Based Training Program in Apparel Industry	576	5,076	7,326	11,826	18,576	43,380
2.1.07	Introduction of vocational training programs suitable for prisoners in all prisons of the country phase by phase	576	14,976	14,976	14,976	14,976	60,480
2.1.08	Ensuring admission process in the diploma program just after publication of SSC/equivalent examination results and commencement of the 1st semester class immediately	200	200	200	200	200	1,000
2.1.09	Formulation and implementation of a policy to provide opportunity for students to get admission in TVET institutes of their locality including transfer options	0	2,200	0	0	0	2,200
2.1.10	Arranging vocational training and certification for the dropout students and maintaining a database	2,000	24,000	24,000	48,000	48,000	146,000

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
2.1.11	Increasing stipend coverage for all students (from 70% to 100%, similar to female and special needs students) in all Government and non-Government/private TVET educational institutions	0	0	0	0	0	0
2.1.12	Development of skilled manpower through special type mobile training center for the disadvantaged groups and backward communities (e.g., Bede /Tokai/ Horizons) including database	576	2,826	2,826	2,826	2,826	11,880
Strategic Objective 2.2: Supporting TVET Graduates and Employment Through Labour Market Assessment and Industry Partnerships							
2.2.01	Signing of MoU with industry partner to enhance the cooperation for the promotion of demand - driven research & development, teacher-industry expert exchange and skill-based education programs in Government and non-Government/private technical educational institutions	79,700	81,500	24,500	29,500	37,000	252,200
2.2.02	Formulation of Policy/Framework/Guidelines for strengthening Industry Institute Linkage (partnership development, industry expert pool, industry guests lecturer, joint research, effective student attachment, industry visit for getting real world experience, etc.)	1,000	0	0	0	0	1,000
2.2.03	Creation of new Job Placement Officer (JPO) post in Government and non-Government/private technical educational institutions for creating employment opportunities for TVET graduates	0	0	0	0	0	0
2.2.04	Introduction of apprenticeship program for TVET students aimed at developing occupation-wise skilled manpower for wider employment opportunities in Government and non-Government/private organizations	6,260	1,200	0	0	0	7,460
2.2.05	Distribution of individual institute brochure in various industries/employers for employment opportunities of the TVET graduates.	5,000	12,250	6,250	6,250	6,250	36,000
2.2.06	Establishment of Permanent Job Market Assessment and Forecasting (JMAF) Cell at DTE/BTEB	15,300	17,900	2,300	300	300	36,100
2.2.07	Mapping demand supply scenario of sector-wise employment in the country and abroad	0	12,360	13,200	10,000	250	35,810

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
2.2.08	Organizing meetings, seminars, symposiums in cooperation with the concerned stakeholders for employment opportunities of TVET graduates	3,200	2,780	720	720	720	8,140
2.2.09	Organizing job fairs regularly through public-private initiatives for creating employment opportunities for TVET graduates	16,000	16,000	16,000	16,000	16,000	80,000
2.2.10	Formulation and implementation of guidelines recommending for creating new posts in various gov/non-gov, autonomous and NGO organizations for employment of emerging technology graduates	2,960	2,960	2,960	960	960	10,800
2.2.11	Introduction of scholarship program including students exchange program for diploma and higher education opportunities for technical & vocational students at home and abroad	12,700	12,000	8,000	18,000	18,000	68,700
2.2.12	Providing necessary support for developing entrepreneurship among TVET Graduates	0	9,900	10,500	6,500	6,500	33,400
2.2.13	Setting up of national job portal for technical education system (graduate)	0	12,500	17,800	0	0	30,300
Strategic Objective 2.3: Enhancing TVET Public Image and Reputation							
2.3.01	Distribution of Leaflets-Brochure-Festoon, Placing of Banners and Promotion on Importance and Prospects of TVET in various Religious Institutions	62,752	124,152	207,152	310,152	413,952	1,118,160
2.3.02	Promotion of regular discussions, talk shows, TV scrolls, spot dramas, jingles etc. on Government and non-Government/private radio and television on TVET	114,315	116,530	117,285	116,400	115,255	579,785
2.3.03	Publication of illustrated articles and research publications on TVET in national dailies, weeklies and magazines and press briefings with local journalists	4,100	6,340	10,860	14,420	18,780	54,500
2.3.04	Launching information campaign through Leaflet-festoon, banner placement and publicity to raise awareness on the importance and potential of TVET in all Government and non-Government/private schools, colleges, madrasas, technical institutes and universities and other public places of the country	44,300	45,800	47,800	50,300	52,800	241,000

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
2.3.05	Launching information campaign through motivational meetings, rallies, seminars, promotion fairs to raise awareness on the importance and potential of TVET at Union, Upazila, District, Divisional level	139,100	139,100	139,100	139,100	139,100	695,500
2.3.06	Informing all mobile users by sending mobile short messages (SMS) on the importance and potentiality of TVET	250	250	250	250	250	1,250
2.3.07	Preparation of the annual campaign calendar and implementation of campaign activities to enhance TVET positive image	7,500	1,000	2,000	5,000	2,000	17,500
2.3.08	Inclusion of articles, success stories on the importance and potentiality of TVET in textbooks of primary, secondary and higher secondary schools	1,300	1,400	0	0	0	2,700
Result Area 3: Governance & Capacity							
Strategic Objective 3.1: Strengthening TVET System Governance and Capacity							
3.1.01	Formulation of TVET Act	5,720	1,290	3,050	0	0	10,060
3.1.02	Amendment of Bangladesh Technical Education Board Act	1,720	60	0	0	0	1,780
3.1.03	Strengthening research and development (R&D) activities in the field of technical education	8,000	43,060	41,560	64,450	63,450	220,520
3.1.04	Updating/revision of the organograms of DTE, BTEB, NACTAR, DME	1,000	200	0	0	0	1,200
3.1.05	Strengthening Regional Director Offices (RDOs) in 8 divisions for full-fledged administrative activities.	580	4,600	600	600	600	6,980
3.1.06	Setting up One Stop Service Center to implement TVET Action Plan (TVET Implementation Plan)	6,980	6,400	4,000	3,000	3,000	23,380
3.1.07	Establishing networking with international and regional organizations like UNESCO-UNEVOC, CPSC, SEAMEO-VOCTECH, TESDA, TAFE, SESRIC (OIC) etc. in TVET sector	2,500	5,500	8,500	9,000	14,500	40,000
3.1.08	Recognition of conventional vocational and skill-based occupations as Decent Work by concern authorities	2,100	1,800	1,000	1,000	1,000	6,900

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
3.1.09	Institutionalization of TVET Annual Sector Performance Report (ASPR)	6,698	6,698	6,698	6,698	6,698	33,488
Strategic Objective 3.2: Strengthening TVET Institute Capacity and Performance							
3.2.01	Capacity strengthening of Government and non-Government/private TVET institute through initiating Technical Institute Improvement Plan (TIIP)	6,000	4,017	4,017	8,517	2,600	25,150
3.2.02	Creation of new posts and recruitment of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice-Principal (Technical) at Govt. and Non-Govt. school-college-madrasah Level	900	0	0	0	0	900
3.2.03	Conducting equipment and machinery need assessment study for Government Polytechnic Institutions to provide quality education	3,000	250,000	250,000	250,000	0	753,000
3.2.04	Ranking and awarding Government and non-Government/private TVET institutions	460	10,000	10,000	10,000	10,000	40,460
3.2.05	Setting up of modern labs/workshops in TVET institutes in collaboration with renowned companies and industrial entrepreneurs	2,240	2,080	2,560	3,360	3,960	14,200
3.2.06	Development of Quality Assurance Manual for TVET institutions for effective academic and administrative performance	0	9,000	2,000	10,600	0	21,600
3.2.07	Introducing career guidance and counseling in TVET institutes	2,000	16,700	10,700	10,700	10,700	50,800
3.2.08	Setting up job placement cell (JPC) with complete database in Government and non-Government/private technical education institutes	2,000	111,000	8,480	8,480	8,480	138,440
3.2.09	In-house subject-based skills training for teachers and craft instructors in each department of Polytechnic Institute and TSC with own resource persons/retired experienced teachers/industry expert	21,600	21,600	21,600	21,600	21,600	108,000
Strategic Objective 3.3: Advancing Digitalization and Green TVET For Modernization and Sustainability							
3.3.01	Establishment of an Integrated Management Information System (MIS) for Education and Skills in Technical Institutions	0	2,750	5,500	5,500	13,750	27,500

(BDT x000)

Action SL	Actions & Activities	2025-26	2026-27	2027-28	2028-29	2029-30	5-year Total
3.3.02	Assessment of Digital Infrastructure, digital platform, and Digital learning materials in Polytechnic Institutes and TSCs	12,380	3,000	0	0	0	15,380
3.3.03	Strengthening online admission process at all levels of Government and non-Government/private technical education	0	0	0	0	0	0
3.3.04	Establishment of an e-Learning Platform for Technical Education	21,844	19,746	13,110	7,130	7,130	68,960
3.3.05	Introduction of blended learning approach in technical education system	8,900	206,000	200,000	0	2,500	417,400
3.3.06	Formulation of Policy for Green TVET reflecting links with Green Economy of Bangladesh	3,960	0	0	0	0	3,960
3.3.07	Promotion of green practices (green infrastructure, green technology, paperless system, energy saving, solar panels, recycling, tree plantation) in all technical institutes and aligning curriculum with green principles	1,180	6,000	12,000	18,000	24,000	61,180
3.3.08	Formulation of Green skills development plan	17,850	4,020	0	0	0	21,870
	Total BDT in Crore	144.26	1,468.49	1,856.40	700.82	478.996	4,648.98
	TOTAL USD in Million	11.8	120.4	152.2	57.4	39.3	381.1

Appendix 3

TMED/TVET National Budget Share Analysis

Particulars	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	5 year Total
	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	
1. Total TMED/TVET Budget	46,918	54,073	73,753	84,889	81,518	88,536	382,769
- On-going (Revenue and ADP)	46,918	52,631	59,068	66,325	74,510	83,746	336,279
- Additional Investment		1,443	14,685	18,564	7,008	4,790	46,490
2. Total TMED/TVET Budget as percentage of GDP	0.08	0.08	0.10	0.10	0.09	0.08	0.0894
3. TMED/TVET budget as percentage of total national education budget	4.95	4.68	5.65	5.75	4.89	4.70	
4. Additional Investment (USD)		11.82	120.37	152.16	57.44	39.26	381.06

BDT Crore)

Appendix 4

TVET Action Plan Additional Financing Analysis

The table is prepared on the assumption that:

- Most of the actions and activities included in the TMED Actions are new and additional budget is required to implement them. Costs for actions (ref stipends) that are already under implementation are not included here
- It is necessary to rationalize the ongoing activities included in the trend MTBF once the proposed Actions are implemented. This should be analyzed while prepare the annual MTF with trend estimates and additional investment estimates.
- Tentative estimates of costs that are likely to be overlapped with the trend MTBF are shown for the first two years of the plan period based on expert judgment. MTBF projections for FY 2027-28, 2028-29 and 2029-30 currently are unavailable
- In general it is assumed that overlapped costs will not be more than 20% of the additional investment estimates.

Table 16A: TVET Action Plan Additional Financing Analysis (approx.)

Eco Group Code	Particulars	Year- 2025-26 (BDT'000)			Year- 2026-27 (BDT'000)			Year- 2027-28 (BDT'000)		
		Action Plan	MTBF	Additional	Action Plan	MTBF	Additional	Action Plan	Additional	Additional
3111	Wages and salaries in cash	450	7,981,001	450	837,630	8,501,715	837,630	1,953,630		1,953,630
3211	Administrative expenses	311,905	1,742,509	131,540	411,000	1,767,520	141,700	502,480		502,480
3221	Fees, charges and commissions	0	34,803		16,120	32,416		22,540		22,540
3231	Training	537,188	1,089,354		1,050,913	1,055,608		1,218,180		1,218,180
3242	Foreign travel and transfer	0	0		0	0		8,000		8,000

Eco Group Code	Particulars	Year- 2025-26 (BDT'000)			Year- 2026-27 (BDT'000)			Year- 2027-28 (BDT'000)	
		Action Plan	MTBF	Additional	Action Plan	MTBF	Additional	Action Plan	Additional
3244	Travel and Transfer	32,830	132,302		51,200	138,452	22,900	90,200	90,200
3255	Printing and stationery	16,000	186,761		10,640	198,592		12,560	12,560
3257	Professional services, honorariums and special expenses	479,918	1,503,035	102,150	657,078	1,330,032	232,588	479,278	479,278
3258	Repairs and maintenance	6,150	1,684,039		611,428	1,939,848		910,565	910,565
3721	Social assistance benefits in Cash	0	0		9,917	0	9,917	18,417	18,417
3821	Current transfers not elsewhere classified	0	5,770,603		0	5,117,393		0	0
4111	Buildings and structures	0	21,411,603		4,800,000	20,166,901	4,800,000	5,400,000	5,400,000
4112	Machinery and equipment	7,406	10,590,188	7,406	5,290,900	8,915,661	5,290,900	6,895,100	6,895,100
4113	Other fixed assets	300	17,400		5,300	74,800	5,300	5,300	5,300
5555	Block	50,500	0	50,500	932,800	0	932,800	1,047,800	1,047,800
Grand Total		1,442,647	52,143,598	292,046	14,684,926	49,238,938	12,273,735	18,564,050	18,564,050

Table 16 b: TVET Action Plan Additional Financing Analysis (approx.)

Eco Group Code	Particulars	Year- 2028-29 (BDT'000)			Year- 2029-30 (BDT'000)			Total		
		Action Plan	Additional		Action Plan	Additional		Action Plan (5 years)	MTBF (2 years)	Additional
3111	Wages and salaries in cash	1,953,630	1,953,630		1,953,630	1,953,630		6,698,970	16,482,716	6,698,970
3211	Administrative expenses	593,130	593,130		683,425	683,425		2,501,940	3,510,029	2,052,275
3221	Fees, charges and commissions	28,540	28,540		28,540	28,540		95,740	67,219	79,620
3231	Training	1,231,400	1,231,400		1,009,000	1,009,000		5,046,681	2,144,962	3,458,580
3242	Foreign travel and transfer	8,000	8,000		8,000	8,000		24,000	0	24,000
3244	Travel and Transfer	102,200	102,200		102,200	102,200		378,630	270,754	317,500
3255	Printing and stationery	12,970	12,970		13,730	13,730		65,900	385,353	39,260
3257	Professional services, honorariums and special expenses	472,968	472,968		460,908	460,908		2,550,150	2,833,067	1,747,892
3258	Repairs and maintenance	7,000	7,000		17,000	17,000		1,552,143	3,623,887	934,565
3721	Social assistance benefits in Cash	24,417	24,417		36,500	36,500		89,251	0	89,251
3821	Current transfers not elsewhere classified	10,000	10,000		10,000	10,000		20,000	10,887,996	20,000
4111	Buildings and structures	1,500,000	1,500,000		0	0		11,700,000	41,578,504	11,700,000
4112	Machinery and equipment	498,700	498,700		411,800	411,800		13,103,906	19,505,849	13,103,906

Eco Group Code	Particulars	Year- 2028-29 (BDT'000)			Year- 2029-30 (BDT'000)			Total	
		Action Plan	Additional		Action Plan	Additional		Action Plan (5 years)	MTBF (2 years)
4113	Other fixed assets	17,430	17,430		7,430	7,430		35,760	92,200
5555	Block	547,800	547,800		47,800	47,800		2,626,700	0
Grand Total		7,008,185	7,008,185		4,789,963	4,789,963		46,489,771	101,382,536
									42,927,979

Notes;

1. The additional cost of BDT 450,000 includes cost for Salaries under Group Code 3111 with the additional people attached for different planned activities
2. Additional Cost of 131,540,000 includes costs of meetings and workshops budget code
3. All capital costs under group code 4111, 4112, 4113 are considered as additional
4. MTBF are considered for year 2025-2027 and due to lack of MTBF data we considered all planned cost as additional for last 3 years 2027-2030.
5. Under this analysis we can assume about 20% of the total cost for both revenue and development might be overlapped
6. Block amount will be distributed to each economic group when then actual plan will be executed.

Table 17: MTBF Economic Budget Additional Financing Explanation (approx.)

Eco. Code	Particulars	2025-26			2026-27		2027-28		2028-29		2029-30		Action Plan (5 years)	MTBF (2 Years)	Remarks
		Action Plan	MTBF		Action Plan	MTBF	Action Plan		Action Plan		Action Plan				
3231301	Training	500,700	1,910,252	1,001,395		1,089,354	1,178,475		1,216,280		993,880		4,890,730	6,493,668	MTBF Covers Training cost for the projected plan so no additional funding required for this code.
3257301	Ceremonies	145,900	43,750	248,900		48,850	251,900		257,400		256,900		1,161,000	270,844	Additional Finance of about BDT 89 Core required.
3257206	Honorarium	5,578	14,060	34,178		14,650	49,058		57,058		51,058		196,930	75,556	Additional Finance of about BDT 1.2 Core required.
3211111	Workshop/ Meeting	131,540	1,500	141,700		1,500	151,045		142,580		159,020		725,885	7,965	Additional Finance of about BDT 72 Core required.
3244101	Travel expense	25,000	28,300	51,200		28,300	90,200		102,200		102,200		370,800	141,500	Additional Finance of about BDT 23 Core required.
		808,718	1,997,862	1,477,373		1,182,654	1,720,678		1,775,518		1,563,058		7,345,345	6,989,533	

Appendix 5

Proposed Medium Term Expenditure Framework

(Taka in Thousands)

Economic Group	Description	Budget	Revised	Budget 2024-25	Projection	
					2025-26	2026-27
	Revenue Expenditure					
3111	Wages and salaries in cash	6,421,404	5,628,501	6,754,845	7,981,001	8,501,715
3211	Administrative expenses	939,303	960,904	2,000,139	1,742,509	1,767,520
3221	Fees, charges and commissions	32,753	33,236	40,806	34,803	32,416
3231	Training	1,717,080	1,126,312	1,910,252	1,089,354	1,055,608
3243	Petrol, oil and lubricants	46,348	46,323	46,555	48,966	49,746
3244	Travel and Transfer	123,958	107,091	126,177	132,302	138,452
3251	Agriculture supplies	0	100	0	0	0
3252	Medical and surgical supplies	156	205	1	0	0
3253	Public order and safety supplies	1,502	1,502	2,053	1,800	2,400
3255	Printing and stationery	159,053	146,488	184,356	186,761	198,592
3256	General supplies and materials	349,721	274,927	339,860	410,257	584,386
3257	Professional services, honorariums and special expenses	751,453	759,074	1,284,129	1,503,035	1,330,032

Economic Group	Description	Budget 2023-24	Revised 2023-24	Budget 2024-25	Projection	
					2025-26	2026-27
3258	Repairs and maintenance	1,443,216	1,453,432	1,550,243	1,684,039	1,939,848
3631	Current grants	56,346,418	58,394,957	59,898,437	65,288,189	72,188,657
3632	Capital grants	2,046,700	2,926,700	3,348,900	164,100	192,700
3821	Current transfers not elsewhere classified	6,484,795	7,325,418	8,560,601	5,770,603	5,117,393
3911	Reserve	1,494,803	203,919	1,083,037	80,800	584,800
	Total: Revenue Expenditure	78,358,663	79,389,089	87,130,391	86,118,519	93,684,265
	Capital Expenditure					
4111	Buildings and structures	17,379,774	12,396,271	18,426,769	21,411,603	20,166,901
4112	Machinery and equipment	7,774,225	5,843,341	9,467,558	10,590,188	8,915,661
4113	Other fixed assets	92,450	72,980	179,300	17,400	74,800
4141	Land	2,164,088	2,134,100	1,064,082	7,068,560	14,895,842
4911	Reserve	250,000	0	1,566,300	4,411,730	4,842,631
	Total - Capital Expenditure	27,660,537	20,446,692	30,704,009	43,499,481	48,895,835
	Assets					
7215	Loans	1,100	1,100	0	0	0
	Total - Assets	1,100	1,100	0	0	0
	Grand Total:	106,020,300	99,836,881	117,834,400	129,618,000	142,580,100

Appendix 6

Actions Description

Result Area 1: Quality & Relevance

Strategic Objective 1.1: Ensuring Effective Teacher Recruitment, Deployment And Continuous Professional Development

1.1.01 Conducting teacher training for Government and non-Government/private institutes

The objective is to implement comprehensive teacher professional development addressing inconsistent teaching quality across the TVET system. This action will conduct detailed training needs assessments identifying specific skill gaps, develop targeted training programs addressing both technical knowledge and pedagogical techniques, implement specialized instruction through appropriate provider institutions, and train 30,000 teachers (20,000 in subject based practical's, 5000 in pedagogy, 5000 in foundation), including 20,000 Non-Govt. institute teacher over the plan period. This systematic approach to teacher development ensures instructional quality across diverse TVET providers, updates technical knowledge to reflect current industry practices, improves pedagogical techniques for effective knowledge transfer, enhances classroom management and student engagement skills, and ultimately improves learning outcomes for TVET students. The activities include developing standardized training packages for different teacher categories, implementing training through appropriate delivery mechanisms including cascade approaches where appropriate, evaluating training effectiveness through classroom observation and student outcomes, and creating continuous professional development systems beyond the initial training programs. The implementation agency for this action is DTE. The projected budget is BDT 260.859 crore (US\$ 21.385 million).

1.1.02 Formulation and implementation of TVET teachers' qualification framework

The objective is to standardize teacher qualifications for consistent instructional quality across Bangladesh's TVET system. This action will develop comprehensive competency standards for different categories of TVET teachers, establish minimum qualification requirements balancing academic credentials and practical experience, create professional development pathways for career progression, and implement the framework through both pre-service preparation and in-service upgrading. This framework ensures minimum quality thresholds for instruction across the system, provides clear guidelines for hiring and promotion decisions, establishes transparent professional development pathways for technical educators, standardizes teaching competencies aligned with industry requirements, and improves overall instructional quality through defined standards. The activities include developing the qualification framework through expert consultation, aligning it with both educational requirements and industry needs, training 20,000 teachers to meet framework standards through targeted professional development, implementing the framework in recruitment and promotion systems, and establishing monitoring mechanisms to track implementation and impact. The implementation agency for this action is TMED. The projected budget is BDT 10.875 crore (US\$ 0.882 million).

1.1.03 Strengthening hands-on training for technical teachers and students to acquire practical knowledge, skills and experience in industries

The objective is to implement systematic industry exposure addressing the theory-practice gap in technical education delivery. This action will arrange effective industrial attachments in all Government TVET institutes connecting both teachers and students with workplace environments, provide industry immersion for 2,000 teachers to update their practical knowledge, organize in-house training for 22,140 teaching staff on effective implementation of practical jobs in classes align with current industry practices, and enable 48,000 students to achieve practical-based learning through structured workplace exposure. This initiative ensures instructors possess realistic workplace knowledge beyond theoretical understanding, updates technical skills with current industry practices and equipment, bridges classroom theory with workplace application for students, familiarizes participants with industry expectations and culture, and strengthens institutional relationships with potential employers. The activities include developing guidelines for effective industry attachment/immersion programs, establishing necessary agreements with industry partners, implementing structured learning objectives and assessment methods for workplace learning, providing pre-attachment orientation, and creating post-attachment reflection and integration activities to maximize learning outcomes. The implementation agency for this action is DTE. The projected budget is BDT 82.177 crore (US\$ 7.553 million).

1.1.04 Creation of panels with Industry experts and engaging them as a guest teachers/speakers/mentors in TVET institutes

The objective is to integrate current workplace knowledge into classroom instruction by leveraging industry expertise in training delivery. This action will create systematic processes for identifying and engaging qualified industry practitioners, develop appropriate instructional roles compatible with professionals' availability, provide basic pedagogical orientation for workplace experts, and conduct 3,600 instructional sessions led by industry representatives over five years. This approach enriches curriculum with real-world applications and current practices, exposes students to practitioners who demonstrate the relevance of theoretical content, brings current industry challenges and solutions into the classroom, strengthens institutional connections with potential employers, and provides role models who demonstrate career possibilities in technical fields. The activities include developing guidelines for effective utilization of industry experts, establishing selection criteria and processes, creating appropriate remuneration mechanisms, preparing orientation materials on effective teaching techniques, and implementing feedback systems to continuously improve the guest teacher program. The implementation agency for this action is DTE. The projected budget is BDT 16.344 crore (US\$ 1.340 million).

1.1.05 Introducing Teacher Mentoring System in TVET

The objective is to establish a sustainable peer-based professional development system through structured mentorship within TVET institutions. This action will create a teacher mentoring framework that builds institutional capacity for ongoing instructional improvement through peer support and knowledge transfer. The initiative will train 500 teachers in mentorship techniques and implement the mentoring program in all government polytechnic institutes and TSCs, creating a cascade model where each master trainer mentors colleagues within their departments. This approach builds sustainable in-house capacity for continuous professional development, creates communities of practice within institutions, provides personalized support for teaching improvement, enhances classroom effectiveness through targeted feedback, and establishes mechanisms for knowledge

transfer between experienced and novice instructors. The activities include developing mentorship guidelines through expert consultation, training master trainers in mentorship techniques (100-200 teachers annually), implementing departmental mentoring systems across all institutions, and conducting regular evaluation to assess program effectiveness. The implementation agency for this action is TM. The projected budget is BDT 9.06 crore (US\$ 0.743 million).

1.1.06 Formulation of policies for higher education, training and teacher exchange at home and abroad

The objective is to establish frameworks for advanced training and professional development of TVET educators. This action will develop comprehensive policy guidelines for higher education opportunities including advanced degrees in technical fields, create structured mechanisms for domestic and international teacher exchange programs, establish criteria for participant selection and program implementation, form partnerships with appropriate domestic and international institutions, and implement monitoring systems to evaluate outcomes. The resulting policy framework will enhance teacher quality through continued education in advanced technical areas, keep TVET instruction current with global practices through international exposure, create professional development incentives that improve retention of qualified staff, and build sustainable capacity for high-quality technical education across the system. The activities include forming specialized committees to develop policy proposals, conducting consultations with educational institutions and development partners, establishing necessary administrative procedures, and implementing pilot exchanges to refine the approach before system-wide application. The implementation Agency for this action is TMED. The projected budget is BDT 0.598 crore (US\$ 0.046 million).

1.1.07 Establishment of dedicated TVET wings in PSC, NTRCA, UGC and NCTB

The objective is to enhance teacher recruitment quality and coordination through specialized TVET wings within key stakeholder government agencies. Currently, technical teacher recruitment and coordination face challenges due to the absence of dedicated TVET units within major government bodies, particularly the Public Service Commission (PSC) and Non-Government/private Teachers Registration and Certification Authority (NTRCA), which play critical roles in teacher recruitment and certification processes. This action will review the existing situation regarding TVET teacher recruitment for Government and non-Government/private institutes, prepare draft circulars for establishing TVET Wings through stakeholder consultation workshops, secure approval for these specialized units, and implement government circulars establishing functional TVET Wings across these agencies. These dedicated wings will enhance teacher selection quality through specialized technical assessment within established institutional frameworks, ensure appropriate technical expertise in recruitment and certification processes, improve alignment between TVET needs and the mandates of key government bodies, accelerate the filling of vacant teaching positions through streamlined processes, and create sustained institutional capacity for TVET teacher development and coordination. The activities include conducting comprehensive reviews of current TVET teacher recruitment-related functions, developing appropriate organizational structures and operational procedures for the wings with particular emphasis on strengthening PSC and NTRCA capabilities for technical teacher recruitment, securing necessary approvals and budget provisions, and implementing coordinated TVET functions across the key government agencies. The implementation agency for this action is TMED. The projected budget is BDT 0.2125 crore (US\$ 0.017 million).

1.1.08 Amendment/formulation of recruitment rules for TVET teachers in Government and non-Government/private institutes

The objective is to reform teacher selection criteria to ensure instructors have relevant practical experience that enhances the quality and relevance of technical education in Bangladesh. This action will conduct a thorough review of existing recruitment rules and their limitations, develop evidence-based amendments that appropriately value and prioritize industry experience, create balanced qualification frameworks that combine academic credentials with practical expertise, establish verification mechanisms for claimed industry background, and implement revised selection processes that include demonstration of practical skills. By reforming recruitment to prefer candidates with substantial workplace experience in their teaching field, this initiative bridges the current theory-practice gap in TVET instruction, ensures industry-relevant teaching approaches, improves the practical skills development of students, and strengthens the credibility of technical education with employers. The activities include stakeholder consultation to identify optimal qualification balances, drafting appropriate amendments to existing rules, securing necessary approvals from relevant authorities, and systematically implementing the new criteria across the technical education system. The implementation Agency for this action is TMED. The projected budget is BDT 0.2400 crore (US\$ 0.022 million).

1.1.09 Necessary revision/amendment of “BCS Technical Education Recruitment Rules 2021 (Technical Education Cadre)”, “Non-Cadre Officers and Employees Recruitment Rules 2020” and promotion in respective fields

The objective is to update government staffing rules to modernize civil service frameworks for technical education personnel in Bangladesh. This action will systematically review and revision of existing Bangladesh Civil Service (BCS) rules for technical education cadre and non-cadre positions, identify areas requiring modernization to meet contemporary TVET needs, draft appropriate amendments to qualification requirements and selection processes, conduct stakeholder consultations on proposed changes, and secure official approval for implementation. These revisions will ensure that civil service recruitment and promotion systems appropriately value technical expertise and practical experience, align position requirements with actual job functions in modern TVET institutions, establish career progression pathways that incentivize continuous professional development, and create government service conditions that attract and retain qualified technical personnel. The activities include forming specialized committees to recommend specific revisions, developing comprehensive amendment proposals, navigating the governmental approval process, and establishing implementation guidelines for the updated recruitment framework. The implementation Agency for this action is TMED. The projected budget is BDT 0.277 crore (US\$ 0.025 million).

Strategic Objective 1.2: Aligning TVET Curriculum with Industrial Demands

1.2.01 Introduction of dual training system

The objective is to implement apprenticeship-style education combining institutional and workplace learning systematically across the TVET system. This action will develop contextually appropriate dual training models adapted from international best practices but suited to local conditions, engage partner industries to provide structured workplace learning opportunities, establish appropriate legal and regulatory frameworks, train coordinators from both educational and industry sides, and implement combined classroom and workplace learning with integrated assessment. This model enhances practical skill development through authentic workplace application, increases training relevance to actual employment needs, creates structured pathways from education to

employment, reduces the skills gap between graduation and workplace productivity, and strengthens the institutional relationship between education providers and employers. The activities include designing the dual system model through stakeholder consultation, developing implementation guidelines and quality standards, piloting the approach in selected sectors and institutions, evaluating outcomes and refining the model, and progressively scaling successful approaches across the TVET system. The implementation agency for this action is DTE. The projected budget is BDT 2.644 crore (US\$ 0.216 million).

1.2.02 Promotion of skills innovation practice and skills competition in the field and supporting commercialization of the best projects developed by students in accordance with intellectual property rights principles

The objective is to foster innovation culture among TVET students. This action will organize 1,295 skills competitions (259 competitions annually) and establish innovation labs in all government institutes. Key activities include setting up innovation labs (in 50 polytechnics initially, followed by 165 government TVET institutes), creating funding codes through MoF in iBAS++, organizing innovation competitions at institutional, regional (8 regions) and national levels, and supporting intellectual property rights protection and commercialization of innovations. The implementation agency for this action is DTE. The projected budget is BDT 277.000 crore (US\$ 4.730 million).

1.2.03 Mapping TVET curriculum inline with labour market demand

The objective is to ensure technical education content directly aligns with current workplace requirements in Bangladesh and overseas labour market. This action will analyse and adjust curricula based on systematic labour market research; ensuring graduates possess skills that are immediately relevant to employers. BTEB will carry out this task, with activities including preparing lists of demand-based occupations through exchanges with technology-wise industries (based on the demand-supply report prepared under Action 1.4.7), and organizing six workshops for existing curriculum analysis and gap identification for technology-wise occupations. These workshops will result in specific recommendations for developing or revising curricula based on identified labour market demand. This systematic approach ensures continuous relevance of technical education to evolving workplace requirements, creates efficient skills matching between education outputs and labour market needs, reduces graduate unemployment by focusing on in-demand competencies, and strengthens employer confidence in the TVET qualification system. The implementation agency for this action is BTEB. The projected budget is BDT 1.200 crore (US\$ 0.010 million).

1.2.04 Development of curriculum and standards as per job market demand

The objective is to ensure training content aligns with employment requirements through comprehensive curriculum modernization based on labour market needs. This action will conduct detailed market research identifying skill requirements in key economic sectors, form specialized curriculum teams combining educational and industry expertise, develop competency standards reflecting workplace requirements, and revise curricula for 34 technologies and 14 trades across diverse sectors including civil, electrical, mechanical, marine, and agricultural fields. These updated curricula ensure graduates possess skills that match current workplace requirements, incorporate technological advances affecting occupational practices, integrate employer input in defining training outcomes, establish clear competency standards for assessment and certification, and improve the overall employability of TVET completers. The activities include conducting occupational analyses to identify required competencies, establishing curriculum development teams with appropriate

expertise, implementing systematic development processes with industry validation, developing associated learning resources, and establishing review mechanisms to ensure continuous relevance to evolving workplace needs. The implementation agency for this action is BTEB with TMED and DTE as support agencies. The projected budget is BDT 19.030 crore (US\$ 1.580 million).

1.2.05 Formation of TVET Curriculum Development Expert Pool to develop demand driven curriculum

The objective is to enhance curriculum quality through mobilization of specialized expertise for technical education content development in Bangladesh. This action will identify curriculum experts from both educational institutions and industry with appropriate technical knowledge and instructional design capabilities, form a structured expert committee with clear operational guidelines, establish formal procedures for curriculum review and development, and create processes for continuous curriculum improvement responding to technological and workplace changes. This expert pool ensures curriculum development benefits from diverse perspectives including both educational and workplace viewpoints, incorporates cutting-edge knowledge from specialists in each field, maintains relevance to both current and emerging industry practices, achieves pedagogical effectiveness through instructional design expertise, and creates consistency in quality across different technical areas. The activities include developing selection criteria and processes for expert identification, establishing formal recognition and engagement mechanisms, providing specialized training in curriculum development methodologies, implementing collaborative development processes, and creating quality assurance mechanisms for curriculum products. The implementation agency for this action is BTEB with TMED and DTE as support agencies. The projected budget is BDT 1.330 crore (US\$ 0.109 million).

1.2.06 Development of entrepreneurship training course and certification for self-employment opportunities

The objective is to build entrepreneurial capacity as an alternative to wage employment for TVET graduates in Bangladesh's constrained job market. This action will develop comprehensive entrepreneurship curricula covering business planning, financial management, marketing, and legal requirements, train 50 teachers in effective business development techniques, implement practical project-based learning methodologies, and provide entrepreneurship education to 1,100 students across TVET institutions. This initiative expands employment outcomes beyond traditional job-seeking to include enterprise creation, develops practical business management capabilities that support sustainable ventures, promotes economic independence through self-employment and small business formation, and potentially creates additional employment opportunities as successful graduate entrepreneurs grow their businesses. The activities include curriculum development with input from successful entrepreneurs, practical training methodologies emphasizing business plan development, establishment of mentoring relationships with established business operators, and potential linkage to microfinance or other start-up capital sources. The implementation agency for this action is DTE. The projected budget is BDT 1.270 crore (US\$ 0.104 million).

1.2.07 Introducing Standards and Curriculum developed by BTEB in TVET institutes of other ministries and departments

The objective is to ensure consistency in TVET delivery across government through harmonization of training standards under different ministries. This action will coordinate with diverse training providers under different ministries that currently operate with varying standards, conduct

comparative analysis of existing curricula to identify variations and inconsistencies, standardize curricula based on Bangladesh Technical Education Board (BTEB) frameworks as the benchmark, and implement consistent competency standards across diverse government departments involved in skills development. This standardization ensures qualification equivalence regardless of the providing ministry or department, reduces duplication and inefficiency in curriculum development efforts, creates consistent quality standards across the entire government TVET system, facilitates student mobility between different provider types, and simplifies employer understanding of graduate competencies regardless of training source. The activities include establishing inter-ministerial coordination mechanisms, conducting comprehensive mapping of existing programs and standards, developing harmonization strategies for different occupational areas, implementing standardized curricula through appropriate approval processes, and monitoring implementation to ensure genuine consistency in practice. The implementation agency for this action is TMED.

1.2.08 Strengthening foreign language proficiency

The objective is to enhance graduate employability through improved communication skills, particularly in languages valued in the workplace and international labour markets. This action will develop effective English and other foreign language programs tailored to technical contexts, train specialized language instructors in technical vocabulary and communication needs, develop appropriate teaching resources and methodologies, and support all institutions annually to offer enhanced language instruction integrated with technical content. These language skills increase graduate competitiveness in international labour markets where communication abilities are highly valued, improve capacity for technical knowledge acquisition from global sources, enhance workplace communication abilities in increasingly international business environments, facilitate technology transfer and adaptation, and support Bangladesh's significant overseas workforce in both communication and social integration. The activities include developing specialized technical language curricula and resources, training qualified language instructors with understanding of technical contexts, implementing effective language teaching methodologies, integrating language development with technical content, and establishing assessment mechanisms to verify communication competencies. The implementation agency for this action is DTE with TMED as support agency. The projected budget is BDT 26.730 crore (US\$ 2.110 million).

1.2.09 Preparing standard textbooks, teachers guide and interactive materials in Bengali for technical education

The objective is to develop standardized, accessible learning resources in Bengali and English to address the shortage of quality technical education materials in the local language. This action will prepare comprehensive textbooks covering theoretical principles and practical applications, develop complementary teacher guides with instructional methodologies, create student workbooks for self-directed learning, and produce interactive e-books (I-Books) for digital learning platforms. By creating 180 standardized technical learning resources in Bengali/English, this initiative ensures content accessibility for students with limited English proficiency, promotes pedagogical consistency across institutions, and provides culturally relevant learning materials that reflect Bangladesh's industrial and technological context. The activities include forming specialized subject committees for content development, validation through industry and academic review, pilot testing in selected institutions, and phased introduction across the TVET system with training for instructors on effective usage. The implementation agency for this action is BTEB. The projected budget is BDT 3.600 crore (US\$ 0.295 million).

1.2.10 Introduction of emerging technologies and increasing intake capacity

The objective is to modernize TVET curriculum and infrastructure to address skills gaps in rapidly evolving technological fields crucial for Bangladesh's digital transformation and the Fourth Industrial Revolution (4IR) readiness. This action will identify emerging technologies relevant to Bangladesh's development needs (such as artificial intelligence, Internet of Things, robotics, advanced manufacturing, and renewable energy technologies), prepare appropriate curricula, train specialized instructors, and equip institutes with necessary resources. Aligned with the government's Digital Bangladesh vision, this initiative will support 50 Polytechnic institutions to introduce emerging technologies based on job market demand. The activities include hiring consultants to survey job market requirements, initiating new post creation in government and non-government/private organizations to employ graduates with emerging technology skills, and providing phased support to polytechnic institutes (10 in year three, expanding to 50 by year five) to introduce new technology courses and increase enrolment capacity in existing high-demand programs. The implementation agency for this action is DTE. The projected budget is BDT 30.150 crore (US\$ 2.471 million).

Strategic Objective 1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards

1.3.01 Implementation of Bangladesh National Qualifications Framework (BNQF)

The objective is to establish consistent national standards for skills recognition and qualification comparability across Bangladesh's education and training system. Building on initial work on the National Training and Vocational Qualifications Framework (NTVQF), this action will develop a unified Bangladesh National Qualifications Framework (BNQF) that defines clear level descriptors and competency standards, aligns diverse qualifications from different providers and ministries, establishes equivalencies between technical and academic qualifications, and creates transparent pathways between qualification levels. This standardized framework facilitates skills recognition across different types of institutions, enables qualification comparability with international systems, supports both domestic and international mobility of skilled workers, creates clear pathways between different levels of education and training, and provides a common language for describing skills and competencies. The activities include extensive stakeholder consultation to ensure framework relevance and acceptance, development of comprehensive level descriptors and qualification types, establishment of governance mechanisms for the framework (e.g. Policy & Regulation), and implementation strategies for progressive adoption across the TVET system. The implementation Agency for this action is BTEB. The projected budget is BDT 12.895 crore (US\$ 1.067 million).

1.3.02 Arrangement of university admission with credit transfer for talented TVET graduates

The objective is to create higher education pathways that recognize prior technical learning, establishing advanced standing protocols for TVET graduates in Bangladesh. This action will develop comprehensive credit transfer policies based on learning outcome equivalencies, engage with Government and non-Government/private universities to establish acceptance mechanisms, create bridging programs where necessary to address knowledge gaps, and implement formal admission protocols that recognize TVET qualifications as partial fulfillment of degree requirements. These arrangements enhance the appeal of technical education by creating clear progression pathways to advanced credentials, enable talented TVET students to access university education

without duplicating previously mastered content, build articulation between technical and academic education streams, and create lifelong learning opportunities for technical professionals seeking career advancement. The activities include analysing curriculum alignments between TVET and higher education programs, developing framework agreements with university authorities, establishing transparent credit recognition processes, and implementing monitoring mechanisms to track student success and refine the system. The implementation Agency for this action is TMED. The projected budget is BDT 1.5285 crore (US\$ 0.125 million).

1.3.03 Increase the number of Industry experts as assessors/examiners

The objective is to incorporate workplace perspectives in competency evaluation by engaging practitioners in the assessment process. This action will identify qualified industry experts with appropriate technical expertise, provide assessment training covering evaluation methodologies and standards, establish formal certification processes for assessors and examiners, integrate industry representatives into examination committees and practical skill evaluations, and certify 1,160 practitioners as assessors and examiners over the plan period. This approach ensures skills evaluation aligns with actual workplace standards and expectations, increases employer confidence in the validity of TVET certifications, introduces real-world perspectives into the evaluation process, strengthens the practical relevance of competency assessment, and creates additional linkages between educational institutions and industry. The activities include developing selection criteria for industry assessors, creating training programs that balance educational assessment principles with workplace performance expectations, establishing certification and quality assurance mechanisms for assessors, integrating industry assessors into existing examination frameworks, and implementing monitoring systems to evaluate the effectiveness of industry participation in assessment. The implementation agency for this action is BTEB. The projected budget is BDT 0.660 crore (US\$ 0.048 million).

1.3.04 Establishing model Registered Training Organization (RTO) with Industrial Partnership

The objective is to demonstrate best practices in industry-aligned training through the creation of an exemplar institution that showcases optimal TVET delivery. This action will develop a comprehensive model framework for excellence in technical training, establish a joint Bangladesh Technical Education Board (BTEB)-industry Registered Training Organization (RTO) with shared governance, implement benchmark-setting training delivery incorporating best practices in curriculum, teaching, assessment, and industry engagement, and create demonstration and learning opportunities for other providers. This model institution demonstrates optimal industry-education partnership structures and processes, serves as a learning site where other providers can observe exemplary practices, establishes quality benchmarks that raise the standards across the system, tests innovative approaches that can later be scaled, and provides a controlled environment for implementing system improvements before broader application. The activities include developing the conceptual model and operational framework, securing commitment from appropriate industry partners, establishing governance and management structures that balance educational and industry perspectives, implementing high-quality training delivery, and creating structured learning opportunities for other TVET providers to benefit from the model. The implementation agency for this action is BTEB. The projected budget is BDT 3.008 crore (US\$ 0.246 million).

1.3.05 Establish Mutual Recognition Agreements (MRA) with international bodies

The objective is to facilitate international mobility of Bangladeshi skilled workforce through formal qualification recognition protocols with key employment destination countries. Bangladesh sends over 500,000 migrant workers abroad annually, many of whom possess skills but lack recognized credentials. This action will engage with relevant international bodies and national qualification authorities, conduct detailed mapping of qualifications against international frameworks, negotiate recognition terms that ensure fair assessment of Bangladeshi qualifications, and establish Mutual Recognition Agreements with five countries or regional organizations, prioritizing major labour destination countries in the Middle East and Southeast Asia. These agreements enhance the value of Bangladeshi TVET qualifications in international markets, facilitate skilled worker migration with improved wages and working conditions, reduce need for duplicate training and assessment in destination countries, align national certification systems with international frameworks like the ASEAN Qualifications Reference Framework, and potentially increase remittance flows through higher-skilled employment. The activities include conducting qualification comparability studies, engaging in bilateral and multilateral negotiations, developing implementation protocols for qualification recognition, establishing monitoring mechanisms, and creating information resources for workers seeking international employment. The implementation agency for this action is BTEB. The projected budget is BDT 0.572 crore (US\$ 0.052 million).

1.3.06 Accreditation of TVET institutes by international agencies

The objective is to ensure global recognition of quality standards through external verification by respected international bodies. This action will identify internationally renowned accreditation agencies with relevant expertise in technical education, prepare selected institutions for assessment through capacity building and quality improvement, support the accreditation application and review process, and facilitate the implementation of recommendations from accreditation reports. By supporting 128 TVET institutions through international accreditation processes over the plan period, this initiative enhances qualification recognition in international labour markets, signals quality assurance to employers and prospective students, aligns Bangladesh's TVET system with global standards and practices, creates external validation of institutional quality, and establishes continuous improvement processes based on international benchmarks. The activities include selecting appropriate institutions for accreditation support, conducting pre-accreditation assessments to identify improvement areas, providing technical assistance for quality enhancement, supporting the formal accreditation process, and implementing improvement plans resulting from accreditation feedback. The implementation agency for this action is DTE. The projected budget is BDT 7.694 crore (US\$ 0.626 million).

1.3.07 Standardization and Modernization of Student Assessment

The objective is to reform assessment systems to overcome inconsistent evaluation practices that currently undermine the credibility of TVET qualifications in Bangladesh. This action will develop standardized assessment frameworks based on clear competency definitions, introduce digital assessment tools for objective evaluation, create comprehensive question banks for theoretical testing, implement practical skills demonstration protocols with industry-approved rubrics, and

train examiners in consistent assessment methodologies. Through these modernized student assessment systems, this initiative enhances the reliability of technical qualifications, improves verification of actual competencies rather than merely theoretical knowledge, strengthens employer confidence in certification, and provides clearer feedback to students on their skill development progress. The activities include developing assessment standards through expert consultation, piloting reformed evaluation methods in selected technologies, providing examiner training, and progressively implementing the new system across the TVET sector with quality assurance mechanisms. The implementation agency for this action is BTEB. The projected budget is BDT 1.450 crore (US\$ 0.119 million).

1.3.08 Establishment of BTEB Regional Offices

The objective is to decentralize regulatory functions to extend quality assurance closer to training delivery points across Bangladesh. This action will establish Bangladesh Technical Education Board (BTEB) regional offices in all 8 administrative divisions, staff them with appropriate technical and administrative personnel, develop standardized operational procedures for decentralized functions, implement field-level inspection and monitoring systems, and create efficient communication channels with the central office. These regional offices will strengthen quality control through more frequent and timely inspections of training delivery, reduce response time for regulatory matters including certification and accreditation, ensure consistent standards implementation across all regions, and improve stakeholder access to BTEB services without requiring travel to the central office in Dhaka. The activities include determining precise functional responsibilities for regional offices, developing organizational structures and staffing plans, securing necessary resources and office facilities, training branch personnel in standardized procedures, and establishing performance metrics to evaluate operational effectiveness. The implementation Agency for this action is BTEB.

1.3.09 Establishment of independent Technical Education Boards at divisional level

The objective is to create regional regulatory bodies to manage increasing enrolment through administrative decentralization of BTEB functions. This action will develop comprehensive proposals for new boards including organizational structures and functional responsibilities, secure necessary funding and governmental approval, establish physical infrastructure and administrative systems, recruit qualified personnel for technical and administrative roles, and implement at least three additional independent Technical Education Boards at divisional headquarters beyond the existing central BTEB. These divisional boards will distribute administrative workload to match the expanding TVET sector, enable more responsive governance to local industrial and economic needs, reduce processing times for regulatory functions, improve accessibility of services for local institutions, and accommodate Bangladesh's rapidly growing technical education system. The activities include conducting feasibility studies for potential locations, developing detailed establishment plans, creating legal frameworks for the new boards, establishing operational guidelines for consistency across boards, and implementing phased establishment beginning with divisions having the highest TVET enrolment. The implementation Agency for this action is BTEB. The projected budget is BDT 211.108 crore (US\$ 18.906 million).

Result Area 2: Access to Training & Employment

Strategic Objective 2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency

2.1.01 Introduction of technical & vocational/occupational courses in Government and non-Government/private general schools-colleges-madrasahs

The objective is to integrate technical and vocational education into the general education system by introducing technical and vocational courses in general education institutions, addressing the traditional separation between TVET and mainstream education in Bangladesh. This initiative aligns with the National Education Policy to bridge this gap and will introduce technical and vocational courses in 500 general schools and 500 madrasahs, benefiting 240,000 additional students over the plan period. Implementation activities include forming a steering committee to oversee the expansion process, conducting comprehensive enrolment capacity assessments of existing institutions, formulating a phased strategy paper for technical education expansion, determining the capacity of existing secondary schools and madrasahs, designing necessary infrastructure projects, and ensuring full utilization of available seats in Secondary Education Boards, Madrasah Education Board and BTEB-affiliated institutions. This action will create early pathways to technical careers while reducing stigma associated with vocational education. The implementation agency for this action is TMED. The projected budget is BDT 1728.85 crore (US\$ 141.706 million).

2.1.02 Integration of vocational subjects in general education and Madrasah at secondary level from Grade 6

The objective is to embed vocational education in general curricula to mainstream technical skills development and overcome the academic-vocational divide in Bangladesh's education system. This action will improve practical workshop facilities in 500 madrasahs and 200 general schools, develop appropriate vocational subjects for secondary education, train teachers in practical instruction, and integrate these subjects starting from grade six. With 175,000 students benefiting from integrated vocational subjects annually once fully implemented, this initiative builds technical awareness and foundational skills across the broader education system. The activities include forming a committee with representatives from relevant ministries and agencies to formulate integration policies, conducting research studies to determine appropriate curriculum adaptations, developing relevant vocational subjects for different grade levels, establishing laboratories for each selected trade (two per institution), and ensuring adequate teacher training and resources for quality delivery of integrated vocational content. The implementation agency for this action is DME. The projected budget is BDT 985.475 crore (US\$ 80.777 million).

2.1.03 Expansion of Basic Trade courses for creating employment opportunities

The objective is to expand foundational vocational training opportunities to meet the high demand for basic technical skills in Bangladesh's labour market. This action will develop and implement basic trade courses aligned with local and national employer needs, scale up enrolment capacity in existing training institutions, and ensure quality training delivery across government and non-government/private providers. With a target of enrolling 56,000 students in basic trade courses over five years (8,000 in year one, increasing to 12,000 annually thereafter), this initiative directly addresses workforce needs in fundamental technical areas. The activities include identifying in-demand occupations and trades through local market assessment, establishing appropriate course

structures, and systematically expanding delivery through government polytechnics, TSCs, and selected non-government/private TVET institutes across all districts. By year five, this initiative aims to have established sustainable basic trade training capacity across the country. The implementation agency for this action is DTE. The projected budget is BDT 134.400 crore (US\$ 11.016 million).

2.1.04 Promote technical and vocational education to students with special needs and third gender students

The objective is to create inclusive TVET pathways for traditionally marginalized groups, specifically students with special needs and third gender students who face significant barriers to skills development opportunities. This action will develop specialized curricula adapted to different abilities, modify facilities for accessibility, train teachers in inclusive education practices, and implement supportive policies for these underrepresented groups. By enrolling 800 students from these populations in TVET institutes over five years (200 students trained annually beginning in year two); this initiative promotes social inclusion while expanding the skilled workforce. The activities include preparing comprehensive databases of potential students with special needs and third gender individuals, regularly updating these records, and arranging appropriate vocational training programs tailored to specific needs and capabilities. This action will ensure continuous support throughout the training and certification process. The implementation agency for this action is DTE. The projected budget is BDT 0.400 crore (US\$ 0.033 million).

2.1.05 Strategic initiatives for women's participation in technical education & increasing participation of ethnic minorities

The objective is to increase gender equity and diversity in technical education, which currently face significant underrepresentation of women and ethnic minorities. This action will provide accommodation facilities in 30 polytechnic institutes and transport facilities in 50 institutes specifically for female students, benefiting approximately 2,700 female students with accommodation and 2,000 with transport facilities. Key activities include reviewing existing admission policies and women's participation rates, identifying women-friendly employment opportunities and appropriate trades, recommending adjustments to admission quotas, constructing or upgrading accommodation facilities in phases (10 polytechnics per year), providing transport facilities to 20 polytechnics in year two scaling to 50 by year five, implementing specific admission quotas for ethnic minorities, and creating supportive learning environments for students with special needs across 40% of institutions by the end of the plan period. This action will address logistical challenges that disproportionately affect women's ability to pursue technical education. The implementation agency for this action is TMED. The projected budget is BDT 462.875 crore (US\$ 37.940 million).

2.1.06 Introduction of Enterprise Based Training Program in Apparel Industry

The objective is to establish direct workplace-based learning in Bangladesh's apparel manufacturing sector, addressing the gap between classroom training and industry requirements in the country's largest export sector, which contributes over 80% of export earnings and employs over 4 million workers. This action will develop guidelines for enterprise-based training following successful models implemented by organizations like BGMEA and BKMEA, implement pilot programs with industry partners, and scale up industry-integrated training. Through this initiative, 1,800 students will receive basic training courses in the apparel industry, with implementation beginning at 200 trainees in year two, 300 in year three, 500 in year four, and 800 in year five. The activities include establishing district-level committees to identify appropriate RMG-sector trades, developing

and approving specialized guidelines for enterprise-based training delivery, and systematically expanding training through 15 existing TSCs and 25 new TSCs offering RMG courses with direct industry involvement. The implementation agency for this action is DTE. The projected budget is BDT 4.338 crore (US\$ 0.356 million).

2.1.07 Introduction of vocational training programs for prisoners

The objective is to bring vocational training into the prison system to support rehabilitation and reduce recidivism among incarcerated populations in Bangladesh. This action will design appropriate training programs suitable for correctional facility environments, train prison staff as vocational instructors, and implement courses in phases across the country's prisons. By training 2,560 prisoners in vocational courses over five years (640 prisoners annually), this initiative supports social reintegration through employable skills while addressing national workforce needs. The activities include establishing three-member committees in each district to determine suitable trades in consultation with prison authorities, developing appropriate training materials and certification processes, and providing training to 10 prisoners per batch in each district annually. This action will ensure continuity with follow-up support for trained prisoners after release where possible. The implementation agency for this action is DTE. The projected budget is BDT 9.056 crore (US\$ 0.742 million).

2.1.08 Ensuring timely admission process in the diploma program

The objective is to streamline and expedite the academic calendar by eliminating delays between secondary level completion exam and technical education commencement. BTEB will publish advertisements requesting institutions to follow admission timeline instructions. Key activities include organizing institution-based admission fairs locally (one fair in December and another in April every year), and conducting admission processes in Government and non-Government/private polytechnic institutes within the shortest time after SSC or equivalent examination results. The implementation agency for this action is BTEB. The projected budget is BDT 1.000 crore (US\$ 0.086 million).

2.1.09 Formulation and implementation of a policy to provide opportunity for student's admission to TVET institutes of their locality including transfer options

The objective is to enhance system flexibility and student mobility through reformed admission regulations in Bangladesh's TVET system. This action will develop revised guidelines for admission to local institutes that reflect regional contexts, create transfer mechanisms between institutions for students who need to relocate, establish credit recognition systems for prior learning, and implement student-friendly enrolment policies that reduce barriers to entry and continuation. This approach ensures students can access education in their locality regardless of geographic constraints, transfer between institutions as needed without losing educational progress, maintain educational continuity changing personal circumstances, and ultimately reduce dropout rates caused by rigid admission and transfer policies. The activities include reviewing current admission and transfer challenges, consulting with institutions on practical implementation considerations, developing comprehensive policy guidelines, securing necessary approvals, and implementing the new framework with appropriate monitoring of outcomes and periodic refinements based on experience. The implementation Agency for this action is BTEB. The projected budget is BDT 0.220 crore (US\$ 0.018 million).

2.1.10 Arranging vocational training and certification for dropout students and maintaining a database

The objective is to establish alternative vocational pathways for students who leave formal education, addressing the significant social and economic costs of educational dropouts in Bangladesh. This action will develop a comprehensive database of dropout students from secondary and higher secondary levels, design appropriate training interventions based on available resources and market needs, and implement certification processes to formalize their skills. Targeting 6,000 dropout students for vocational training and certification over five years (1,000 students in year one, scaling to 2,000 by year five), this initiative will provide a second chance for education and employment to vulnerable youth. The activities include preparing detailed dropout databases, selecting suitable trades based on training demand and teacher availability and equipment in participating institutions, and organizing vocational training in batches of 20 students across selected polytechnics and technical school & colleges, starting with 50 institutions and expanding to 100 institutions by year four. The implementation agency for this action is DTE. The projected budget is BDT 14.600 crore (US\$ 1.197 million).

2.1.11 Increasing stipend coverage for all students in all Government and non-Government/private educational institutions

The objective is to ensure financial support equity by increasing stipend coverage for all students from the current 70% to 100%, bringing parity with the existing 100% coverage for female and special needs students in TVET institutions. This policy change will remove economic barriers to TVET participation across all demographic groups, supporting increased enrolment and retention. The activities include revising the existing stipend policy, updating comprehensive lists of all levels of government and non-government/private technical institutions, verifying student enrolment data, preparing appropriate annual budgets for expanded stipend coverage, and extending the 100% stipend model to specifically include students from ethnic minorities and other marginalized groups like Bede communities. The revised policy and guidelines for stipend distribution will be implemented immediately upon approval to ensure equal financial support for all qualified students. The implementation agency for this action is DTE.

2.1.12 Development of skilled manpower through mobile training for disadvantaged groups and backward communities (e.g., Bede /Tokai/ Horizons), including database

The objective is to deploy flexible training solutions to reach geographically isolated and marginalized communities that cannot access institutional training facilities. This action will develop specialized mobile training centers, create targeted programs for disadvantaged groups like Bede (river gypsies), Tokai (street children), and other marginalized communities, and maintain comprehensive databases of trainees to track outcomes. By providing training to 2,560 youths from these marginalized groups over five years (640 people annually), this initiative extends skills development to the most vulnerable populations. The activities include establishing district-level committees to create and maintain databases of potential trainees from disadvantaged communities, developing appropriately simplified training packages, and organizing training in batches of 10 participants per district, with certification upon completion. In the final year, this action will expand to reach additional communities with proven training models. The implementation agency for this action is DTE. The projected budget is BDT 1.188 crore (US\$ 0.097 million).

Strategic Objective 2.2: Supporting TVET Graduates and Employment through Labour Market Assessment and Industry Partnerships

2.2.01 Signing of MoU with industry partner to enhance the cooperation for the promotion of demand-driven research & development, teacher-industry expert exchange and skill-based education programs in Government and non-Government/private technical educational institutions

The objective is to formalize industry-education partnerships to strengthen technical education relevance. This action aims to establish 2,500 MOUs between technical institutes and industry partners over the plan period. Activities include preparation of sector-wise and trade/technology-wise lists of industries at district/upazila level/institute level, collection of industry information relevant to each institution's technical programs (by consulting firm), signing MOUs (200 in year one, scaling to 600 by years four and five, at 20,000 BDT per MOU), and conducting 120 joint R&D projects with industry partners (20 in year one, scaling to 30 annually). The implementation agency for this action is DTE. The projected budget is BDT 282.200 crore (US\$ 2.067 million)

2.2.02 Formulation of Industry Institute Linkage Policy and Framework

The objective is to systematize education-industry partnerships through a comprehensive cooperation framework for Bangladesh's TVET system. This action will develop detailed policy guidelines covering diverse collaboration mechanisms including partnership development approaches, expert engagement processes, guest lecture programs, joint research initiatives, curriculum advisory roles, equipment/lab sharing arrangements, and effective student industrial attachment programs. This structured approach to industry engagement ensures consistent relationship development across institutions, formalizes cooperation mechanisms with clear roles and responsibilities, provides templates and processes that simplify partnership implementation, strengthens the practical relevance of technical education through systematic industry input, and creates sustainable linkages that survive personnel changes in both institutions and companies. The activities include reviewing successful partnership models both domestically and internationally, conducting stakeholder consultations to identify effective engagement approaches, developing comprehensive policy documentation with practical implementation guidance, securing necessary approvals for policy adoption, and establishing monitoring systems to evaluate partnership effectiveness and outcomes across the TVET system. The implementation agency for this action is DTE. The projected budget is BDT 0.100 crore (US\$ 0.008 million).

2.2.03 Creation of Job Placement Officer (JPO) Positions in Government and non-Government/private technical institutions

The objective is to strengthen education-industry linkages for improved employment prospects through dedicated coordination roles in TVET institutions. This action will create new Job Placement Officer (JPO) position in technical institutions across Bangladesh, develop detailed job descriptions focused on employer engagement and graduate placement, implement systematic outreach programs to potential employers, and establish performance metrics focused on employment outcomes. These positions will formalize the institute-industry relationship through structured communication channels, enhance job placement services for graduates, ensure training programs

are aligned with evolving employer needs, facilitate industry input into curriculum development, and create pathways for instructor industrial attachments and industry expert teaching arrangements. The activities include determining appropriate position qualifications emphasizing both technical knowledge and communication skills, developing implementation guidelines, securing necessary approvals and budget provisions, and establishing coordinated networks of liaison officers for information sharing and best practice exchange. The implementation Agency for this action is TMED.

2.2.04 Introduction of apprenticeship program for government & non-government/private TVET students

The objective is to implement structured work-based learning that bridges classroom education with workplace practice in Bangladesh's TVET system. This action will develop comprehensive apprenticeship frameworks defining roles and responsibilities of all parties, engage employers across sectors to provide quality placement opportunities, establish appropriate regulatory and quality assurance mechanisms, and implement combined institutional and workplace training that integrates theoretical knowledge with practical application. This approach enhances practical skills development through supervised real-world application, increases graduate employability through documented workplace experience, strengthens industry connections through formal training partnerships, familiarizes students with workplace culture and expectations, and provides employers with pre-screened potential employees whose capabilities they have directly observed. The activities include developing the legal/regulatory frameworks for apprenticeships, creating implementation guidelines and quality standards, establishing coordination mechanisms between institutions and employers, and implementing monitoring systems to ensure apprentice learning and welfare. The implementation Agency for this action is DTE. The projected budget is BDT 0.794 crore (US\$ 0.061 million).

2.2.05 Distribution of individual institute brochure in industries/employers for employment opportunities of the TVET graduates.

The objective is to promote graduate employment through targeted information sharing with potential employers. This action will develop comprehensive institutional profiles highlighting program offerings and graduate competencies, design professional-quality promotional materials focused on employer needs, print 600,000 brochures over the plan period, and systematically distribute these materials to relevant industries and employers. This direct communication approach bridges information gaps between education providers and industries/employers regarding available graduate skills, highlights the capabilities and training of TVET completers, facilitates more efficient labour market matching through improved information, promotes institutional strengths and specializations to appropriate industry sectors, and strengthens connections between training providers and potential employers. The activities include developing standardized templates that ensure quality while allowing institutional customization, implementing effective distribution strategies targeting relevant industry sectors for each institution, establishing follow-up mechanisms to convert employer interest into concrete opportunities, and evaluating the effectiveness of the brochure distribution program through employer feedback. The implementation agency for this action is DTE with TVET institutions as support agencies. The projected budget is BDT 3.600 crore (US\$ 0.328 million).

2.2.06 Establishment of Permanent Job Market Assessment and Forecasting (JMAF) Cell at DTE/BTEB

The objective is to create specialized analytical capacity for improved labour market intelligence to inform TVET planning in Bangladesh. This action will establish a dedicated Job Market Assessment and Forecasting (JMAF) Cell at DTE/BTEB, develop robust forecasting methodologies appropriate to Bangladesh's economic context, implement regular skills demand assessments across economic sectors, and create mechanisms for translating findings into program planning. This cell will enable data-driven planning of TVET programs aligned with actual labour market needs, improve the relevance of training to employment opportunities, reduce skill mismatches that lead to graduate unemployment alongside skills shortages, and support strategic direction-setting for the sector based on economic trends. The activities include developing the organizational structure and staffing requirements for the cell, establishing appropriate methodologies drawing on international best practices but adapted to local data availability, implementing systematic data collection processes with employer participation, and creating effective dissemination channels to ensure findings influence programming decisions. The implementation Agency for this action is DTE. The projected budget is BDT 3.010 crore (US\$ 0.236 million).

2.2.07 Mapping demand supply scenario of sector-wise employment at the regional, national and international levels

The objective is to establish data-driven foundations for workforce planning through comprehensive labour market analysis. This action will produce a final report on skills demand and supply. Key activities include preparing TOR for appointing a consultancy firm, collecting demand data through consultations with Industry Skills Councils and Economic Zone Authority (4 meetings with ISCs, 2 meetings with different ministries), gathering information through Bangladesh embassies in selected countries (workshops with expatriate welfare ministry, BIRA, BMET, BOESEL), organizing exchange meetings with sectoral industry representatives (16 workshops), and publishing the final report. The implementation agency for this action is DTE. The projected budget is BDT 25.910 crore (US\$ 2.294 million).

2.2.08 Organizing stakeholder meetings for employment opportunities

The objective is to strengthen education-industry communication channels through structured dialogue processes focused on graduate employment. This action will organize 16 workshops and 73 meetings/seminars bringing together training providers with industry representatives, chambers of commerce, and recruiting agencies, create forums for discussing evolving skill requirements and training outcomes, establish feedback mechanisms for curriculum improvement, and develop collaborative approaches to improving employment outcomes. These stakeholder engagements ensure training providers understand changing employer needs and expectations, communicate graduate capabilities effectively to potential employers, establish recruitment pathways for TVET completers, identify emerging skill areas requiring new program development, and build mutually beneficial relationships between education and industry. The activities include developing effective formats for productive stakeholder interaction, identifying and engaging appropriate industry representatives from relevant sectors, establishing regular communication channels beyond formal meetings, implementing feedback mechanisms to translate industry input into program improvements, and monitoring employment outcomes resulting from enhanced engagement. The implementation agency for this action is DTE with TMED and BTEB as support agencies. The projected budget is BDT 0.514 crore (US\$ 0.047 million).

2.2.09 Organizing job fairs for employment opportunities for TVET graduates

The objective is to create direct employment pathways for graduates through campus recruitment events bringing employers and TVET completers together. This action will organize 160 job fairs through government polytechnics and Technical Schools and Colleges (TSCs), engage employers from relevant sectors to participate in campus recruitment activities, prepare students for effective employer interaction, create opportunities for skills demonstration, and facilitate on-site interviewing and selection processes. These job fairs provide direct connections between graduates and employers seeking specific technical skills, showcase student capabilities through demonstration and portfolio presentation, facilitate efficient job matching through face-to-face interaction, reduce information barriers in the labour market, and strengthen institutional relationships with employer communities. The activities include developing standardized job fair formats and organization guidelines, cultivating employer participation through outreach and relationship building, preparing students for effective self-presentation and interview success, creating attractive showcases of student work and capabilities, and implementing tracking systems to measure employment outcomes resulting from fair participation. The implementation agency for this action is DTE with TMED and BTEB as support agencies. The projected budget is BDT 8.000 crore (US\$ 0.698 million).

2.2.10 Formulation and implementation of guidelines recommending for creating new posts in various government and non-government/private, autonomous and NGO organizations for employment of emerging technology graduates

The objective is to create employment demand for graduates of new technical fields by encouraging workforce planning that incorporates emerging technology roles. This action will identify evolving technological fields where Bangladesh is developing training capacity, analyse associated job roles and competency requirements, develop detailed recommendations for organizational integration of these new functions, and encourage government agencies, state-owned enterprises, and non-government/private organizations to create new positions related to emerging technologies. This approach ensures graduates of innovative programs find appropriate employment opportunities utilizing their specialized skills, supports technological advancement in government and industry through skilled human resources, aligns workforce development with economic modernization priorities, creates career pathways in emerging fields, and generates demonstration effects showing the value of new technical specializations. The activities include conducting analysis of emerging technology workforce needs, developing documentation on the benefits of creating specialized positions, engaging decision-makers in both Government and non-Government/private sectors, providing implementation support for position creation, and tracking the establishment of recommended positions across at least 10 agencies and organizations. The implementation agency for this action is TMED. The projected budget is BDT 1.080 crore (US\$ 0.089 million).

2.2.11 Introduction of scholarship program including students exchange program for diploma and higher education opportunities

The objective is to establish comprehensive scholarship and exchange programs to create clear pathways for TVET students to access higher education and gain international exposure, addressing the limited progression routes currently available in Bangladesh. This action will benefit 400 students through international exchange opportunities over the five-year period and establish formal MOUs with 5 international institutions to facilitate these exchanges. Implementation will include forming committees to formulate policies for higher education advancement, identifying suitable foreign partner institutions, developing scholarship awarding systems for technical students, launching international and in-country scholarship programs, and creating sustainable student exchange

mechanisms. This action aims to have a full policy framework for higher education opportunities and operational exchange programs with multiple partner institutions by year five. The implementation agency for this action is TMED. The projected budget is BDT 6.650 crore (US\$ 0.545 million).

2.2.12 Support for entrepreneurship development for TVET graduates

The objective is to expand self-employment opportunities through comprehensive business development support for TVET graduates. This action will design practical entrepreneurship training packages focused on small business creation in technical fields, develop targeted entrepreneurship education methodologies emphasizing actual venture formation, deliver focused four-week entrepreneurship development programs, provide mentorship and follow-up support for graduate entrepreneurs, and train 1,800 TVET graduates with entrepreneurship development training in TVET institutions over the plan period. This initiative creates alternative employment pathways through enterprise formation in a job market with limited formal employment, develops business management capabilities alongside technical skills, establishes self-employment as a valid career option for technical graduates, promotes economic independence through ownership, and potentially generates additional employment as successful ventures grow. The activities include developing practical training curricula focused on technical business opportunities, training qualified entrepreneurship instructors, implementing active learning methodologies including business plan development, providing post-training support and mentorship, and establishing monitoring systems to track venture formation and success rates. The implementation agency for this action is DTE with TMED as support agency. The projected budget is BDT 3.340 crore (US\$ 0.274 million).

2.2.13 Setting up national job portal for technical education system graduates

The objective is to establish a centralized job matching platform to bridge the gap between technical education and employment in Bangladesh. This action will develop a comprehensive online portal with mobile-compatible interfaces, engage employers across sectors to post relevant opportunities, create searchable graduate databases with skill profiles, implement matching algorithms based on competency frameworks, and provide career guidance resources for job seekers. By establishing a dedicated job portal specifically designed for TVET graduates, this initiative improves labour market efficiency through better information flow, reduces the mismatch between employer needs and graduate skills, facilitates more rapid employment transitions, and generates valuable data on employment trends to inform curriculum development. The activities include stakeholder consultation to determine functional requirements, technical development with appropriate security measures, pilot testing with selected industries and institutions, and phased nationwide deployment with ongoing monitoring and refinement based on user feedback. The implementation agency for this action is DTE. The projected budget is BDT 3.030 crore (US\$ 0.248 million).

Strategic Objective 2.3: Enhancing TVET Public Image and Reputation

2.3.01 Distribution of promotional materials in religious institutions

The objective is to extend TVET awareness through trusted local religious institutions to reach diverse communities that might otherwise have limited exposure to technical education information. This action will develop culturally appropriate promotional materials (leaflets, brochures, festoons, banners), coordinate with religious organizations across faiths, and implement awareness campaigns in 10,000 religious institutes across 8 divisions. The activities include forming three-member committees in each district to identify appropriate religious institutions, preparing and updating

comprehensive lists of local religious venues, distributing promotional packages (300 leaflets, 50 festoons, 1 banner, and 250 copy brochures per institution), organizing seminars with religious leaders and community representatives, and placing banners at religious institution entrances. The campaign will begin with 3,000 institutions in year two, expanding to 5,000 in year three, 7,500 in year four, and reaching 10,000 by year five. The implementation agency for this action is DTE. The projected budget is BDT 111.816 crore (US\$ 9.165 million).

2.3.02 Promotion through media (TV, radio)

The objective is to implement comprehensive media campaigns to maximize public reach through popular mass communication channels. This action will develop engaging content formats including talk shows, TV scrolls, spot dramas, and jingles for broadcast on Government and non-Government/private radio and television stations. This initiative will organize TVET promotional programs across all 64 districts, ensuring widespread dissemination of information on technical education opportunities. The activities include forming a central committee to develop standardized content guidelines, preparing spot dramas and jingles in each district, promoting TVET through social media and local cable television, creating institution-specific promotional content with student participation, and implementing TV scrolls during key admission periods. The campaign will begin with 8 divisional districts in year one and progressively expand to cover all 64 districts by year five, with particular emphasis on locally relevant technical education options. The implementation agency for this action is DTE. The projected budget is BDT 57.878 crore (US\$ 4.745 million).

2.3.03 Publication of illustrated articles and research publications on TVET in national dailies, weeklies and magazines and press briefings with local journalists

The objective is to focus on quality media content to establish TVET credibility through objective information and evidence-based research. This action will develop illustrated articles on TVET outcomes, conduct and publish research on technical education impacts, and organize press briefings with journalists across the country. By implementing TVET-related publication programs across all 64 districts, this initiative ensures regular, substantive coverage of technical education in newspapers, weeklies, and magazines. The activities include preparing centralized research reports and illustrated articles, developing institution-level pictorial reports with student participation, publishing findings in national and local media outlets, and organizing regular press events with journalists and public representatives. This action will begin with 8 divisional districts in year two and expand to cover 15 districts in year three, 30 districts in year four, and all 64 districts by year five. The implementation agency for this action is DTE. The projected budget is BDT 5.400 crore (US\$ 0.443 million).

2.3.04 Launching information campaign through educational institutions

The objective is to leverage existing educational infrastructure for comprehensive TVET promotion to reach students already engaged in learning. This action will develop and distribute promotional materials (leaflets, festoons, banners) to raise awareness about technical education in schools, colleges, madrasas, technical institutes, and universities nationwide. With a target of reaching 27,000 educational institutions over five years, this initiative ensures thorough coverage of Bangladesh's educational ecosystem. The activities include organizing seminars with representatives from local educational institutions, placing informational banners at educational facilities, and distributing comprehensive promotional packages. The campaign will begin with 1,500 institutions in year one and progressively expand to 3,000 in year two, 5,000 in year three, 7,500 in year four, and 10,000 in

year five, with special emphasis on institutions with strong academic performance whose students might benefit from technical pathways. The implementation agency for this action is DTE. The projected budget is BDT 24.101 crore (US\$ 1.975 million).

2.3.05 Launching awareness campaigns at local administrative levels

The objective is to implement grassroots campaigns through local government structures to ensure TVET information reaches rural and remote communities. This action will organize motivational meetings, rallies, seminars, and promotional fairs at union, upazila, district, and divisional levels with administrative participation. By conducting 880 TVET awareness-raising campaign events across local administrative units, this initiative ensures information dissemination through locally trusted channels. The activities include organizing regularly scheduled events through Regional Director's offices (two events per office annually), conducting community rallies with local administrative participation, hosting promotional fairs to display student projects and products, and organizing community-level meetings at union administrative offices. These activities will run continuously throughout the plan period, with emphasis on areas with low TVET enrolment and high skills needs. The implementation agency for this action is DTE. The projected budget is BDT 69.550 crore (US\$ 5.701 million).

2.3.06 Informing mobile users about TVET through SMS

The objective is to leverage Bangladesh's high mobile penetration to address limited public awareness about TVET opportunities through mass SMS communication. This action will develop clear, concise messaging on TVET benefits, coordinate with telecommunications regulators and mobile operators for nationwide distribution, and implement strategic messaging campaigns to reach mobile users across the country. This low-cost, high-reach initiative will target 100% of mobile users with information on the importance and potential of TVET education and career pathways. The activities include arranging formal agreements with the Bangladesh Telecommunication Regulatory Commission and mobile service providers, developing compelling content highlighting TVET opportunities and benefits, and executing phased message distribution beginning in year one and continuing throughout the plan period with updated content to reflect evolving TVET offerings. The implementation agency for this action is DTE with support of BTRC. The projected budget is BDT 0.125 crore (US\$ 0.010 million).

2.3.07 Preparation of annual campaign calendar and activities for enhancing TVET positive image

The objective is to implement systematic image-building efforts to counter negative perceptions and low social status of technical education in Bangladeshi society. This action will develop a comprehensive annual campaign calendar to coordinate promotional activities, publish success stories of TVET graduates in 150 institutes, organize motivational seminars in 500 institutes featuring successful alumni, establish formal alumni associations across the TVET system, and arrange institutional visit programs in 400 institutions for prospective students. Implementation begins with preparatory work in year one to establish the campaign framework, followed by publication of success stories and motivational seminars in years two and three, formation of alumni groups in year four, and systematic expansion of institutional visit programs from 250 institutions in year three to 400 by year five. This action aims to transform public perception of TVET and elevate the status of technical education as a viable educational pathway. The implementation agency for this action is DTE. The projected budget is BDT 1.750 crore (US\$ 0.143 million).

2.3.08 Inclusion of TVET articles and success stories in textbooks

The objective is to integrate TVET awareness into standard curricula to shape attitudes toward technical education from an early age, when educational decisions begin forming. This action will develop age-appropriate content on the importance and opportunities of technical education, coordinate with textbook authorities like the National Curriculum and Textbook Board, and incorporate at least one article or success story in relevant textbooks at primary, secondary, and higher secondary levels. The activities include establishing a five-member committee to identify appropriate success stories, conducting validation workshops with educational stakeholders, revising curriculum content to incorporate TVET awareness materials, and ensuring progressive coverage across all education levels. By embedding TVET awareness in mainstream education materials, this initiative ensures all students gain exposure to technical career possibilities throughout their educational journey. The implementation agency for this action is DTE. The projected budget is BDT 0.270 crore (US\$ 0.022 million).

Result Area 3: TVET Governance & Sector Capacity

Strategic Objective 3.1: Strengthening TVET System Governance and Capacity

3.1.01 Formulation of TVET Act

The objective is to develop comprehensive TVET legislation to address the fragmented governance currently spread across multiple ministries and creates a unified legal framework for the sector. Bangladesh currently has at least 23 ministries involved in skills development with overlapping mandates, creating coordination challenges and inefficiencies. This action will draft a dedicated TVET Act that clearly defines institutional roles and responsibilities, conduct extensive stakeholder consultations with key bodies like the Bangladesh Technical Education Board (BTEB), Directorate of Technical Education (DTE), National Skills Development Authority (NSDA), and industry associations, finalize the legislation through legal review, and facilitate its approval and implementation through appropriate governmental channels. The resulting TVET Act will provide solid legal foundations for the sector's development, establish effective coordination mechanisms between various implementing agencies, ensure consistent quality standards across providers, and create a coherent regulatory framework that supports the National Skills Development Policy implementation. This action addresses a fundamental governance challenge in Bangladesh's technical education system through this comprehensive legislative approach. The implementation agency for this action is TMED. The projected budget is BDT 1.006 crore (US\$ 0.082 million).

3.1.02 Amendment of Bangladesh Technical Education Board Act

The objective is to revise the foundational legislation for TVET governance to update regulatory frameworks in line with evolving sector needs in Bangladesh. This action will conduct a comprehensive review of the existing Bangladesh Technical Education Board Act; identify necessary amendments to address current challenges and future requirements, draft appropriate revision proposals with legal expertise, conduct stakeholder consultations on proposed changes, and secure official approval for implementation. These amendments will ensure the Board's regulatory framework remains relevant to contemporary skills development needs, reflects technological and industrial advancements affecting training requirements, incorporates improved quality assurance mechanisms, accommodates new types of training providers, and provides appropriate governance for an expanding and evolving technical education sector. The activities include forming a specialized

committee to lead the review process, organizing technical workshops to identify necessary revisions, developing formal amendment proposals, and supporting the legislative process through to final approval and operational implementation. The implementation agency for this action is BTEB. The projected budget is BDT 0.178 crore (US\$ 0.015 million).

3.1.03 Strengthening research and development activities in the field of technical education

The objective is to expand R&D capacity for evidence-based practice in technical education across the TVET system. This action will support 116 government technical institutes (50 Polytechnic, 64 TSC/TTTC/VTI) to conduct 370 research and development activities over the plan period, focusing on educational effectiveness, technological innovation, and labour market alignment. These R&D initiatives will generate context-specific knowledge about effective TVET practices in the Bangladesh context, develop innovative teaching methods for technical subjects, create locally appropriate technological solutions through applied research, strengthen the research capacity of TVET institutions beyond their traditional training role, and establish evidence-based approaches to system improvement. The activities include developing research capacity through faculty training, establishing appropriate funding mechanisms, creating institutional research committees and protocols, implementing collaborative research networks between institutions, and establishing platforms for dissemination of findings to impact practice across the TVET system. The implementation Agency for this action is DTE. The projected budget is BDT 20.145 crore (US\$ 1.468 million).

3.1.04 Updating/revision of the organograms of DTE, BTEB, NACTAR and DME

The objective is to modernize institutional frameworks to align organizational structures with expanded mandates and evolving functions in Bangladesh's TVET governance. This action will review existing organograms of the Directorate of Technical Education (DTE), Bangladesh Technical Education Board (BTEB), National Academy for Computer Training and Research (NACTAR), and Directorate of Madrasah Education (DME), analyse functional requirements based on current and projected responsibilities, develop appropriate structural revisions with clear reporting relationships, secure necessary approvals for organizational changes, and implement updated frameworks with associated staffing adjustments. These revised organograms will ensure administrative structures match current operational needs, optimize human resource deployment for effective service delivery, clarify institutional responsibilities and coordination mechanisms, and create organizational capacity for handling the expanding TVET sector. The activities include conducting institutional assessments to identify structural gaps, consulting with stakeholders on proposed changes, developing detailed reorganization plans, and implementing approved structures through phased transitions to minimize operational disruption. The implementation Agency for this action is TMED. The projected budget is BDT 0.129 crore (US\$ 0.010 million).

3.1.05 Strengthening Regional Director Offices in 8 Divisions for full fledge administrative activities

The objective is to enhance regional capacity to improve field-level administration through effective decentralization of TVET governance. This action will strengthen 8 Regional Director Offices with additional technical and administrative manpower, improve physical office infrastructure and equipment, increase operational budgets for local activities, develop standardized monitoring and support protocols, and implement regional coordination mechanisms with local institutions. These enhanced regional offices will enable more responsive local administration closer to

service delivery points, improve monitoring and quality assurance through more frequent field visits, ensure appropriate supervision of TVET institutions across all divisions, and facilitate faster problem resolution than centralized management allows. The activities include conducting capacity assessments of existing regional offices, developing comprehensive strengthening plans, securing necessary resources through appropriate budget allocations, recruiting additional personnel with relevant expertise, and establishing performance monitoring systems to evaluate the effectiveness of decentralized operations. The implementation Agency for this action is DTE. The projected budget is BDT 0.598 crore (US\$ 0.057 million).

3.1.06 Setting up One Stop Service Centre to implement TVET Action Plan

The objective is to establish a central oversight mechanism for implementation coordination and monitoring of the TVET Action Plan in Bangladesh. This action will create a dedicated service centre with appropriate technical and administrative staffing, develop comprehensive monitoring frameworks covering all action components, implement systematic implementation tracking systems, and provide a unified information point for stakeholders. This One Stop Service Centre will ensure coordinated implementation of the TVET Action Plan across multiple agencies, provide a centralized location for stakeholder inquiries and information dissemination, enable systematic monitoring of progress across implementing bodies, identify implementation challenges requiring intervention, and facilitate timely reporting to government and development partners. The activities include developing the organizational structure and operational procedures for the centre, securing necessary space and equipment, establishing coordination mechanisms with all implementing agencies, and creating standardized reporting frameworks for consistent progress tracking and evaluation. The implementation Agency for this action is TMED. The projected budget is BDT 2.338 crore (US\$ 0.180 million).

3.1.07 Establishing networking with international and regional organizations

The objective is to develop formal international partnerships to facilitate knowledge transfer and align Bangladesh's TVET system with global best practices. This action will establish structured relationships with leading organizations in technical education including UNESCO-UNEVOC, Colombo Plan Staff College (CPSC), SEAMEO-VOCTECH, Technical Education and Skills Development Authority (TESDA) of the Philippines, and other relevant global and regional TVET leaders. By establishing networks with at least three major international organizations over the plan period, this initiative enables knowledge exchange on curriculum development and delivery, creates capacity building opportunities for Bangladeshi TVET personnel, facilitates technical assistance arrangements, provides models for successful system reforms, and aligns national qualification frameworks with international standards. The activities include identifying priority partnership targets, developing formal cooperative agreements, establishing communication channels for regular exchange, and implementing specific joint activities including staff development programs, technical assistance initiatives, and collaborative research projects. The implementation agency for this action is TMED. The projected budget is BDT 4.000 crore (US\$ 0.328 million).

3.1.08 Recognition of conventional vocational and skill-based occupations as Decent Work by concern authorities

The objective is to elevate the status of technical professions and combat stigma through formal occupational recognition. This action will identify conventional vocational and skill-based occupations that lack appropriate social recognition, advocate for their formal classification as

respectable career paths, develop appropriate documentation on their economic and social value, and secure official designation as Decent Work through government gazette notifications. This recognition will enhance the social standing of technical professions in a society where academic aspirations dominate, attract more talented individuals to vocational education and careers, address negative perceptions that have limited TVET enrolment despite employment opportunities, and create policy attention to working conditions in technical fields. The activities include conducting research on current perceptions of vocational occupations, building advocacy coalitions with industry associations and worker organizations, developing compelling documentation on the value of technical careers, and implementing a systematic process for formal recognition and public awareness. The implementation Agency for this action is BTEB. The projected budget is BDT 0.600 crore (US\$ 0.057 million).

3.1.09 Institutionalization of TVET Annual Sector Performance Report (ASPR)

The objective is to establish data-driven accountability mechanisms through regular comprehensive sector performance reporting on the TVET system. This action will develop standardized reporting frameworks covering key performance indicators (KPI) across access, quality, relevance, and governance domains, collect comprehensive data from implementing agencies and institutions, analyse sector performance against established targets, and publish annual reports for stakeholders including government, development partners, employers, and the general public. These Annual Sector Performance Reports will provide transparent tracking of progress against the TVET policy and Plan, identify implementation challenges requiring intervention, inform policy adjustments through evidence-based analysis, create accountability for outcomes rather than merely activities, and establish a culture of results-based management in the TVET sector. The activities include establishing the national steering committee, developing the report structure and content requirements, establishing data collection mechanisms from all relevant sources, implementing analysis methodologies, creating effective dissemination strategies, and institutionalizing the reporting process within the TVET governance system. The implementation Agency for this action is TMED. The projected budget is BDT 3.3456 crore (US\$ 0.274 million).

Strategic Objective 3.2: Strengthening TVET Institute Capacity and Performance

3.2.01 Capacity strengthening of Government and non-Government/private TVET institute through initiating Technical Institute Improvement Plan (TIIP)

The objective is to strengthen decentralized management capacity of Government TVET institute in order to address access, quality and relevance challenges of TVET system. Under this action, a Government technical institute (TSC or polytechnic) selected for the program prepares a five-year institution improvement plan (TIIP) with the participation of teachers, administrators and industries in the catchment area with the objective of improving access and quality of education based on a TIIP preparation Guideline prepared and authorized by Directorate of Technical Education (DTE). TIIP includes access and quality related targets for the five year, and proposes new strategies, annual actions and outputs, and costs to achieve the set targets. The focus will be on special activities which are not covered by the revenue budget. TVET implementation plan proposes to provide grant support (BDT 7.5 million per polytechnic and BDT 5 million per TSC institute in 3 years) to the selected 210 Government technical institutes based on the TIIP prepared by the institute and approved by DTE. The key activities of this program include (i) preparation and approval of TIIP formulation and implementation guideline with provision of grant funding based on proposal from TVET Institute (year 1), (ii) pilot the program in a few institutes (year 2), (iii) assessment and revision of the program (year 3), and (iv) implementation of the program in all selected institutes (year 4 and

5). A rapid assessment of TIIP programs currently under implementation thorough donor funded projects will be carried out and lessons learned from these programs will provide the basis for the new Guideline for the program. The implementation Agency for this action is DTE. The projected budget is BDT 2.519 crore (US\$ 0.266 million).

3.2.02 Creation of new posts and recruitment of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice-Principal (Technical) at Govt. and Non-Govt. school-college-madrasah Level

The objective is to establish dedicated leadership roles to strengthen TVET institute management. This action will create new positions of Vice-Principal (Vocational), Assistant Headmaster (Vocational), and Assistant Super (Vocational) in TVET schools, colleges and madrasas that offer technical and vocational subjects, develop clear job descriptions focusing on vocational program quality, establish appropriate qualification requirements emphasizing technical expertise, secure necessary approvals for position creation, and implement recruitment processes to fill these specialized roles. These dedicated leadership positions will ensure appropriate administration of integrated vocational programs within TVET institutes, provide specialized supervision for technical instructors, elevate the status of technical education within mainstream institutions, and improve the quality of vocational offerings through focused management. The activities include determining appropriate organizational placement within existing institutional structures, developing comprehensive position descriptions and qualification requirements, securing budgetary provisions for the new positions, and establishing performance evaluation mechanisms focused on vocational program outcomes. The implementation Agency for this action is TMED. The projected budget is BDT 0.050 crore (US\$ 0.007 million).

3.2.03 Conducting equipment and machinery need assessment for Government Polytechnic Institutions to provide quality education

The objective is to implement systematic equipment planning to address resource gaps that affect training quality in Bangladesh's polytechnic institutions. This action will conduct comprehensive needs assessments examining current equipment status against curriculum requirements, develop prioritized procurement plans based on identified gaps, secure necessary funding through government and development partner sources, and equip 50 polytechnic institutions with updated machinery and equipment aligned with industry standards. This methodical approach ensures training facilities match the technology students will encounter in workplaces, enables effective practical skills development through hands-on learning with relevant equipment, prepares students for employment with minimized additional workplace training needs, and improves the overall quality and credibility of polytechnic education. The activities include developing standardized assessment methodologies, conducting detailed institution-by-institution reviews, preparing technical specifications for required equipment, implementing transparent procurement processes, and establishing appropriate maintenance and replacement systems for sustainable equipment management. The implementation Agency for this action is DTE. The projected budget is BDT 75.300 crore (US\$ 8.172 million).

3.2.04 Ranking and awarding government & non-government/private TVET institutions

The objective is to stimulate quality improvement through recognition and competitive evaluation among Bangladesh's TVET institutions. This action will develop comprehensive ranking criteria covering educational inputs, processes, outputs, and outcomes, implement transparent annual

evaluation processes based on verified data, recognize high-performing institutions through formal awards and ceremonies, and disseminate results to stakeholders including potential students and employers. This systematic ranking approach incentivizes quality enhancement through reputational benefits and recognition, provides transparent information to prospective students for informed educational choices, identifies best practices for system-wide learning and replication, creates benchmark data for institutional improvement planning, and recognizes excellence in technical education delivery. The activities include developing the conceptual framework and specific indicators for ranking, establishing data collection and verification mechanisms, implementing annual evaluation cycles, creating appropriate recognition categories and awards, and organizing high-visibility award ceremonies to promote institutional achievement and TVET excellence to the public. The implementation agency for this action is DTE. The projected budget is BDT 4.048 crore (US\$ 0.332 million).

3.2.05 *Setting up modern labs, workshops in TVET institutes with industry collaboration*

The objective is to ensure training facilities reflect current workplace technology through strategic industry partnerships for laboratory development. This action will identify potential partner companies with appropriate technological resources and corporate social responsibility, develop collaboration frameworks including shared investment and usage models, create appropriate legal agreements covering equipment ownership and maintenance, and establish or upgrade 10 modern laboratories with industry support over the plan period. These industry-supported labs ensure students train on current equipment actually used in workplaces, reduce the resource burden on limited government budgets by leveraging private sector investment, enable industry to influence practical training content and quality, provide opportunities for industry staff to interact with potential future employees, and strengthen partnerships between training providers and employers. The activities include developing partnership models and guidelines, identifying priority technology areas for laboratory development, cultivating relationships with appropriate industry partners, implementing collaborative development projects, and establishing sustainability mechanisms for on-going operation and updating. The implementation agency for this action is DTE. The projected budget is BDT 1.420 crore (US\$ 0.116 million).

3.2.06 *Development of Quality Assurance Manual for TVET institutions for effective academic and administrative performance*

The objective is to standardize quality management processes through comprehensive implementation guidance for Bangladesh's TVET institutions. This action will develop detailed quality frameworks covering both academic and administrative performance domains, create clear standards for institutional operations and outcomes, establish assessment methodologies for measuring compliance and performance, produce comprehensive implementation manuals providing practical guidance, and train quality assurance personnel in effective application. This quality assurance manual ensures consistent standards implementation across diverse institutions, provides practical guidance for institutional improvement efforts, establishes clear benchmarks for performance evaluation, creates common understanding of quality expectations among stakeholders, and supports continuous improvement through standardized processes. The activities include reviewing international best practices in TVET quality assurance, adapting approaches to the Bangladeshi context, developing comprehensive documentation covering all aspects of institutional quality, conducting stakeholder consultation for validation, implementing training programs for quality personnel, and establishing monitoring mechanisms to track implementation effectiveness. The implementation agency for this action is BTEB. The projected budget is BDT 2.160 crore (US\$ 0.176 million).

3.2.07 Introducing career guidance and counseling in Government and non-Government/private TVET institutes

The objective is to establish systematic career support systems to help students navigate career pathways. This action will train 600 focal persons in technical institutions on career counseling, develop policy guidelines, and implement both in-person and digital assistance for students. Key activities include formulating policy guidelines for career guidance (prepared by consultant), deploying teachers/staff to facilitate career guidance with training and conduct training for focal persons and career guidance counselors (600 persons trained), maintaining employment demand databases, and providing digital help assistance to students through seminars (2 meetings/seminars each year for 200 institutes at 50k BDT/institution). The implementation agency for this action is DTE with TMED as the responsible agency. The projected budget is BDT 5.000 crore (US\$ 0.415 million).

3.2.08 Setting up job placement cell (JPC) with complete database in Government and non-Government/private technical education institutes

The objective is to establish dedicated employment facilitation mechanisms within TVET institutions to improve graduate transitions to the workforce. This action will set up job placement cells in all institutes with comprehensive employer databases and trained staff. Activities include preparing policy guidelines for job placement cells (through consultant work for 4 person-months), establishing physical cells with necessary infrastructure (each institution receiving BDT 5 lacs for renovation work and equipment purchase), training 200 focal persons in database management, collecting industry demand data covering approximately 20 companies per institution annually (with TA/DA cost of BDT 500 per visit), organizing industry linkage activities (including workshops and seminars), arranging graduate tracking, and maintaining coordination with the centralized DTE job portal. These placement cells will serve as bridges between education and employment, providing systematic support for job searching, creating direct communication channels with potential employers, facilitating industry-student matching through personal connections, maintaining up-to-date employment information for career counseling, and enabling data collection on graduate outcomes for program improvement. The implementation agency for this action is DTE. The projected budget is BDT 135.440 crore (US\$ 1.135 million).

3.2.09 In-house Subject-based Skills Training for Teachers

The objective is to enhance subject-specific practical skills of teachers and craft instructors through targeted in-house training programs. This action will implement structured training on at least 10 subjects per trade/technology in each government polytechnic and TSC, utilizing experienced internal staff, retired teachers, and industry experts as resource persons. The initiative addresses skill gaps through focused professional development during evening hours (5-7:30pm on working days), with training conducted on two subjects per technology annually. This approach ensures continuous skills updating without disrupting regular teaching schedules, leverages experienced personnel as mentors, and builds institutional capacity for ongoing professional development. The activities include preparing technology-wise annual training plans, identifying appropriate resource persons, securing budget approval from principals, implementing training programs with necessary equipment repairs, and developing comprehensive training reports. The implementation agency for this action is the individual TVET institutes.



Strategic Objective 3.3: Advancing Digitalization and Green TVET for Modernization and Sustainability

3.3.01 Establishment of an Integrated Management Information System (MIS) for Education and Skills in Technical Institutions

The objective is to create a unified information system to address the fragmented data management that currently hampers planning and monitoring in the TVET sector. This action will develop comprehensive MIS architecture appropriate for the multilevel TVET system, establish dedicated Management Information System (MIS) cells at government institutions, train specialized staff in data management, and implement standardized databases for education and skills information. With integrated MIS established in 500 pilot MPO TVET institutes by the end of the plan period, this initiative will enable evidence-based decision-making across administrative levels, improve resource allocation based on actual needs, enhance monitoring of educational outcomes, and facilitate accurate reporting to stakeholders. This action will include modules for student tracking, teacher qualifications, infrastructure management, and outcome assessment, with appropriate data privacy and security measures following national guidelines. The implementation agency for this action is DTE. The projected budget is BDT 2.760 crore (US\$ 0.226 million).

3.3.02 Assessment of Digital Infrastructure in TVET Institutes

The objective is to evaluate the current state of digital readiness across the TVET system as a foundation for technology-enhanced learning implementation. This action will conduct a comprehensive assessment of digital infrastructure, platforms, and learning materials in all polytechnic institutes and TSCs, providing an evidence base for future digital transformation initiatives. The assessment will be conducted by expert consultants visiting institutions to evaluate their current capabilities, identify gaps, and recommend strategic improvements. This systematic review ensures technology investments are targeted to areas of greatest need, provides benchmark data for measuring digital transformation progress, and aligns technological development with pedagogical requirements. The activities include preparing terms of reference, hiring two consultants for 16 person-months, conducting site visits to all institutes, preparing a draft assessment report, validating findings through stakeholder workshops, and publishing a final comprehensive report. The implementation agency for this action is DGT. The projected budget is BDT 0.89 crore (US\$ 0.073 million).

3.3.03 Strengthening online admission process at all levels of Government and non-Government/private technical education

The objective is to digitize the admission process for technical education to modernize enrolment procedures and improve accessibility across Bangladesh. This action will develop user-friendly online platforms accounting for varying levels of digital literacy, train administrative staff in digital systems management, and implement streamlined electronic admission processes across Government and non-Government/private institutions. By implementing online student admission in 4,000 TVET institutes over the plan period, this initiative reduces geographical barriers to application, increases transparency in selection, and improves administrative efficiency. This action will incorporate digital record-keeping, online fee payment options, and mobile-responsive interfaces to accommodate the predominantly mobile-based internet access in Bangladesh. Implementation will include pilot testing in selected institutions, systematic training for administrative personnel, and phased deployment across the TVET system with continuous technical support and user feedback mechanisms. The implementation agency for this action is BTEB.

3.3.04 Establishment of an e-Learning Platform for Technical Education

The objective is to develop a sustainable digital learning ecosystem to support instructor capacity-building across Bangladesh's rapidly expanding TVET sector. This action will establish a fully-equipped e-learning center at VTTI Bogura, train 192 instructors in digital content development, create 575 micro-learning modules covering 14 trade areas, and implement a cloud-based learning management system with standardized metadata for efficient resource discovery. By focusing on practical skills development through "learning nuggets" that address specific gaps in instructor competencies, this initiative enables instructors to effectively utilize new equipment, conduct more hands-on sessions with students, and adapt to curriculum changes aligned with the Fourth Industrial Revolution (4IR). The activities include renovating facilities at VTTI, procuring specialized multimedia production equipment, establishing quality assurance frameworks, implementing a staggered training approach over three years, and deploying a comprehensive communications strategy to promote blended learning adoption. The implementation agency for this action is DTE. The projected budget is BDT 6.896 crore (US\$ 0.565 million).

3.3.05 Introduction of blended learning approach in technical education system

The objective is to implement blended learning models to combine the benefits of traditional face-to-face training with digital education in the TVET system. This action will develop balanced blended learning methodologies appropriate for technical subjects, train instructors in effective mixed-mode teaching techniques, create digital resources that complement in-person practical training, and implement the approach initially for 5-10% of classes with progressive expansion. This flexible approach increases learning accessibility for students with geographic or scheduling constraints, accommodates diverse learning preferences and abilities, introduces students to the digital work environments increasingly common in modern industries, and builds institutional resilience for educational continuity during disruptions. The activities include developing guidelines for effective blended learning in technical education, piloting the approach in selected courses, evaluating outcomes through student performance metrics, and gradually expanding successful models across technologies and trades. The implementation agency for this action is DTE. The projected budget is BDT 41.740 crore (US\$ 3.421 million).

3.3.06 Formulation of Policy for Green TVET reflecting Green Economy in Bangladesh

The objective is to align technical education with environmental sustainability and climate resilience priorities in Bangladesh, one of the world's most climate-vulnerable countries. This action will formulate comprehensive policy guidelines for environmentally sustainable TVET delivery covering both institutional practices and curriculum content, create implementation mechanisms for monitoring and support, and link training with green economy opportunities in sectors like renewable energy, waste management, and climate-resilient agriculture. This policy responds to Bangladesh's commitments under international agreements like the Paris Climate Accord and the country's Climate Change Strategy and Action Plan. This action ensures technical education contributes to Bangladesh's environmental goals through skills development in green technologies, prepares students for emerging jobs in the growing low-carbon economy, develops technical capacity for climate adaptation solutions, and models sustainable practices in training delivery to reduce the environmental footprint of the TVET sector itself. Implementation includes research on green skills requirements, policy development through stakeholder consultation, approval through appropriate governmental channels, and systematic implementation with monitoring and evaluation mechanisms. The implementation Agency for this action is DTE. The projected budget is BDT 0.308 crore (US\$ 0.025 million).

3.3.07 Promotion of green practices (green infrastructure, green technology, paperless system, energy saving, solar panels, recycling, tree plantation) in all technical institutes and aligning curriculum with green principles

The objective is to implement environmental-friendly institutional practices to align TVET with sustainability principles and reduce the environmental impact of technical education delivery. This action will introduce comprehensive paperless administrative systems, implement energy-saving measures in classrooms and workshops, install solar panels where feasible, establish recycling programs for technical waste, and initiate tree plantation campaigns across campus grounds. By implementing green practices in 480 government technical institutes over the plan period, this initiative reduces resource consumption, models environmental responsibility for students, and prepares future technicians for the growing green economy in Bangladesh. The activities include developing standardized green practice guidelines, training institutional management on sustainability principles, monitoring resource usage patterns, and recognizing exemplary environmental performance among participating institutes. The implementation agency for this action is DTE.

3.3.08 Formulation of Green Skills Development Plan

The objective is to integrate environmental sustainability competencies into the TVET system through strategic planning. This action will develop a comprehensive green skills development plan addressing future workforce need in environmentally sustainable economic sectors. Through expert-led assessment of curriculum, infrastructure, and training needs, the initiative will identify required green skills modules, necessary equipment, and teacher training requirements for effective implementation. This forward-looking approach ensures the TVET system produces graduates with relevant environmental competencies, aligns workforce development with Bangladesh's climate commitments, positions the TVET system to support emerging green economy sectors, and establishes a foundation for environmentally sustainable technical education. The activities include hiring international and national consultants, reviewing existing curriculum to identify green skills gaps, visiting institutes to assess infrastructure readiness, conducting needs assessment for future green jobs, developing teacher training plans, drafting an action plan, validating through stakeholder consultation, finalizing a comprehensive green skills development strategy and Introduction of Green technology in 3 selected technological areas in polytechnic institutes. The implementation agency for this action is DGT. The projected budget is BDT 2.052 crore (US\$ 0.168 million).

Appendix 7

Performance Monitoring Framework

Note: Where appropriate, indicators are disaggregated by Gender, Level/Curriculum, and Government and non-Government/private

Result Areas & Strategic Objectives	Key Performance Indicators (KPIs)	Supplementary Performance Indicators (SPIs)
Result Area 1: Quality and Relevance		
1.1: Ensuring Effective Teacher Recruitment, Deployment and Continuous Professional Development	1. Teacher-Student ratio (TRS) (KPI 1)	1. % of Qualified Professional Teachers in TVET (SPMF 2.1.1.4)
1.2: Aligning TVET Curriculum with Industrial Demands	2. % Of TVET institute with TSR below 30 (KPI 18)	2. No. of teaching and non-teaching staff recruited (SPMF 3.1.3.2)
1.3: Strengthening TVET Qualification Frameworks and Certification Systems to International Standards	3. Student Per Institution (KPI 2)	3. Teacher attrition rate in TVET (SPMF 2.1.1.7)
	4. Teacher per institutions (KPI 3)	4. % of Pedagogical certified teachers (SPMF 3.1.1.1)
	5. % of teacher vacancy (KPI 4)	5. No. of industry worker certified as assessors (SPMF 3.1.1.3)
	6. Completion rate at Diploma Level (KPI 5)	6. No. of certified curriculum developer (SPMF 3.1.1.5)
	7. Completion rate at HSC (Voc) Level (KPI 6)	7. No. of standard developed/ syllabus reviewed (SPMF 3.1.1.6)
	8. Completion rate at SSC (Voc) Level (KPI 7)	8. No. of Need Analysis study conducted per year for curriculum development (SPMF 3.1.1.8)
	9. % of trained teachers (KPI 15)	9. % of RTO producing NTVQF certified graduates (SPMF 2.1.2.3)
		10. % increase of BTEB affiliated institutes (Government and non-Government/private) (SPMF 2.1.2.1)
		11. % of certification through RPL (SPMF 2.1.2.5)
		12. % of employment of TVET graduates within 6 months (Government and non-Government/private) (SPMF 2.1.3.7)

Result Areas & Strategic Objectives	Key Performance Indicators (KPIs)	Supplementary Performance Indicators (SPIs)
Result Area 2: Access to Training & Employment		
2.1: Ensuring Equitable TVET Access, Affordability, and Efficiency 2.2: Supporting TVET Graduates and Employment through Labour Market Assessment and Industry Partnerships 2.3: Enhancing TVET Public Image and Reputation	1. TVET Enrolment Rate 2. Drop-out rate at Diploma Level (KPI 8) 3. Drop-out rate at HSC (Voc) Level (KPI 9) 4. Drop-out rate at SSC (Voc) Level (KPI 10) 5. Gender Parity TVET enrolment (KPI 11) 6. % Of Girl's Participation in TVET (KPI 12) 7. Proportion of youth (15-24 year) enrolled in TVET (KPI 13) 8. % Of students receive stipend (KPI 14) 9. % Of institutes admit students above 80% of seat capacity (KPI 17) 10. Enrolment rate of students with special needs (KPI 19) 11. % of institutes signed MoU with industry (KPI 21)	1. Proportion of 15-24 year-olds enrolled in vocational education, both sexes (%) (SPMF 2.2.1.1) 2. Proportion of 15-24 year-olds enrolled in vocational education, female (%) (SPMF 2.2.1.2) 3. Proportion of 15-24 year-olds enrolled in vocational education, male (%) (SPMF 2.2.1.3) 4. TVET Enrolment by People with Disability (PWD) (SPMF 3.1.2.5) 5. TVET Enrolment by Ethnic Minority (SPMF 3.1.2.6) 6. % of upazila have public TVET Institutes (SPMF 3.2.2.1) 7. % of districts have Polytechnics (SPMF 3.2.2.2) 8. % of TVET Institutes less than 20% Vacant Seat (SPMF 3.2.2.3) 9. % of public institutes with at least 30% female enrolment (SPMF 3.2.2.4) 10. No. of TVET apprentices (formal) (SPMF 2.1.4.2) 11. No. of industry providing formal apprenticeship (SPMF 2.1.4.3) 12. % of Stakeholders with Positive Perception of TVET (SPMF 2.1.5.1) 13. Satisfaction of TVET employers and graduates (SPMF 2.1.5.2) 14. No. of workforce forecasting study conducted by BTEB (SPMF 3.1.1.7)

Result Areas & Strategic Objectives	Key Performance Indicators (KPIs)	Supplementary Performance Indicators (SPIs)
Result Area 3: Governance & Capacity		
3.1: Strengthening TVET System Governance and Capacity	1. % of Institute Preparing TVET Institute Improvement Plan (SPMF 3.2.3.1)	1. Allocation for TVET as % of education budget (Public/DTE) (SPMF 3.3.1.2)
3.2: Strengthening TVET Institute Capacity and Performance	2. % Of Institutes score above 90% in APA (KPI 16)	2. TVET spending as a percentage of the national budget (SPMF 3.3.2.1)
3.3: Advancing Digitalization and Green TVET for Modernization and Sustainability	3. % TVET Institutes having expenditure capacity over 80% (KPI 20)	3. No. of TVET institutes (Government and non-Government/private) (SPMF 3.1.2.1)
	4. % of graduates provided employment support through job placement cell (KPI 22)	4. No. of non-government/private TVET institutes (SPMF 3.1.2.2)
	5. % Annual Increase in DTE Budget for Workshop Equipment (KPI 24)	5. TVET Enrolment Total (Government and non-Government/private) (SPMF 3.1.2.3)
	6. % of modules operational in the Integrated TVET MIS	6. % of Institutes monitored every year (Public) (SPMF 3.1.3.4)
	7. % of admissions processed through online systems	7. No. of TVET Research Conducted by Institutes (Public) (SPMF 3.1.3.6)
	8. % of TVET trades incorporate e-learning	8. % of TVET institute having equipment as per BTEB regulations (SPMF 3.2.1.3)
	9. % of TVET Teachers trained through blended approach	9. % of TVET institution having required No. of teachers/instructor (SPMF 3.2.1.4)
	10. % of TVET institutes implement Green TVET Action Plan according to TMED Green TVET Guidelines	10. % of TVET institutes with workshop equipment over 10 years old (SPMF 3.2.1.5)
	11. % of TVET curricula with integrated green skills components	11. % of TVET institutes with Graduation rate over 80% (Public) (SPMF 3.2.1.6)
		12. No. of E-Learning Modules Produced
		13. No. of Teachers enrolled in E-Learning Learning
		14. No. of curriculum on Green Skills

Note: SPMF notation is in bracket

Appendix 8

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ANNEX A

Detailed Annual Activity

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.01	QR	Conducting teacher training for Govt. and Non-Govt. technical teachers in pedagogy, subject-wise and other training areas as per National Education Policy 2010	Total 30,000 teachers trained (20,000 in subject based practicals, 5000 in pedagogy, 5000 in foundation) (20,000 Non-Govt. institute teacher)		TNA report finalized and preparatory work for teacher training completed			4000 teachers in pedagogy and 4000 subject teacher trained	DTE	TMED, TTTC, VITI, MTTL, NACTER, BTEB	
1.1.01.01	QR	Conducting Training Needs Analysis (TNA) and preparing report accordingly		Formation of committee with a TOR; (1 meeting, 2 workshops), Administer TNA	Training Needs Analysis (TNA) report prepared						
1.1.01.02	QR	Preparing Teacher's Development Plan for Government and Non-Govt. teachers of technical & vocational education			Prepare teachers development plan (consultant firm-12 months)						1.1.02.05 sub-activity related
1.1.01.03	QR	Preparing Annual Calendar for training program for Government and Non-Govt. TVET teachers			Prepare annual training calendar						Consultant (TNA); Consultant for developing Training Module for sub-activity 1.1.3.4
1.1.01.04	QR	Preparing training budget and ensuring budget allocation as per training calendar			Budget preparation and allocation as per training calendar						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.01.05	QR	Updating database of government and Non-Govt. technical & vocational teachers including training database			Updating database of government and Non-Govt. technical & vocational teachers including training database	Maintain teachers training database	Update and maintain teachers training database				
1.1.01.06	QR	Update/Development of Skill-based training content (technology wise) by TTTC, Dhaka		Development of Skill-based training content (technology wise) by TTTC, Civil, Mechanical, Electrical, Computer, Electronics, Agriculture, Textile							Workshop of content development
1.1.01.07	QR	Conducting pedagogy training & certification as per training calendar			1000 Pax training	1500 pax training	1500 pax training	1500 pax training			4 weeks training
1.1.01.08	QR	Conducting subject-based skills training and certification as per training calendar		3000 pax training	4000 pax training	5000 pax training	5000 pax training	5000 pax training			2 weeks skill training
1.1.01.09	QR	Conducting induction/ foundation training-Jr. Instructor	Foundation for Jr. Instructor-3000 pax	1000 Pax training for Instructor	500 Pax training for Instructor	500 Pax training for Instructor	500 Pax training for Instructor	500 Pax training for Instructor		Tk.60k per pax for Jr. Inst., Tk.150k per pax for Inst.	Tk.60k per pax for Jr. Inst., Tk.150k per pax for Inst.
1.1.01.10	QR	Conducting induction/ foundation training-Instructor	For Instructor-2000 pax for 5 years		500 Pax training for Instructor	500 Pax training for Instructor	500 Pax training for Instructor	500 Pax training for Instructor			Tk.150k per pax for Inst.
1.1.01.11	QR	Maintaining and updating teachers training database					Maintain teachers training database	Update and maintain teachers training database			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.02	QR	Formulation and implementation of TVET teachers' qualification framework for quality assurance of technical education	TVET teachers qualification framework approved and 20,000 teachers assessed under the qualification framework.			4000 teachers assessed under TTQF	8000 teachers assessed under TTQF	8000 teachers assessed under TTQF	DTE	TMED, BTEB	
1.1.02.01	QR	Issuance of Ministry circular including TOR for formulation of TVET Teachers Qualification Framework		Formation of a steering committee with TOR (1 meeting 2 workshops)	TOR developed for recruiting a consultant for developing a teachers qualification framework for TVET						
1.1.02.02	QR	Hiring consultants for formulation of TVET Teachers Qualification Framework as per ToR			Hiring of consultants						
1.1.02.03	QR	Reviewing of existing national and international teacher qualification framework and drafting framework in consultation with stakeholders			Review of existing national TVET teacher's qualification frameworks; Consultation workshops (5nos) with stakeholders; Final draft is prepared. 1 national 12 man month and 1 international 6 man month						
1.1.02.04	QR	Validation, finalization and approval of draft teachers qualification framework				Validation workshop; Govt. approval and office circular issued (2 no's)					

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.02.05	QR	Preparing of teacher's development plan as per teacher's qualification framework			Preparation of teacher development action plan through study by consultant (1 national 6 months)						
1.1.02.06	QR	Necessary revision of the existing recruitment rules as per TVET Teachers Qualification Framework				Revision of existing teachers recruitment rules; Consultation workshops (4 no's) and meetings (5nos) with stakeholders.					
1.1.02.07	QR	Assessment and Certification of trained teachers as per qualification framework				Teacher assessment and certification as per qualification framework 4000 teachers	Teacher assessment and certification as per qualification framework 8000 teachers	Teacher assessment and certification as per qualification framework 8000 teachers			Tk.1500 per teacher;
1.1.02.08	QR	Routine Activity									For assessment per teacher average Conveyance and others Tk.3000/-
1.1.03	QR	Strengthening hands-on training for technical teachers and students to acquire practical knowledge, skills and experience in industries	Ensured effective industrial attachment for students of all Govt. TVET Institutes; 2,000 teachers completed the Industry Immersion program;						DTE	BTEB	Teachers, staffs and students acquired industrial experience

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
			22,140 Teachers and staffs trained through in-house training; 48,000 Students received PBL								
1.1.03.01	QR	Introduction of Project Based Learning (PBL) activities for students under the joint supervision of class teachers and industry experts as per industry institute linkage guideline		1 batch (40 students) per Institute in 200 Government Institutions; Total 8000 students benefited	2 batch (40X2=80 students) per Institute in 200 Government Institutions total 400 batch; Total 16,000 students benefited	3 batch (40X3=120 students) per Institute in 200 Government Institutions total 600 batch; Total 24,000 students benefited	Continue	Continue	BTEB, TVET Teachers		not formalized; Conveyance cost for Student, Teachers and Expert to Industry, Market, etc.
1.1.03.02	QR	Ensuring effective industrial attachment for students	Ensured effective industrial attachment in 214 Govt. TVET Institutes	Hiring 1 industry coordinator (contractual) in following each institutes; Industry coordinator will prepare the list of interested relevant industry in the catchment area. Student will be sent for industrial attachment as per list of the industry.	If the industrial attachment is effective with the industry coordinator, then new approach of the industrial attachment program can be implemented in the all 214 Govt. TVET institutes (hiring 1 Industry Coordinator)	All Govt. (214) TVET institutes	All Govt. (214) TVET institutes	All Govt. (214) TVET institutes	BTEB TVET Teachers Industry		8th semester student of Polytechnic Institutes. BTEB will guide on this; Tk.1700/- for 1 class 9,10, 11,12 vocational (6 weeks for each class industrial attachment); Tk.13,000/- for Polytechnic per student; Gross Salary for Industry Coordinator Tk.40,000/- per month and Tk.5,000/- for TA/DA in the catchment area

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
				Industry coordinator will coordinate the industry attachment program. 8th semester student of 5 polytechnic institutes and student of class 9, 10, 11 and 12 of 5 TSCs							
1.1.03.03	QR	Industry Immersion Program for a period of at least one month in every two years for teachers to enhance their industrial skills aligned with modern technology		Prepared guideline for Industry Immersion program; Technology/ Trade-wise list of potential industry prepared	200 teachers completed Industry Immersion program	600 teachers completed Industry Immersion program	600 teachers completed Industry Immersion program	600 teachers completed Industry Immersion program	TMED DTE Industry TVET Teachers		Honorarium cost 600/- *20 Days=12000/- SC TA/DA- 8,000/- Per Teachers/ Month; Tk.70k per pax
1.1.03.04	QR	Conducting subject-based in-house training of teachers and craft instructors by industry experts		164 No's of batch; average no of teachers/craft instructors-15; total 2460 teachers/ craft instructors trained (2 subjects X 50=100 batch Subjective Polytechnic + 1 subjects X 64=64 batch Subjective Training in 64 TSC)	328 (164x2 subjects) No's of batch; average no of teachers/craft instructors-15; total 4920 teachers/ craft instructors trained (4 subjects X 50=200 batch Subjective Training in 50 Polytechnic + 2 subjects X 64=128 batch Subjective Training in 64 TSC)	Continue	Continue	Continue	TVET Institutes Industry		Tk.20,000/- for 5 days, per teachers/ craft instructors

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.04	QR	Creation of panels with Industry experts and engaging them as a guest teachers / speakers /mentors in TVET institutes for conducting classes along with their participation in relevant meetings and seminars.	An industry experts panel prepared and 24,080 sessions conducted by Industry experts panel	800 sessions conducted	1600 sessions conducted	4560 sessions conducted	8560 sessions conducted	8560 sessions conducted	DTE	TMED	
1.1.04.01	QR	Preparing the list of trade/ technology wise industry experts in the institutes	Proposed in SL/ RA 4.05.2						DTE Institutes Industry		2.03.2 divided into 2 activities and 1 costing added on 2.03.1
1.1.04.02	QR	Engaging industry experts as guest lecturers/speakers/ mentors for conducting practical classes as per industry institute linkage guideline	1056 industry expert as guests teachers(Poly 50*4 Technology*2 Expert=400pax) + (TSC 164*4 trade*1 expert=656	Total 800 Classes for Poly + TSC; Poly: 400 Classes(10 Practical Classes in 2 semesters * 4 Technology * 10 Polytechnic); 3,000/- per 3 hrs. Practical Class; TSC: 400 Classes(10 Practical Classes * 4 Trade * 10 TSC); 2,000/- per 3 hrs. Practical Class;	Total 1600 Classes for Poly + TSC; Poly: 800 Classes (10 Practical Classes in 2 semesters * 4 Technology * 20 Polytechnic); 3,000/- per 3 hrs. Practical Class; TSC: 800 Classes (10 Practical Classes * 4 Trade * 20 TSC); 2,000/- per 3 hrs. Practical Class;	Total 4560 Classes for Poly + TSC; Poly: 2000 Classes (10 Practical Classes in 2 semesters * 4 Technology * 50 Polytechnic); 3,000/- per 3 hrs. Practical Class; TSC: 2560 Classes (10 Practical Classes * 4 Trade * 64 TSC); 2,000/- per 3 hrs. Practical Class;	Total 8560 Classes for Poly + TSC; Poly: 2000 Classes (10 Practical Classes in 2 semesters * 4 Technology * 50 Polytechnic); 3,000/- per 3 hrs. Practical Class; TSC: 6560 Classes (10 Practical Classes * 4 Trade * 164 TSC); 2,000/- per 3 hrs. Practical Class;	Total 8,560 Classes for Poly + TSC Poly: 2000 Classes (10 Practical Classes in 2 semesters * 4 Technology * 50 Polytechnic); 3,000/- per 3 hrs. Practical Class; TSC: 6560 Classes (10 Practical Classes * 4 Trade * 164 TSC); 2,000/- per 3 hrs. Practical Class;	TVET Institutes Industry		
1.1.04.03	QR	Organizing meetings and seminars with industry experts in the institutes	218 (50 Poly + 164 TSC + 4 Eng. college); 6 Lakh per Seminar Cost	8 seminars in 8 institutes (Divisional District) 250 Persons per Seminar	16 seminars in 8 divisions (16 institutes); 250 Persons per Seminar	24 seminars in 8 divisions (24 institutes); 250 Persons per Seminar	40 seminars in 8 divisions (40 institutes); 250 Persons per Seminar	64 seminars in 8 divisions (64 institutes); 250 Persons per Seminar	Institute DTE		
1.1.05	QR	Introducing Teacher Mentoring System in TVET	500 teachers trained in mentorship; teacher mentorship program implemented						DTE		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
			in all government polytechnic and TSCs.								
1.1.05.01	QR	Prepare a TOR for hiring a consultant and estimated budget for the task		Hiring of 1 national and 1 international consultant; prepare a guideline for teacher mentorship program ;selection of teachers (at least 02 teachers from one institute) for mentorship training program					DTE		International consultant-1; PM-08; 1 National consultant; PM-24
1.1.05.02	QR	Conducting mentorship training program		100 teachers (as master trainer) trained in mentorship program (two weeks training program; 25 pax per batch)	200 teachers (as master trainer) trained in mentorship program	200 teachers (as master trainer) trained in mentorship program			DTE		After receiving the mentorship training, master trainer for teacher mentoring will be developed and each master trainer will train at least one teacher as teacher mentor in each department in his/her own institute. Mentor is responsible in his own department for implementing mentoring system (for other teachers as mentees) for enhancing effective teaching-learning system.

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.05.03	QR	Teacher mentorship program implemented in each polytechnic and TSC		Teacher's mentorship program implemented in 50 institutes through master trainer (mentoring)	Teacher's mentorship program implemented in 150 institutes through master trainer (mentoring)	Teacher's mentorship program implemented in 216 institutes (cumulative) through master trainer (mentoring)	Teacher mentorship system Continued	Teacher mentorship system Continued	DTE		
1.1.05.04	QR	Evaluation of implementing teacher-mentoring system and reporting		Report published	Report published	Report published	Report published	Report published	DTE		Training cost includes report publish where required
1.1.06	QR	Formulation of policies for higher education, training and exchange of teachers at home and abroad	Approved a policy for higher education, training and teachers exchange program					Signing of MOU with XX countries completed	TMED	DTE, UGC	
1.1.06.01	QR	Issuance of a circular by the ministry forming a committee with TOR for formulating a policy		Formation of committee with scope of work, (2 meetings, 2 workshops. Issuance of circulars							
1.1.06.02	QR	Preparing draft proposals after reviewing the higher education and training policies of technical teachers of different countries and approval of the policy		Preparation of Draft Proposal through Validation 1 Workshop and finalized by the TMED (1 meeting)	Approval of policy by the competent authority						
1.1.06.03	QR	Communication and MoU signing with various countries and institutions for Teachers Exchange			Identification of various countries and institutions for signing MoUs	Signing of MoUs with various countries and institutions					

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.07	QR	Establishment of dedicated TVET wings in PSC, NTRCA, UGC and NCTB	TVET wings in PSC, NTRCAA, UGC and NCTB					Draft proposal approved	TMED	DTE	This is covered and proposed under ADP project
1.1.07.01	QR	Reviewing existing situation on TVET teacher recruitment for Govt. and Non-Govt. institutes	2 meetings and 3 workshops	Determining the scope of work of the committee including the members; (2 meetings 3 workshops); Prepare an action plan for establishing the TVET Wings							
1.1.07.02	QR	Preparing the draft circulars for TVET wings in PSC, NTRCA, UGC and NCTB through stakeholders' consultation workshops			Review of existing Teacher Recruitment system (5 workshops)	Formulation of draft circulars					
1.1.07.03	QR	Finalise of the draft circulars for TVET wings in PSC, NTRCA, UGC and NCTB				Finalize draft circulars through the stakeholder consultation					
1.1.07.04	QR	Approval and implementation of Govt. circulars on TVET wings PSC, NTRCA, UGC and NCTB				Approval of the circulars by the competent authority				TMED, Cabinet/ Parliament	
1.1.08	QR	Amendment/formulation of recruitment rules for recruitment of TVET teachers in Govt. and Non-Govt. educational institutions by giving preference to candidates with practical experience in industries	Approved revised TVET teacher's recruitment rules						TMED	DTE, BTEB	
1.1.08.01	QR	Reviewing existing TVET teacher recruitment rules/policies		Formation of committee with scope of work, (2 meetings 3 workshops)	Review existing TVET teacher recruitment policies through 8 meetings and 4 workshops					DTE	

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.08.02	QR	Formulating draft policy giving preference to candidates with industrial experience in recruitment rule of TVET teachers and approval of the policy			Formulation of draft policy	Finalization of draft proposal through stakeholder workshop and approval of draft policy				Cabinet Division, TMED	
1.1.09	QR	Necessary revision/ amendment of "BCS Recruitment Rules 1981", "BCS Technical Education Recruitment Rules 2021 (Technical Education Cadre)", "Non-Cadre Officers and Employees Recruitment Rules 2020" and promotion in respective fields	Approval of revised BCS Technical Education Recruitment rules (cadre and non-cadre officer)						TMED	DTE	
1.1.09.01	QR	Issuance circular of the Ministry for the purpose of amending the current recruitment rules in technical education by setting up a committee with TOR		Formation of committee with TOR; 3 meetings Issuance of circulars;							Total meetings 12 for the sub-activities
1.1.09.02	QR	Reviewing existing rules and identifying areas for amendment		Reviewing existing rules and identifying areas for amendment; 9 Meetings;							Total workshops 12 for the sub-activities
1.1.09.03	QR	Discussions with concerned stakeholders		Discussion with concerned stakeholders; Workshops 6 (3x2)							
1.1.09.04	QR	Formulation and approval of draft proposals		Formulation of draft proposals and finalization through validation (3 workshops)	Approval of TMED, Ministry of Govt. Administration and Secretary committee						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.1.09.05	QR	Approval by the competent authority			Approved by Government authority						
1.2.01	QR	Introduction of dual training system in TVET institutions to acquire hands on skills and employment opportunities in the industries.	A suitable dual training model recommended in TVET Institutes						DTE	BTEB	
1.2.01.01	QR	Preparing a Dual Training model suitable for Bangladesh by reviewing the Dual Training System of different countries in the field of technical education		1 Study for Model Development Hiring 1 National Consultant-12 person month to develop a model dual training system for Bangladesh					TMED BTEB Industry		
1.2.01.02	QR	Piloting Dual Training System in selected technical & vocational institutes			4 TVET Institute selected for piloting (2 Div Polytechnic+2 TSC) Executed by Consultant Firm				Institutes Industry BTEB		(Foreign Visit-60 lakh, Ind. expert cost-8 lakh, Student transportation-3 lakh, Training Raw Material-4 lakh, consultant-120 lakh , etc.)
1.2.01.03	QR	Evaluating piloted Dual Training System and updating/revising curriculum accordingly				After evaluation of piloted institute by BTEB, policy recommendation prepared (2 workshops and 4 meetings			BTEB		
1.2.01.04	QR	Policy recommendation for introducing dual training in TVET institutes				Key policy decision for introducing dual training			Institutes Industry BTEB		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.02	QR	Promotion of skills innovation practice and skills competition in the field of technical education and supporting commercialization of the best projects developed by students in accordance with intellectual property rights principles	215 innovation lab established in government TVET institutes. 224 skills competitions organized.		224 skills competitions organized	224 skills competitions organized	224 skills competitions organized	224 skills competitions organized	DTE	TMED, BTED	
1.2.02.01	QR	Setting up Innovation Labs and Centers in TVET Institutes (focusing on local issues)		Considering Government 50 polytechnic to set up innovation lab including guideline; Procurement of equipments for 50 institutes and renovation work needed	Considering 165 Government TVET institutes to set up innovation lab; Procurement of equipments for 165 institutes and renovation work needed						Government Institute -215
1.2.02.02	QR	Funding/code creation in institutes required for innovative projects		Taking steps to formulate guideline and create codes through MoF in IBAS++							Regional-08
1.2.02.03	QR	Organizing innovation competitions and exhibitions;			Organizing innovation competitions and exhibitions at institutional, regional and national levels	Continue	Continue	Continue			National-1
1.2.02.04	QR	Initiative for intellectual property rights protection and organizing joint activities with concerned industries for commercialization of innovations			Application for protection of intellectual property; Commercialization of inventions	Continue	Continue	Continue			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.03	QR	Mapping TVET Curriculum inline with labour market demand	Recommendation report prepared for updating TVET Curriculum as per market demand						BTEB	TMED, DTE	BTEB will carry out this task
1.2.03.01	QR	Preparing the list of demand-based occupations through exchange of views or surveys with technology-wise industries				As per demand and supply report prepared (in Action-Mapping demand supply scenario of sector-wise employment in the country and abroad 5.03 (SL/TA)), prepare the list of demand-based occupation					
1.2.03.02	QR	Organizing workshops for existing curriculum analysis and gap identification of technology-wise occupations; Recommendations for developing/ revising curriculum based on demand					Organizing workshops (Gnos) for existing curriculum analysis and gap identification of technology-wise occupations; Recommended for developing/ revising curriculum based on demand				

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.04	QR	Development of curriculum and standards in the TVET sector as per job market demand	Revised Curriculum of 34 technologies and 14 trades for polytechnic institutes and TSCs	For Diploma in Engineering Courses : Civil (04) & Architecture (02), Electrical (05), Computer (03), Mechanical (06), Chemical (02), Marine (02), Aircraft Maintenance (02), Leather (03). Formation of research team and conducting research activities for allied technologies	Formation of research team and conduct of research activities for Diploma in Agriculture, Fisheries, Livestock, Forestry program and Diploma in Textile program (08)				BTEB	TMED, DTE	ESD2030: 90 per cent of all countries include climate change in their curricula by 2030 BTEB will carry out this task
1.2.04.01	QR	Conducting research study to assess occupation/trade/technology based job market demand of TVET sector.		Formation of 5 members Committee to process ToR and others to procure of a consultancy firm, hiring consultancy firm and conduct research activities, Determining Skills and Competencies for 34 technologies and 14 trades	Conducting Research Activities: Determining Skills and Competencies	Continue			TMED, BTEB	DTE	34 Technology, 14 Trade Total 5 meeting to in hiring process
1.2.04.02	QR	Reviewing/analyzing existing curriculum and identify the gaps			Reviewing and analyzing curriculum to identify the gaps in different technologies and trades;	Continue			TMED, BTEB	DTE	34 Technology, 14 Trade; 5(days-3) workshops for identify GAP/trade/technology, 20 members for review and analysis

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.04.03	QR	Formation of curriculum development team ensuring participation of stakeholders such as teachers, industry experts, graduates etc.			Formation of curriculum development team						
1.2.04.04	QR	Developing/revising curriculum-wise course structure and regulations including green technology				Formulation of course structure and regulations	Continue	Continue	TMED, BTEB	DTE	Total 10(days-3) workshops per workshop 20 p, per workshop 5 technology + 6 validation workshop 1 day.
1.2.04.05	QR	Formulation and revision of trade/technology-based curriculum				Revision of trade/technology-based curriculum	Continue	Continue			
1.2.04.06	QR	Arranging validation workshop(s) with stakeholders and finalization of draft curriculum				Arranging validation workshop with stakeholders	Continue	Continue			
1.2.04.07	QR	Developing and printing of Learners' Guide and Teachers' Guide				5 member committee to hire a consultant firm to produce Teacher's and Learner's guide	Development and printing of Learner's and Teacher's Guides		TMED, BTEB		4 man month per teacher's-learner's guide (34x4=136)
1.2.04.08	QR	Routine Activity									
1.2.04.09	QR	Conducting, monitoring & assessing the effectiveness of the newly developed/revised curriculum implementation					Monitoring during curriculum implementation, ensure green campus BTEB/DTE monitoring Team.	Formation of 5 members Committee to process ToR and others to procure of a consultancy firm .green campus confirmation	TMED, BTEB	DTE	
1.2.04.10	QR	Inclusion of Green Technology in curriculum as per Green TVET policy				Inclusion of Green Technology in Education	Continue	Continue			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.05	QR	Formation of TVET Curriculum Development Expert Pool to develop demand driven curriculum	A TVET Curriculum Development Expert Pool formed						BTEB	TMED, DTE	BTEB carries out this task from its own budget.
1.2.05.01	QR	Preparing action plan including criteria and guidelines for formation of Technology / Trade wise TVET Curriculum Development Pool		A 9 member committee formed and action plan developed including criteria and guideline for the formation of curriculum pool							(3 meetings)
1.2.05.02	QR	Formation of Trade/ Technology wise pool of experts consisting of suitable teachers/academics/industry experts as per criteria and guideline		Trade/ Technology wise curriculum development Pool formed; consisting of 10 members							2 workshops
1.2.05.03	QR	Arranging Capacity building / orientation program for the pool of experts in curriculum development			3-5 days orientation workshop for the curriculum development pool member	Continue					3 days workshop (2 lac per day)
1.2.06	QR	Development of entrepreneurship training course & certification for self-employment opportunities	Entrepreneurship course developed; 50 teachers and 1100 students trained on Entrepreneurship course						DTE	TMED, DTE	
1.2.06.01	QR	Conducting research-study to identify occupations with self-employment opportunities		DTE Research cell will conduct research to identify the occupations to self employment opportunities							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.06.02	QR	Developing curriculum for introduction of entrepreneurship development training courses			Development of entrepreneurship training course. 2 workshop					BTEB	
1.2.06.03	QR	Institution approval for introducing entrepreneurship development training courses (including certification of master trainers)			ToT training for teachers . 21 -days. 50 teachers.	Continue				TMED	
1.2.06.04	QR	Conducting entrepreneurship development training courses and certification to create self-employment opportunities for TVET students				Total 10-day training for 100 students from 10 institute.	Total 10-day training for 400 students from 20 institute.	Total 10-day training for 600 students from 30 institute.		DTE	
1.2.07	QR	Introducing Standards and Curriculum developed by BTEB in the technical & vocational training provider institutes of other ministries and departments	Currently performed by NSDA	Currently performed by NSDA					NSDA	DTE, BTEB	This action is presented for reference only and cost estimates are not included here as it is performed by NSDA
1.2.08	QR	Strengthening proficiency in English and other foreign languages of TVET students	All Govt. institutions supported every year to offer English and other foreign languages						DTE	TMED	
1.2.08.01	QR	Preparing action plans for TVET students to acquire proficiency in Arabic/Chinese/ Korean/Japanese languages along with English		Formulation of action plan by consultant 2 person month (guest teacher provision in the guideline)							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.08.02	QR	Setting up language center in every TVET institution and conducting teacher's training program.			Developing/ outsourcing trainer for conducting language classes. Honorarium for guest teacher (200 institution every year, 1 lacs Taka per institution)	Developing/ outsourcing trainer for conducting language classes. Honorarium for guest teacher (200 institution every year, 1 lacs Taka per institution)	Developing/ outsourcing trainer for conducting language classes. Honorarium for guest teacher (200 institution every year, 1 lacs Taka per institution)	Developing/ outsourcing trainer for conducting language classes. Honorarium for guest teacher (200 institution every year, 1 lacs Taka per institution)			
1.2.08.03	QR	Administering English language club for students in every institution			Establishment of English language club and one another foreign language center in the institution	Continue financial support	Continue financial support	Continue financial support			For English language lab and club establishment and continue support club activities
1.2.08.04	QR	Conducting language training program in another foreign language for TVET students (as co-curriculum)			Per institution 1 lac taka as block amount	Continue financial support	Continue financial support	Continue financial support			For foreign language lab and club establishment
1.2.08.05	QR	Assessment and certification from recognised organization									Contributory fund allocated
1.2.09	QR	Preparing standard textbooks, teacher and student guide and Interactive Book (I-Book) in Bengali/English language for technical education	180 textbooks / I-Book/ Teacher- student guide prepared and published in Bengali/English language	Process of preparing standardized textbook in Bangla initiated	10 textbooks/ I-book/ Teacher- student guide prepared and published	20 textbooks/ I-book/ Teacher- student guide prepared and published	50 textbooks/ I-book/ Teacher- student guide prepared and published	100 textbooks/ I-book/ Teacher- student guide prepared and published	BTEB	TMED, DTE	Printing will be done by Non-Govt. publisher
1.2.09.01	QR	Selecting authors for preparation of standardized textbooks in Bengali, teacher guide, student guide, I-Book (Interactive Book) and providing orientation as per set guidelines		1. Prepare an action plan including guidelines for developing 180 textbooks/ teacher guide/ student guide/ I-Book.	Selection of authors and orientation according to guidelines	Continued	Continued				Honorarium of Consultant

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
				2. Selection of authors and orientation according to guidelines							
1.2.09.02	QR	Preparing draft learning materials (textbook, teacher guide, student guide, IBook) by the selected author.			Prepare draft by the authors	Continued	Continued	Continued			
1.2.09.03	QR	Finalization of draft learning materials through workshops			At least 10 learning materials finalized	At least 20 learning materials finalized	At least 50 learning materials finalized	At least 100 learning materials finalized			
1.2.09.04	QR	Publishing after necessary editing and approval by the competent authority			At least 10 learning materials published	At least 20 learning materials published	At least 50 learning materials published	At least 100 learning materials published			to prepare one text book, 2 author and 1 editor are needed
1.2.10	QR	Introduction of emerging technologies and increasing number of groups (intake capacity) of existing trade/ technologies as per job market demand	Total 50 Polytechnic institutions supported to introduce emerging technologies						DTE	TMED	
1.2.10.01	QR	Introduction of technologies/ trades/ specializations suitable for meeting the challenges of the 4th Industrial Revolution and demand of the local and international job market		Hiring a consultant to survey of the job market demand and prepare new technology/ trades/ specializations / technology groups							



SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.2.10.02	QR	Initiating new post creation in government & Non-Govt. sector organizations for the employment of graduates of emerging technologies/trades/specializations			Request line agencies and autonomous institutions to create post for the newly introduced technologies	Provide support to 10 Polytechnic institutions to introduce the new technology and increase number of batches in existing technology as per demand	Provide support to additional 10 Polytechnic institutions to introduce the new technology and increase number of batches in existing technology as per demand; Assessment of graduate employment opportunities	Provide support to additional 30 Polytechnic institutions to introduce the new technology and increase number of batches in existing technology as per demand; Assessment of graduate employment opportunities			
1.2.10.03	QR	Routine Activity									
1.2.10.04	QR	Proposing amendment of existing Recruitment Rules for the recruitment of Emerging Technology/Trade graduates in Government-Non-Govt. Jobs					Prepare an expansion plan	Expand the program in 50 institutions			
1.3.01	QR	Implementation of Bangladesh National Qualification Framework (BNQF) for skill benchmarking at the national level	Formulation of BNQF policy and regulation				BNQF Implemented in 100 Non-Govt. polytechnic and 50 MPO secondary schools	BNQF Implemented in 200 Non-Govt. polytechnic and 100 MPO secondary schools	BTEB	DTE, TMED	Skills 21 project also implements these activities.
1.3.01.01	QR	Formulation and approval of BNQF Quality Assurance Manual and Implementation Guideline		Quality Assurance Manual and Implementation Guideline prepared and approved; Hiring Consultant (individual) 156 person month for 5 years							Draft BNQF Quality Assurance Manual and Implementation Guideline available

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.01.02	QR	Formulation of BNQF Act, Policy and Regulations		Formulation and approval of BNQF regulations (2 inter-ministerial meetings)					TMED	DTE	Zero draft of BNQF policy is available
1.3.01.03	QR	Level based competency mapping for SSC and HSC Voc and diploma level curriculum		Prepared action plan for competency mapping; Commencement of competency mapping	Competency mapping; [Consultant (firm) 12 month]	Continue				DTE	International Consultant
1.3.01.04	QR	Routine Activity									Block Amount for new competency development and teachers training if required
1.3.01.05	QR	Implementation of BNQF at Diploma and Vocational Levels in Technical Education	Secondary, Higher Secondary and Diploma level		a) Implement BNQF in SSC Voc Grade-9 and in Diploma-Engineering 1st year courses	a) Implement BNQF in SSC Voc Grade-10 and in Diploma-Engineering 2nd year courses	a) Implement BNQF in HSC Voc Grade-11 and in Diploma-Engineering 3rd year courses	a) Implement BNQF in HSC Voc Grade-12 and in Diploma-Engineering 4th year courses		DTE	
1.3.02	QR	Arrangement of admission in Govt. universities with credit transfer for talented technical & vocational students for creating higher education opportunities	Approved a credit transfer policy and commencement of admission of TVET students in Govt. universities	Program to arrange this provision in Govt. universities approved			Credit transfer policy issued	Credit transfer policy implemented	TMED	SHED, DTE, BTEB	
1.3.02.01	QR	Formation of steering committee at ministry level including members of UGC and BAC for credit transfer opportunity of TVET graduates as per BNQF provision		Formation of steering / Technical committee including a TOR; (1 meeting, 1 workshops).							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.02.02	QR	Mapping curriculum in coordination with relevant stakeholders including the University Grants Commission		Curriculum review report prepared in consultation with stakeholders (5 workshops; Consultant- Individual 12 person months)							
1.3.02.03	QR	Supporting the formulation of Credit transfer policy issued by the University Grants Commission			Formulation of draft policy of credit transfer (2 workshops); Credit transfer policy approved; Consultant (individual) 12 person-month						
1.3.02.04	QR	Necessary adjustment/ alignment of syllabus of Govt. universities and technical education boards for credit transfer			Necessary revision/ harmonization of board syllabus (10 workshops arranged by BTEB)				BTEB		
1.3.02.05	QR	Introducing admission of Technical & Vocational students in Higher Education program with credit transfer				Commencing Admission process for TVET students in Govt. universities					
1.3.03	QR	Increasing the number of industry experts as certified assessors/ examiners through assessment & certification to assess the competency of TVET trainee/students in Govt. and Non-Govt. TVET institutes	1160 industry experts oriented and certified as assessors/ examiners						BTEB	DTE, NSDA, ISC	BTEB bears all cost except training which is costed here

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.03.01	QR	Preparing the list of Trade/ Technology wise Industry Experts		Activities done in TA/SL 2.3.1 ; collected inform previous activities					already done		
1.3.03.02	QR	Assessment and certification of industry experts as competent assessors and Inclusion of certified industry experts in the assessment process in TVET institutes		5 Batches; 100 industry expert assessed and certified (20 Participants per Batch, 3-5 days orientation and assessment)	8 batches; 160 industry expert assessed and certified	10 batches; 200 industry expert assessed and certified	15 batches; 300 industry expert assessed and certified	20 batches; 400 industry expert assessed and certified	DTE, BTEB	Industry	1 Lakh BDT per Batch or Tk.5,000 per person assessment and certification cost
1.3.04	QR	Establishing a model Registered Training Organization (RTO) with joint initiative of BTEB- Industry to develop skilled manpower	Established a model RTO						BTEB	DTE, NSDA, ISC	Joint collaboration of BTEB and Industry
1.3.04.01	QR	Identifying potential industry partners for establishment of a model RTO		Identified potential industry partner for establishing a model RTO					BTEB Institutes ISC		few available, such as Hyundai for automotive, Walton for RAC;
1.3.04.02	QR	Accrediting technical institutes with necessary physical infrastructure, equipment, furniture and required training of manpower		With support from Industry Partner, a model RTO is established with necessary physical infrastructure, equipment, furniture by the selected industry partner					Industry BTEB		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.04.03	QR	Conducting training and certification programs for trainees after selection of occupations.			Selection and Accreditation of occupations of a established model RTO; Conduct training and certification in 4 occupations; 4 batch *20 person=80 pax	Conduct training and certification in 6 occupations; * 3 times *20 person=360 pax	Conduct training and certification in 6 occupations; * 3 times *20 person=360 pax	Conduct training and certification in 6 occupations; * 3 times *20 person=360 pax	Institute, Industry, BTEB		Data may be available with BTEB; 5k per student
1.3.04.04	QR	Conducting training and certification programs for trainees after selection of occupations.			Assessment Cost	Assessment Cost	Assessment Cost	Assessment Cost	Institute, Industry, BTEB		Data may be available with BTEB; 5k per student
1.3.05	QR	Development of networking with international and regional organizations related to TVET sector for establishing Mutual Recognition Agreements (MRA)	MRA signed with 5 Countries/ Regional Organizations						BTEB	TMED, DTE	
1.3.05.01	QR	Formulation of guideline for establishing MRA		Formulation of a committee including BTEB, TMED, foreign ministry and industry association (2 meetings, 3 workshops)							
1.3.05.02	QR	Liaising with those country/ regional organizations for MRA, where employment opportunities are available for Bangladeshi workforce		At least 5 Country/ Regional Organization selected and initiate the dialog / communication for establishing MRA					TMED DTE BTEB		10 (selected based on workforce receiving Country)

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.05.03	QR	Collecting information on trade-technology wise job market demands from those countries where job opportunities are available for Bangladeshi workers			Hiring 1 Consultant for the study 12 person month; job demand and supply study of 5 country / regional organization completed by Consultant	Continue			BTEB with support from Consultancy Firm		Some information available, done by a2i; not all occupations covered
1.3.05.04	QR	Review and update existing syllabus as per the demand of recipient countries.				Developing new course and updating existing course as per demand			BTEB		
1.3.05.05	QR	Arranging signing of MRA with selected countries/ organizations based on their information of job market demand.				5 MRA Signing completed (Representative of Recipient Country will visit Our Country)	Implementation of the activities as per MRA	Continue	DTE BTEB Institutes		All cost will be born by recipients country
1.3.06	QR	Accreditation of TVET institutions by internationally renowned agencies to ensure the quality of education phase by phase	128 TVET institutions get accreditation from internally renowned agencies		32 institutions accredited	32 institutions accredited	32 institutions accredited	32 institutions accredited	DTE	TMED	
1.3.06.01	QR	Reviewing the evaluation criteria of internationally renowned accreditation agencies (APACC, TAAP, CITY&GUILDS, etc.)		Formation of a committee with TOR including members from foreign ministry and review evaluation criteria (3 meeting 1 workshops.							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.06.02	QR	Preparing TVET institute following the quality assurance manual and implementing activities accordingly for achieving international accreditation		Hiring Consultant (Individual) for preparing Quality Manual-12 Person month	Support by Consultant (Individual) - 12 person month	1 institutions in each division conducting the process of obtaining accreditation	1 institutions in each division conducting the process of obtaining accreditation	1 institutions in each division conducting the process of obtaining accreditation			
1.3.06.03	QR	Taking necessary steps in the institutions for achieving international recognition			1 institutions in each division conducting the process of obtaining accreditation @ USD 2000 as fees per institution	1 institutions in each division conducting the process of obtaining accreditation	1 institutions in each division conducting the process of obtaining accreditation	1 institutions in each division conducting the process of obtaining accreditation			
1.3.06.04	QR	Routine Activity									Accreditation fees=8 institute X USD2000 X BDT 125
1.3.07	QR	Standardization and Modernization of Student Assessment System introducing digitalization in technical education	Student assessment system standardized and modernized						BTEB	TMED, DTE	
1.3.07.01	QR	Reviewing existing student assessment system in technical education and preparing a set of recommendations for modernizing the assessment system		Formation of a Committee to process ToR and others for procurement of a ICT consultancy firm							9 members committee, 1 workshop and 2 meeting
1.3.07.02	QR	Designing of a standard assessment system incorporating digitalization and international best practices as per recommendation.		Designing of a standard assessment system incorporating digitalization and international best practices as per recommendation							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.07.03	QR	Preparing an implementation plan for introduction of proposed assessment system including piloting for implementation			BTEB will prepare implementation plan with the help of DTE, piloting the assessment system	Assessment system digitalized and modernized; Plan implementation by BTEB					8 workshop 50 member; Piloting the assessment system block amount of 10 lacs taka, cost software development for assessment system and some devices
1.3.07.04	QR	Implementing new student/ trainee assessment system as per plan				Implementing digitalized assessment system for new students and trainees	Continue	Continue			Grant to the institutions as block
1.3.07.05	QR	Routine Activity			Block amount for activity 4.07.3 (Continue)						Grant to the institutions as block
1.3.08	QR	Establishment of BTEB regional offices at the field level to strengthen inspection, monitoring and evaluation activities of different programmes.	BTEB regional office in 8 divisions established						BTEB	TMED	BTEB provides necessary budget from its own sources for day to day operations
1.3.08.01	QR	Establishment of regional offices in the regional office of the DTE to strengthen the inspection, monitoring and evaluation activities of the Bangladesh Technical Education Board		Government decision to set up BTEB branches in 8 DTE offices of	Set up BTEB regional in 8 RDO offices with manpower and necessary equipment and furniture						60K BDT per meeting and 200K BDT for workshop has been budgeted here
1.3.08.02	QR	Conducting academic inspection and examination at the field level			Commencement of academic inspection and examination in BTEB branch offices						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.09	QR	Establishment of Independent Technical Education Boards at divisional level in phases considering increasing enrolment to ensure effective academic and administrative activities.	Another 3 independent Technical Education Boards in 3 divisional HQs established			DPP for establishing 3 boards approved by Planning Commission	DPP for establishing 3 boards approved by Planning Commission	DPP for stabilising 2 boards approved by Planning Commission	BTEB	TMED, DTE	
1.3.09.01	QR	Review the scope and limitations of the existing activities of the Bangladesh Technical Education Board and prepare proposal for establishing separate Technical Education Boards at Divisional levels		Reviewing the existing activities of BTEB, prepare the justification/ rationale to establish independent education board (3 meetings & 1 workshop); Policy decision to establish independent Technical Education Board in different divisional HQs;							
1.3.09.02	QR	Formulation and approval of 3 new Technical Education Board Acts		Hiring consultant (for 9 person months) and develop draft independent technical education board act; Approval of independent education board act	Hiring Consultant for 12 person month for act preparation						
1.3.09.03	QR	Preparation of Development Project Proposal for establishing 3 independent boards in 3 divisions			Prepared DPP for establishing 3 independent boards and the process of DPP approval (12 person months consultant for DPP)						Land and Civil Work Tk.70 cr per Board total Tk. 210 cr.

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
1.3.09.04	QR	Implementation of projects aimed at setting up independent technical education boards at the divisional level			Implementation of the project	Continue	Continue		TMED	BTEB	Project for established 3 Technical Education Board
1.3.09.05	QR	Preparation and approval of organogram and creation of new posts for necessary manpower as per approved organogram			Formulation and approval organogram including scope of work	Continue					
1.3.09.06	QR	Implementation of activities including recruitment of manpower					Recruitment of necessary manpower	Commencement of the independent board activities			
2.1.01	AA	Introduction of technical & vocational/ occupational courses in all Govt. and Non-Govt. general schools-colleges-madrasahs to achieve 30% enrolment by 2030. (Estimated 18.17% in 2022/23)	(a) Technical and vocational courses introduced in 500 general schools and 500 madrasahs and (b) 240,000 additional students enrolled in Technical and Vocational/ Occupational courses in Govt. and Non-Govt. general schools - colleges - madrasahs						TMED	DTE, BTEB, DSHE	a) TMED has sent a letter to the DME to take necessary steps for introduction of Dakhil Vocational Education in 1000 Madrasahs; b) A scheme for introduction of Vocational Education at secondary level in 325 Madrasahs has been approved (baseline)

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.01.01	AA	Forming a Steering Committee in the MoE/TMED on increasing enrolment in Technical Education		Formation of a steering committee with TOR including members from different key ministry and agencies; Conduct meetings/ workshops (2 meetings, 1 workshop)							Total workshop for all sub-activities 6 in 2025-26 and 6 for 2026-27
2.1.01.02	AA	Determining existing enrolment capacity of institutions offering technical & vocational education under different organization/agency		(i) Develop a TOR and appoint a consulting firm; (ii) Conduct necessary survey or study; (iii) Stakeholder workshop-4; (iv) Finalize the draft report	Finalize the draft report through a validation workshop involving stakeholders						It is estimated that the share of TVET enrolment was 18.17% in 2022-23.
2.1.01.03	AA	Formulating a strategy paper for expansion of technical education at secondary/ madrasa/diploma level in phases for increasing enrolment in technical education		(i) 2 meetings for drafting the strategy paper; (ii) Formation of a working group including members from Key TVET provider agencies.	Finalize the strategy paper through workshops (5)						329 TSC project enrolment; total 1050 per institute and total 345,450 students estimated
2.1.01.04	AA	Determining capacity of existing secondary level general school and madrasah for introduction of technical education as a new stream		Conduct survey/ study and 1 validation meeting	Capacity assessment report finalized (1 workshop)						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.01.05	AA	Designing of programs/projects for introduction of technical education in existing secondary level general school and madrasah with required physical infrastructure and manpower	1000 general schools and madrasah will introduce technical education, 367 Govt. TVET institutes will be established and substantial Non-Govt. institutes will be supported. (project costing will be included)	Project formulation for secondary level 500 general schools and 500 madrasahs for JSC (Voc), SSC (Voc) and Dakhil (Voc); 250 general schools and 250 madrasahs will be considered for Major Repairs; 250 general schools and 250 madrasahs will be considered for New building extension or construction;	Project approval and project office functional	Implementation of the project	Implementation of the project	Implementation of the project; Necessary manpower recruitment and necessary equipment purchase			Training materials per month Tk.7k per lab, for 2 lab Tk.14k per month and Tk.168k per year per institute
2.1.01.06	AA	Utilization of full student seat capacity in Govt. and BTEB affiliated TVET institutions		Analysing existing enrolment situations (by BTEB) in Govt. and BTEB affiliated TVET institutions; Development of strategy (5 workshops, 7 meetings) after analysing existing enrolment situations (by BTEB);					BTEB	DTE	Study and Research cost
2.1.01.07	AA	Routine Activity									
2.1.01.08	AA	Routine Activity									
2.1.01.09	AA	Routine Activity									

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.01.10	AA	Routine Activity									Average Tk.30k per month; 4 persons per month for 400 Institute
2.1.01.11	AA	Routine Activity									Major repair costs 50% of construction estimated
2.1.01.12	AA	Routine Activity									Costing includes Constructions based on study/ research, 20ft by 30ft total 600 sf. for each trade and in total 1200 sf.
2.1.02	AA	Integration of vocational subjects in general education and Madrasah at secondary level from grade six	(a) Lab facilities improved in 500 madrasah and 200 general schools for offering vocational subjects ; (b) Vocational subjects introduced to benefit 175,000 students						DME	TMED, SHED, NCTB, DTE, DSHE, BTEB	
2.1.02.01	AA	Formulation of policies and plans for integration of vocational subjects in general education at secondary level (from grade 6)		Formation committee headed by TMED including members from SHED, DSHE, NCTB, DTE, DME, BTEB and Non-Govt. institute. 3 meeting and 15 members.						NCTB	6-10 grade 50 students *5 grades=250 students*700 (500 Madrasah + 200 general schools) = 175,000 students per year

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.02.02	AA	Conducting research-study for the purpose of determining and revising curriculum of secondary & higher secondary level (from 6th to 12th) education		ToR approved for hiring consultant; Need Assessment Study conducted; 2 workshop; One consulting firm. (12 man month)						NCTB	
2.1.02.03	AA	Developing curriculum of relevant vocational subjects			Based on the study report revise curriculum integrating vocational subjects (Considering 2 new trades), Considering 2 new trades (out of 2, 1 trade will be introduced in each institutions) in different Madrasah and general schools. Assuming curriculum development of each trade = 15 lacs						5-7 workshops 3 days workshop needed
2.1.02.04	AA	Ensuring both physical & human resources for curriculum implementation			Establish 1 lab for each trade (total 2 labs) and ensure 1 trade teacher and 1 lab assistant or as per govt rules. 250 madrasahs and 100 general institutions and will be equipped with necessary tools and equipments,	Establish 1 lab for each trade (total 2 labs) and ensure 1 trade teacher and 1 lab assistant or as per govt rules (for 500 madrasahs and 200 general schools). 250 madrasahs and 100 general institutions and will be equipped	1 trade teacher and 1 lab assistant or as per govt rules will continue for 500 madrasahs and 200 general schools	Continue		DSHE, DME, MOE	Costing includes Repairs and Constructions whatever necessary based on study/research, 20ft by 30ft total 600 sf. for each trade and in total 1200 sf.

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
					new construction and renovation of workshops	with necessary tools and equipments, new construction and renovation of workshops;					
2.1.02.05	AA	Routine Activity			Training of Teachers and Craft Instructor-2 pax	Training of Teachers and Craft Instructor-2 pax					2 person salary
2.1.02.06	AA	Routine Activity									Each lab equipment costs Tk.25 lakh
2.1.02.07	AA	Routine Activity									
2.1.02.08	AA	Routine Activity									
2.1.02.09	AA	Implementation of general education curriculum with vocational subject/(s)				Start Implementation of integrated vocational subjects in general school and Madrasah curriculum	Monitoring by DSHE and DME in cooperation with DTE and BTEB	Revise the curriculum, if necessary, as per the findings of monitoring report		NCTB, DSHE, DME	1 person training
2.1.03	AA	Expansion of Basic Trade courses as per the demand of job market for creating employment opportunities	56,000 students enrolled in basic trade course	8000 students enrolled in basic trade course	12,000 students enrolled in basic trade course	12,000 students enrolled in basic trade course	12,000 students enrolled in basic trade course	12,000 students enrolled in basic trade course	DTE	BTEB	from approved ministry
2.1.03.01	AA	Preparing the list of occupations/trades as per job market demand								DTE Institutes	Each of the DTE institute will prepare the list of trades as per the local demand following available courses



SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.03.02	AA	Expansion of the Basic trade course/occupational training program as per job demand	56000	Govt. Poly + TSC +selected Non-Govt. TVET institute = total 8000 students	Govt. Poly + TSC +selected Non-Govt. TVET institute = total 12000 students	Govt. Poly + TSC +selected Non-Govt. TVET institute = total 12000 students	Govt. Poly + TSC +selected Non-Govt. TVET institute = total 12000 students	Govt. Poly + TSC +selected Non-Govt. TVET institute = total 12000 students		DTE Institutes	Annex to Cost Estimate, Table-2
2.1.04	AA	Promote technical and vocational education to students with special needs and third gender students in TVET institute	800 students with special needs enrolled in TVET institutes	Program to provide TVET to special needs students approved	200 students trained	200 students trained	200 students trained	200 students trained	DTE	BTEB	
2.1.04.01	AA	Preparing the list of students with special needs and third gender		Prepare the list	Update the list	Continue	Continue	Continue			
2.1.04.02	AA	Arranging vocational training and certification suitable for students with special needs and third gender			Provide training to 100 students	Continue	Continue	Continue			
2.1.05	AA	Taking strategic initiatives to create more opportunities for women's participation in technical education & increasing the participation of ethnic minorities	(a) 30 polytechnic institutes supported to provide accommodation to girls students and (b) 50 polytechnic institutes supported to provide transport facilities to girls students, (c) 2700 female students get benefit from accommodation facilities and 2000 students get benefit from transport facilities	Policy approved and disseminated to take strategic initiatives					TMED	DTE, BTEB	

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.05.01	AA	Review of existing admission policies, women student participation and quotas		Completion review provision of female participation in all technical and vocational courses through meetings (2) and workshops (2) in attendance of TMED with DTE, BTEB and other stakeholders							
2.1.05.02	AA	Determining job market demand by identifying women-friendly employment opportunities for technical students		Stakeholder consultations (3) for identification of potential workplaces and their needs of skills							
2.1.05.03	AA	Introduction of women friendly trades/technologies as per job market demand			Identifying women friendly trades/ technologies						
2.1.05.04	AA	Preparation of proposal with recommendations for increasing percentage of women quota in admission			Recommending increase in percentage of women quota						
2.1.05.05	AA	Initiating necessary steps for attracting more female students in TVET admission including increased accommodation and introduce transport facilities		Accommodation mapping for Govt. TVET institutes (45cr for 90 seat capacity female hostel-per institute)	Accommodation construction started in 10 Polytechnic Institutes and hiring transport facilities (bus) in 20 Polytechnic (costing required-100k per month for 1 bus rented/ hiring)	Accommodation construction started in 10 Polytechnic Institutes and hiring transport facilities (bus) in 50 Polytechnic (costing required-100k per month for 1 bus rented/ hiring)	Accommodation construction started in 10 Polytechnic Institutes and hiring transport facilities (bus) in 50 Polytechnic (costing required-100k per month for 1 bus rented/ hiring)	Hiring transport facilities (bus) in 50 Polytechnic (costing required-100k per month for 1 bus rented/ hiring)			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.05.06	AA	Reviewing ethnic minority students admission rate and proposing a quota in admission policy				Inclusion in students admission policy					Cost of items 1.15.5 included here
2.1.05.07	AA	Creating favourable environment for students with special needs		Determining what kind of environment is needed (committee formation and 3 workshops)	Implementation in 20% institutions	Implementation in 40% institutions	Implementation in 40% institutions				
2.1.06	AA	Introduction of Enterprise Based Training Program in Apparel Industry	1) Approved guideline for introduction of enterprise based training; 2) 1800 students trained in basic course in apparel industry	Program initiated	200 persons trained in RMG sector	300 persons trained in RMG sector	500 persons trained in RMG sector	800 persons trained in RMG sector	DTE	BTEB	15 old TSCs and 25 new TSCs offering RMG courses
2.1.06.01	AA	Preparing and approval of guideline including identification of Trades/ Occupation as per demand in RMG sector		1) Approved guideline for introduction of enterprise based training; 2) 3 members committee at the District level, where RMG related course offered. 3) Preparing and updating the list of RMG sector related trades/ occupations.							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.06.02	AA	Arrangement of vocational training and certification suitable for garment industry		Provide training 20 trainees in each batch, once in a year	provide training 20 trainees in each batch, once in a year; total trained 20 per institute; considering 10 institutions. Total (20x10=200)	15 institutes; Total Trained 300	25 institutes; Total Trained 500	40 institutes; Total Trained 800			
2.1.07	AA	Introduction of vocational training programs suitable for prisoners in all prisons of the country phase by phase	2560 prisoners trained in vocational courses	Training Program prepared to approved	640 prisoners trained	640 prisoners trained	640 prisoners trained	640 prisoners trained	DTE	DTE, BTEB, Department of Prisons	
2.1.07.01	AA	Determination of suitable trade courses in consultations with concerned prison authorities		03 members Committee for each District (64 districts) for Preparing and updating of list of Trades/ Occupations from concerned prisoners	03 members Committee for each District (64 districts) for Preparing and updating of list of interested Trades/ Occupations from concerned prisoners						
2.1.07.02	AA	Arranging vocational training and certification suitable for the prisoners		Program prepared and approved	provide training 10 trainees in each batch, once in a year in 64 district (64 districts x 10 participants = 640)	provide training for 10 trainees in each batch, once in a year		provide training for 10 trainees in each batch, once in a year			
2.1.08	AA	Ensuring admission process in the diploma program just after publication of SSC/equivalent examination results and commencement of the 1st semester class immediately	Admission in diploma program just after SSC or equivalent examination result ensured						BTEB	TMED, DTE	BTEB publishes advertisement requesting institutions to follow the instructions

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.08.01	AA	Organizing institution-based admission fair locally	10	1 fair in December and another in April every year	Continue	Continue	Continue	Continue			
2.1.08.02	AA	Conduct admission process in Govt. and Non-Govt. polytechnic institutes within the shortest time of publication of SSC/equivalent examination result		Action plan for admission process completed and activities for admission will be completed within reasonable time after the SSC or equivalent examination result	Continue	Continue	Continue	Continue			
2.1.09	AA	Formulation and implementation of a policy to provide opportunity for students to get admission in TVET institutes of their locality including transfer options	Approval of revised student admission guideline	Draft admission policy revised			Revised policy under implementation	Monitoring report of implementation prepared	BTEB	TMED, DTE	
2.1.09.01	AA	Revision of admission guideline to give special preference to students from concerned area (home/adjacent district) in admissions at diploma level		Draft admission guideline revised with support from a consultant (4 person month)							
2.1.09.02	AA	Revision of admission guideline to provide priority to concerned localities (own/adjacent districts) in admission and transfer of girl students at diploma level.		Revision of admission guideline to give priority to the female student for their admission/transfer in their localities							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.10	AA	Arranging vocational training and certification for the dropout students and maintaining a database	6000 dropout students getting vocational training with certifications	Develop a database for dropout students and provide training	1000 students benefited	1000 students benefited	2000 students benefited	2000 students benefited	DTE	BTEB	Programme can be organized in 50 Polytechnics and 164 TSCs
2.1.10.01	AA	Preparing a database of drop out students of secondary and higher secondary level (costing details to be provided)		Prepare a database of drop out students							Annex to Cost Estimate, Table-2
2.1.10.02	AA	Select few trades at the institutes as per their availability of teachers and equipment to offer pre voc courses for the drop outs		Select few trades at the institutes to offer pre voc courses for the drop outs							
2.1.10.03	AA	Organizing vocational training and certification for dropout students			20 drop out students in each of the selected 50 institutes starting from year 2.		20 drop out students in each of the selected 100 institutes starting from year 4.				
2.1.11	AA	Increasing stipend coverage for all students in all Govt. and Non-Govt. TVET educational institutions	All students get stipends of Govt. and Non-Govt. institutes	Revised policy and guideline and stipend distribution					DTE	TMED	Already done
2.1.11.01	AA	Updating the list of all government and Non-Govt. technical institutions and verifying the list of students in all those institutions		Revision of existing policy for inclusion of 100% of male students enrolled in TVET institution received stipend from DTE program							
2.1.11.02	AA	Preparation of yearly budget for stipend		Number of students received stipend = ???	Number of students received stipend = ???	Number of students received stipend = ???	Number of students received stipend = ???	Number of students received stipend = ???			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.1.11.03	AA	Introduction of 100% stipend for students belonging to ethnic minorities and Bede/ Horizons and increasing stipend coverage from existing 70% to 100% for male students in TVEI institutes									
2.1.12	AA	Development of skilled manpower through special type mobile training center for the disadvantaged groups and backward communities like Bede /Tokai/ Horizons including their database	400 persons from disadvantaged groups trained and certified through special type mobile training		100 person trained and certified	100 person trained and certified	100 person trained and certified	100 persons trained and certified	DTE	TMED, BTEB, NGO Affairs Bureau, PKSF	
2.1.12.01	AA	Creation of a database of backward communities like Bede/Tokai/Horizons willing to take skills training		03 members Committee for each District (64 districts) for Preparing and updating of list of Bede/ Tokai/Horizons; database prepare					DTE institutes	DTE	
2.1.12.02	AA	Arrangement of vocational training and certification suitable for the backward communities, such as Bede/ Tokai/Horizons.			provide training 10 trainees in each batch, once in a year in 64 districts10 participants=640	640 person trained and certified	640 person trained and certified	640 person trained and certified			
2.2.01	AA	Signing of MoU with industry partner to enhance the cooperation for the promotion of demand - driven research & development, teacher-industry expert exchange and skill-based education programs in Govt. and Non-Govt. technical educational institutions	2,500 MOUs signed between Technical Institutes and partner industries						DTE	TMED, BTEB	

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.01.01	AA	Preparation of sector wise and trade/technology wise list of industries at district/ upazila level		Hiring Consulting Firm; Prepare the list of trade/ technology wise list of industries of 64 Districts; List Develop by Consultant Firm					consultation farm procured by DTE		
2.2.01.02	AA	Collection of information on industries (basic information of industries, list of experts, opportunities for students to gain practical knowledge, etc.) relevant to the trade/ technology of the catchment area of the technical educational institution		Consulting firm will collect information of Industries relevant to the trade/ technology of the catchment area of the technical educational institution							one consulting firm procured by DTE (60 pm), and another by Individual institute supported by IT firm/IT software (>??)
2.2.01.03	AA	Signing of MoU with industry partner regarding research & development, teacher-industry expert exchange and conducting skill-based education programs as per need of the institute		200 MoUs signing (Meeting Cost 20,000/- per MoU)	500 MoUs signing	600 MoUs signing	600 MoUs signing	600 MoUs signing	Individual institute	Institute	
2.2.01.04	AA	Conducting research and development activities , teacher-industry expert exchange and skill-based education programs jointly with industry as per need of the institute			20 R&D Projects	30 R&D Projects	30 R&D Projects	30 R&D Projects	Institute teachers collaborate with industry		120 R&D projects to complete
2.2.01.05	AA	Review progress implementation of activities mentioned under MoU			40 Institutes (Min 5-10 Action Plan per Institute) Honorarium- 20,000/- per Institute	40 Institutes	40 Institutes	40 Institutes	Individual institute		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.02	AA	Formulation of Policy/Guidelines for strengthening Industry Institute Linkage (partnership development, industry expert pool, joint research, effective student attachment, industry visit for getting real world experience, etc.)	A policy/ guideline for strengthen industry institute linkage approved						DTE	TMED, BTEB	
2.2.02.01	AA	Formulation of partnership guidelines for industry institute linkages		Prepare partnership guideline (consultant 2 pm)					TMED		
2.2.02.02	AA	Issuance of directives for the principals of TVET institutions for establishing partnership with industry		Government notification issued and distributed to each institution for strengthening industry institute linkage							
2.2.03	AA	Creation of new Job Placement Officer (JPO) post in Govt. and Non-Govt. technical educational institutions for creating employment opportunities for TVET graduates	Created new post of Job Placement Officer (JPO) in Govt. and Non-Govt. technical educational institutions						TMED	DTE, DME, BTEB,	
2.2.03.01	AA	Preparation of duties, responsibilities and qualifications of Job Placement Officer (JPO) in Technical Educational Institutions		Determining responsibilities, duties and qualifications; Prepared proposal for creating the post of Job Placement Officer (JPO)	Approval of the new post by the competent authority	Continue	Continue				Office salary of Job Placement Officer (JPO) is not included her as this is done from revenue budget from the line agency

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.03.02	AA	Revision of Recruitment Rules including Job Placement Officer (JPO) in Technical Educational Institutions				Revision of the Recruitment Rules	Recruitment and posting of JPO				
2.2.04	AA	Introduction of apprenticeship program for TVET students aimed at developing occupation-wise skilled manpower for wider employment opportunities in Govt. and Non-Govt. organizations	Apprenticeship Programme introduced for TVET students in Govt. and Non-Govt. institutes						DTE	TMED, BTEB	
2.2.04.01	AA	Formulation of a policy for apprenticeship program for technical students		Formation of committee at TMED along with MoL & MoI including TOR (1 meeting, 1 workshops); Draft policy prepared; Review and finalize the draft policy. Policy approved.							
2.2.04.02	AA	Preparing a list of trade/ technology-wise industries for conducting apprenticeship programmes			Develop a database of industries (sector wise, trade/ technology/ occupation and level wise) [Consultant 12 person- month, Validation workshop=05]						
2.2.04.03	AA	Formulation of a policy along with guidelines to fulfil the responsibilities of students and industries participating in apprenticeship program			Drafting of guidelines; Finalization of guidelines (1 workshops) and issuance of Govt. notification)						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.04.04	AA	Introduction of Apprenticeship program as per policy				Introduction of Apprenticeship Programme for TVET students					Training cost is not included here as it is to be borne by the industry
2.2.05	AA	Distribution of individual institute brochure in various industries/ employers for employment opportunities of the TVET graduates.	600,000 brochure printed and distributed						DTE	TVET institutions	(Newly Proposed) On an average 3000 x 200 institutes
2.2.05.01	AA	Preparing/updating of list of local industries/institutions		List of local industry and institutions completed					Institute	DTE	Support to institutions to print and distribute
2.2.05.02	AA	Preparing, printing and distributing brochures for wider publicity of TVET program		Preparing the content of brochures and printing & distribution - 1000 copies per 200 Institutions; total 200,000 copies	125,000 copies printed and distributed	Continue	Continue	Continue	Institute	DTE	
2.2.06	AA	Establishment of Permanent Job Market Assessment and Forecasting (JMAF) Cell at DTE/BTEB	JMAF cell established and operationalized						DTE	BTEB, TMED	
2.2.06.01	AA	Preparing ToR and manpower structure for establishment of Job Market Assessment and Forecasting Cell in DTE/BTEB		2 workshop for scope of work, determination of manpower structure					DTE		
2.2.06.02	AA	Recruiting/ deploying cell's manpower and their capacity building, procurement of necessary infrastructure, office equipment and furniture		Recruiting/ deploying cell's manpower	Training of manpower, procurement of office equipment and furniture				DTE		Building of DTE; Furniture (Secretariat table, chair, file cabinet)

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.06.03	AA	Recruitment of consulting firm and development of software for job market assessment & forecasting cell		Preparing ToR and hiring of the consulting firm.	Software Development, organize 4 consultation workshops with different stakeholders (govt. agencies, TVET providers, ISC's, industry associations, BAIRA, BOESEL Foreign ministry, ministry of expatriates welfare and overseas employment)	Piloting and implementation of JMAF cell, Procurement of Cloud Server (National), organize 4 consultation workshops with different stakeholders (govt. agencies, TVET providers, ISC's, industry associations, BAIRA, BOESEL Foreign ministry, ministry of expatriates welfare and overseas employment)			DTE		ICT Cell of DTE
2.2.06.04	AA	Setting up job market assessment & forecasting system			For forecasting report preparation, Organize seminar/workshop with govt. agencies, industries, TVET providers, development partners (participants -50, 4 workshop for preparation stage and 4 workshop for report validation)	Developed forecasting report, organizing workshop, dissemination of the report			DTE		Cloud Server (National) VPS (Storage 5TB, RAM 256GB, ORACLE DB, Config Charge, Backup etc.) and Organizing workshop
2.2.06.05	AA	Routine Activity									
2.2.06.06	AA	Routine Activity									10 days Training BTEB, NSDA, DTE

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.07	AA	Mapping demand supply scenario of sector-wise employment in the country and abroad	Report on skills demand and supply scenario finalized and published				Final report prepared and findings disseminated		DTE	TMED	5.03+5.04 and 4.01 need to be consistent and support each other
2.2.07.01	AA	Preparing ToR for the purpose of appointing consultancy firm	Find out sector wise demand and supply in the country & abroad	Formulation of ToR, deployment of research firm							
2.2.07.02	AA	Collection of demand data in consultation with the concerned ISC, Economic Zone Authority, overseas recruitment agencies			Exchange of views and collection of necessary requirements- 1. meeting with ISC (4 no); 2. meeting with different ministry (2 no)						
2.2.07.03	AA	Collection of demand information through the Embassy of Bangladesh in selected countries for foreign employment			Workshop with expatriate welfare and employment ministry, BIRA, BMET, BOESEL (4 no)				DTE		
2.2.07.04	AA	Organization of exchange meetings like sector wise Industry Academia and finalization of draft report				Organization of sector wise industry academia exchange meetings/workshop (16 no's). Prepare draft report; Finalisation of draft report and validation			DTE		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.07.05	AA	Printing and dissemination of demand supply report					Printing, distribution of employment demand supply report		DTE		
2.2.08	AA	Organizing meetings, seminars, symposiums in cooperation with the concerned stakeholders for employment opportunities of TVET graduates	16 workshops and 73 meetings/seminars organised with industry /chambers/ recruiting agencies for employment opportunities						DTE	TMED, BTEB	
2.2.08.01	AA	Preparing the list of occupations based on the local industries	Organising Workshops for TVET graduates employment	Finalize the list of occupations based on the local industries through workshop; Organising 16 Workshop with ISC,S Industry Associations and owners of the different industries							
2.2.08.02	AA	Assessing the occupation wise job demand by organizing workshops with local industries		Determination of occupations as per job demand by the local industry; 5 Meeting/ workshop with industries							
2.2.08.03	AA	Organizing meetings/seminar with the concerned industries for the recruitment of TVET graduates			5 Meeting/ seminar with industries	Continue	Continue	Continue			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.08.04	AA	Informing industry and chambers of commerce about the course curriculum of TVET institutes			5 meeting/ seminar with industry chamber of commerce about the course curriculum	Continue	Continue	Continue			
2.2.08.05	AA	Informing Bangladesh Embassies in different countries and manpower recruiting agencies including BOESEL, BAIRA etc. about TVET course curriculum and graduates			3 Meeting/ dialog with Bangladesh Embassies in different countries and manpower recruiting agencies including BOESEL, BAIRA etc.	Continue	Continue	Continue			
2.2.08.06	AA	Organizing quarterly meeting with local industry partners for student industrial attachment, teacher's industry immersion and graduates employment			4 Meeting/ seminar with local industry partners for student's	Continue	Continue	Continue			
2.2.09	AA	Organizing job fairs regularly through Govt. and Non-Govt. initiatives for creating employment opportunities for TVET graduates	160 Job fairs organized by Government Polytechnic and TSC						DTE	TMED, BTEB	
2.2.09.01	AA	Selecting and inviting industry/employers to participate in job fairs;		Selection of Industry/ employer to participate in the job fair	Continue	Continue	Continue	Continue			
2.2.09.02	AA	Inviting civil society representatives, media personalities, Ministers/MPs/ District Administrators in the job fair		List of civil society representatives, media personalities, Ministers/MPs/District Administrators for the job fair	Continue	Continue	Continue	Continue			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.09.03	AA	Arranging job fair in the institute targeting at least 20 graduates get jobs in each time		Organising 32 job fair in 8 divisions	Continue	Continue	Continue	Continue			
2.2.10	AA	Formulation and implementation of guidelines recommending for creating new posts in various Govt., Non-Govt., autonomous and NGO organizations for employment of emerging technology graduates	10 agencies and organizations create new posts related to emerging technology						TMED	DTE, BTEB	
2.2.10.01	AA	Preparing a list of emerging technologies offered		Prepared a list of emerging technologies and related industry/ organizations/ agencies							
2.2.10.02	AA	Taking necessary initiatives for creation of new posts related to emerging technologies in different agencies and organizations	Creation of new posts in various Govt.-Non-Govt., autonomous and NGO organizations by providing DO letters and organising seminars	Taking necessary initiatives including sending DO letters from the TMED to other relevant ministries, Govt.-Non-Govt., autonomous and NGO organizations for creation of new posts related to emerging technologies in their organogram and revising recruitment rules							discussions/ seminars 8 divisional headquarters, additional 2 discussions/ seminars in Dhaka and Chattogram division.

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.10.03	AA	Arranging discussions/ seminars with concerned industrial organizations regarding emerging technologies		Arranging at least 4 discussions/ meetings / seminars with related organizations for creating emerging technologies related post	Continue	Continue	Continue	Continue			
2.2.11	AA	Introduction of scholarship program including students exchange program for diploma and higher education opportunities for Govt./ Non-Govt. institutes technical & vocational students at home and abroad	400 students from Govt./ Non-Govt. institutes benefited from student exchange program			Policy introduced for creation of higher education opportunities for technical students; MOU signed with 5 institutions	200 students participate in student exchange program	200 students participate in student exchange program	TMED	DTE, UGC and Scholarship fund	
2.2.11.01	AA	Formulating a policy for creation of higher education opportunities for technical students in consultation with stakeholders		Formation of committee and determination of scope of work							5 meetings, 2 workshops
2.2.11.02	AA	Signing memorandum of understanding (MoU) with domestic and foreign institutions			Determine developed and developing countries and institutions for MOU; Start contacting through Bangladesh Embassies overseas.	Signing of MoU 5 institutions					
2.2.11.03	AA	Introducing scholarship programs for higher education in home & abroad					Launch of international and in-country scholarship programs for higher education				

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.11.04	AA	Introducing Student Exchange Program					Launch of Student Exchange Program				
2.2.11.05	AA	Routine Activity									
2.2.12	AA	Providing necessary support for developing entrepreneurship among TVET Graduates	1,800 TVET graduates receive 4 weeks of Entrepreneurship training in TVET institutions		300 graduates receive 4 weeks of training in TVET institutions	500 graduates receive 4 weeks of training in TVET institutions	500 graduates receive 4 weeks of training in TVET institutions	500 graduates receive 4 weeks of training in TVET institutions	DTE	TMED	
2.2.12.01	AA	Preparing necessary guidelines for developing entrepreneurs at institute level and organizing entrepreneurship development training (3-4 weeks)		Preparation of guideline and course content of entrepreneurship development training program for student	4 weeks (3-4 weeks) Training of 10 TVET Graduate in 30 Govt. polytechnic	4 weeks (3-4 weeks) Training of 10 TVET Graduate in 50 Govt. polytechnic	Continue	Continue			
2.2.12.02	AA	Providing incentives/ assistance/incubation support to students for developing entrepreneurs				Establish incubation center. 10 incubation center	Additional 10 incubation center	Additional 10 incubation center	DTE	TMED	3-4 weeks training
2.2.12.03	AA	Supporting TVET Graduates to become entrepreneurs and providing information about the facilities provided to entrepreneurs through government agencies (Employment Bank, SME Foundation etc.)			Organise 1 day orientation program for the trained TVET graduates towards business development	Continue	Continue	Continue			
2.2.12.04	AA	Taking necessary initiatives to get soft loans to selected graduates of the institution for starting a business			Different initiative taken to support the students to get soft loans	Continue	Continue	Continue			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.2.13	AA	Setting up of national job portal for technical education system (graduate)	Establish a job portal for technical education graduates						DTE	TMED	
2.2.13.01	AA	Preparation of ToR and obtaining administrative approval for appointment of consulting firm (Technical & ICT).		Preparation of ToR and obtaining administrative approval for appointment of consulting firm (Technical & ICT).							
2.2.13.02	AA	Completion of Recruitment of Consulting Firms (Technical & ICT).		Hiring Consulting firm for 2 years duration (50 Man month)							
2.2.13.03	AA	Draft design of job portal and finalization with stakeholder feedback			Finalised design of job portal						
2.2.13.04	AA	Procurement of necessary servers, software, online IPS and other equipment and deployment of Manpower			Procurement of necessary servers, software, online IPS and other equipment and deployment of 2 personnel						
2.2.13.05	AA	Piloting of proposed job portal and training of cell officers			Piloting of proposed job portal and training of 2 personnel						
2.2.13.06	AA	Job portal operational with necessary devices and personnel				Job portal operational	Continue	Continue			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.01	AA	Distribution of Leaflets-Festoons, Placing of Banners and Promotion on Importance and Prospects of TVET in various Religious Institutions	Campaign organized in 27,000 religious institutes covering 8 divisions						DTE	TMED, Religion Affairs Ministry, BTEB	
2.3.01.01	AA	Development of campaign content and calendar and guidelines centrally through committees to promote the importance and potential of TVET at the institutional level		Centrally prepared (DTE, BTEB, TMED)							
2.3.01.02	AA	Preparing and updating the list of local religious institutions and representatives (religious leaders, management committees, etc.).		03 members Committee for each District (64 districts) for Preparing and updating of list of local religious institutions and representatives (religious leaders, management committees, etc.).	updating of list	updating of list	updating of list	updating of list			Honorarium for 03 members of the Committee for each District (64 districts) for Preparing and updating of list of local religious institutions and representatives (religious leaders, management committees, etc.).
2.3.01.03	AA	Preparation of leaflets, festoons on the importance and potential of TVET centrally including printing and distribution; preparation of templates for institutional brochures		300 leaflets, 50 festoons, 01 banner, 250 brochures per institution for 1500 Govt. and Non-Govt. institutes with distribution	Distributed in 3000 religious institutions	Distributed in 5000 religious institutions	Distributed in 7500 religious institutions	Distributed in 10000 religious institutions			300 leaflets (20/-), 50 festoons (200/-), 01 banner (1500/-), 250 brochures (50/-) per institution for both targeted Govt. and Non-Govt. institutes with distribution

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.01.04	AA	Organizing meetings/seminars on the importance and potential of TVET with the participation of representatives of local religious institutions (mosques, temples, churches, pagodas etc.)		100 members/district for 08 divisional district for organizing seminars on the importance and potential of TVET with local religious institutions (mosques, temples, churches, pagodas etc.)	100 members/district for 15 districts for organizing seminars on the importance and potential of TVET with local religious institutions (mosques, temples, churches, pagodas etc.)	Organize seminars in 30 districts	Organize seminars in 45 districts	Organize seminars in 64 districts			Per seminar 200,000/-
2.3.01.05	AA	Fixing banners on the importance and potential of TVET at places adjacent to religious institutions locally (upazila level)		01 banner per institution for 1500 Govt. and Non-Govt. religious institutes	01 banner per institution for 3000 Govt. and Non-Govt. religious institutes	5000 religious institutes	7500 religious institutes	10,000 religious institutes			
2.3.01.06	AA	Monitoring and reporting on implementation of campaign activities through central and regional offices		03 members Committee for each District (64 districts) for monitoring & reporting	Committee will coordinate	Committee will coordinate	Committee will coordinate	Committee will coordinate			
2.3.02	AA	Promotion of regular discussions, talk shows, TV scrolls, spot dramas, jingles etc. on Govt./Non-Govt. radio and television on TVET	TVET promotional program organized in 64 districts						DTE	TMED, Religion Affairs Ministry, BTEB	
2.3.02.01	AA	Development of campaign content and calendar and guidelines centrally for promotion through electronic media at the institutional level		Committee formed centrally consisting the members from DTE, TMED, BTEB, and finalized the contents of TVET promotional activities	Yearly reviewed	Yearly reviewed	Yearly reviewed	Yearly reviewed			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.02.02	AA	Preparation and dissemination of spot plays/ jingles etc. on the importance and potential of TVET through Shilpakala academies/ concerned persons/ institutions at upazila/district level.		01 Spot drama/ Jingle in 08 divisional District	Covering 15 Districts	Covering 30 Districts	Covering 45 Districts	Covering 64 Districts			01 Spot drama/ jingle in each District
2.3.02.03	AA	Promoting dramas, jingles, Dish TV channel on the importance and potential of TVET in Upazila/District level.		Promotional campaign covering through social media in 08 divisional District	Covering through social media in 23 divisional District	Covering through social media in 38 divisional District	Covering through social media in 53 divisional District	Covering through social media in 64 divisional District			
2.3.02.04	AA	Preparation and dissemination of spot skits/ jingles etc. on the importance and potential of TVET with the participation of students (Rover Scouts, Girls Guides etc) and teachers at institutional level.		01 Spot drama/ Jingle in each institute (08 Polytechnic & 32 TSC) in a year with the participation of students (Rover Scouts, Girls Guides etc.	Covering 18 Polytechnic & 64 TSC	Covering 30 Polytechnic & 128 TSC	Covering 40 Polytechnic & 146 TSC	Covering 50 Polytechnic & 164 TSC			01 Spot drama/ jingle in each institute (214 Polytechnic & TSC) in a year
2.3.02.05	AA	Promotion of TV scrolls on the importance and potential of TVET (regarding admission, scholarship, employment) on Dish TV channel locally.		01 TV scrolls in one local Dish Channel at upazila level (495), every year two times	Covering 495 upazillas	Covering 495 upazillas	Covering 495 upazillas	Covering 495 upazillas			01 TV scrolls in one local Dish Channel at upazila level (495) two times in a year
2.3.02.06	AA	Regular TVET discussions/ talk shows/ TV scrolls etc. on Govt./ Non-Govt. radio and television broadcasted centrally		01 TV scroll in 5 TV channels for 6 days during admission 01 TVET dialogue, 01 TVC, broadcasted in 5 TV channels centrally	continued	continued	continued	continued			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.02.07	AA	Prepare and promote regular TVET discussions/ talk shows/ TV scrolls/ dramas/ jingles centrally through social media (YouTube, Facebook Group, etc.)		01 Spot drama/ Jingle, 01 TVET dialogue, 01 TVC, broadcasted in social media (YouTube, Facebook Group, etc.) centrally	continued	continued	continued	continued			
2.3.02.08	AA	Prepare and promote regular discussions sessions/ talk shows/ TV scrolls/institute introductions etc. through social media at district/upazila level		01 TVET dialogue, 01 TVC, institute introductions broadcasted in social media (YouTube, Facebook Group, etc.)	continued	continued	continued	continued			
2.3.03	AA	Publication of illustrated articles and research Publications on TVET in national dailies, weeklies and magazines and press briefings with local journalists	TVET related publication program implemented	Program finalized	Program implemented				DTE	TMED, Religion Affairs Ministry, BTEB	
2.3.03.01	AA	Preparation and printing of illustrated articles and research reports on importance and potential of TVET centrally		Preparation and printing of 05 article and 05 research reports on importance and potential of TVET centrally	continued	continued	continued	continued			
2.3.03.02	AA	Preparation of pictorial articles/wallpapers/research findings on the importance and potential of TVET with the participation of students and teachers at the institute level		01 pictorial articles/wallpapers/ research reports on the importance and potential of TVET with the participation of students and teachers at the institute level (50 Polytechnic & 164 TSC)	continued	continued	continued	continued			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.03.03	AA	Publication of illustrated articles and research reports on the importance and potential of TVET in national dailies, weeklies and magazines centrally		Publishing of 05 articles and 05 research reports on importance and potential of TVET at national level 0 dailies, weeklies and magazines centrally	continued	continued	continued	continued			
2.3.03.04	AA	Organize meetings/seminars on the importance and potential of TVET with the participation of journalists and Govt. representatives at local press clubs		50 members/ district for 08 divisional district for organizing seminars on the importance and potential of TVET with local religious institutions (mosques, temples, churches, pagodas etc.)	covering 15 districts	covering 30 districts	covering 45 districts	covering 64 districts			Per seminar 200,000/-
2.3.03.05	AA	Publication of illustrated articles and research reports on the importance and potential of TVET in local dailies, weeklies and magazines		Publishing of 01 article and research reports on importance and potential of TVET at local 02 dailies, weeklies and magazines	continued	continued	continued	continued			
2.3.04	AA	Launching information campaign through Leaflet-festoon, banner placement and publicity to raise awareness on the importance and potential of TVET in all Govt. and Non-Govt. schools, colleges, madrasas, technical institutes and universities and other Govt. places of the country	TVET awareness information campaign launched in 27,000 educational institutions	1,500 institutions covered	3000 institutions covered	5000 institutions covered	7,500 institutions covered	10,000 institutions covered	DTE	TMED, Religion Affairs Ministry, BTEB, UGC	With Coordination and Support from Local administration, NU and UGC

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.04.01	AA	Organize meetings/seminars on the importance and potential of TVET with the participation of representatives from local government and Non-Govt. schools, colleges, madrasas, technical institutes and universities	100 members/district for 08 divisional district for organizing seminars on the importance and potential of TVET with representatives from local government and Non-Govt. schools, colleges, madrasas, technical institutes and universities	Covering 32 districts in 8 divisions	Continued covering 64 districts	Continued	Continued				
2.3.04.02	AA	Placing banners along with distribution of leaflets and brochures on the importance and potential of TVET in various educational institutions (government-Non-Govt. schools, colleges, madrasas, technical institutes and universities) locally	01 banner per institution for 1500 in various educational institutions (government-Non-Govt. schools, colleges, madrasas, technical institutes and universities) locally	Covering 3000 institutes	Covering 5000 institutes	Covering 7500 institutes	Covering 10000 institutes				
2.3.05	AA	Launching information campaign through motivational meetings, rallies, seminars, promotion fairs to raise awareness on the importance and potential of TVET at Union, Upazila, District, Divisional level	880 TVET awareness raising campaign events organized at various level upto union level						DTE	TMED, Religion Affairs Ministry, BTEB	With Coordination and Support from Local administration

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.05.01	AA	Organizing meetings/ seminars on the importance and potential of TVET with participation of administration at Union, Upazila, District, Divisional level (through 08 Regional Director's Offices)		Regional Director offices organise two events in a year	Continued	Continued	Continued	Continued			
2.3.05.02	AA	TVET institutes organizing rallies on the importance and potential of TVET with the participation of administration at union, upazila, district, divisional levels		Organizing rallies with 300 members on the importance and potential of TVET with the participation of administration, school, college, madrasah, technical institutes at union, upazila, district, divisional levels	Continued	Continued	Continued	Continued			
2.3.05.03	AA	TVET institutes organizing promotional fairs on the importance and potential of TVET and display the prepared projects/ products (Parents' Day) with the participation of the administration at the Union, Upazila, District, Divisional levels		Organizing 01 publicity fairs on the importance and potential of TVET and display of prepared products (Parents' Day) with the participation of the administration at the Union, Upazila, District, Divisional levels	Continued	Continued	Continued	Continued			
2.3.05.04	AA	TVET institutes organizing community meeting on importance and potential of TVET at union level		Organize 02 meeting (Uthan Baythak) on importance and potential of TVET at union level	Continued	Continued	Continued	Continued			

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.06	AA	Informing all mobile users by sending mobile short messages (SMS) on the importance and potentiality of TVET	100% mobile users get messages on the importance and potentiality of TVET	Preparatory work completed					DTE	BTRC	
2.3.06.01	AA	Arranging agreement with BTRC and respective mobile operators to send SMS to all mobile users on the importance and potentials of TVET		Meeting with BTRC; MoU sign with BTRC							50 paisa per SMS assumed
2.3.06.02	AA	Preparing the content of the message and sending it accordingly		Content develop for the SMS	Message sent	Continue	Continue	Continue			
2.3.07	AA	Preparation of the annual campaign calendar and implementation of campaign activities to enhance TVET positive image	Annual Campaign calendar developed; Success stories published in 150 institutes; Motivational seminars in 500 institutes; Arranging visit programs in 400 institutions;	Preparatory works completed for the annual campaign					DTE	BTEB	Newly Proposed
2.3.07.01	AA	Preparing annual campaign calendar including list of the promotional activities		Annual campaign calendar prepared							
2.3.07.02	AA	Publishing success stories of TVET graduates in respective TVET institutes			Published success stories of TVET graduates in 150 TVET institutes						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.07.03	AA	Organizing motivational seminars in TVET institutes inviting successful graduates			Organizing motivational seminars in 500 TVET institutes inviting successful graduates						
2.3.07.04	AA	Formation of alumni in TVET institutions				Formation of alumni in 500 TVET institutions					
2.3.07.05	AA	Arranging visit program in local TVET institutions by inviting students & teachers of various general educational institutions (general schools, colleges, madrasas) and organizing idea exchange workshops among visiting teacher-students and host teacher-students			250 institutions organize visit program	300 institutions organize visit program	350 institutions organize visit program	400 institutions organize visit program			
2.3.08	AA	Inclusion of articles, success stories on the importance and potentiality of TVET in textbooks of primary, secondary and higher secondary schools	At least one article/success story included in relevant textbooks in Primary, Secondary and Higher Secondary education level.			Textbooks revised and approved by NCTB. At least one article/success story included in relevant textbooks in Primary education. At least one article/success story included in relevant textbooks in Secondary education.	At least one article/success story included in relevant textbooks in Higher Secondary education		DTE	NCTB, DPE, TMED, SHED, BTEB, DME, DSHE	
2.3.08.01	AA	Liaising with NCTB/other authorities for inclusion of articles, success stories on importance and potentiality of TVET in textbooks of primary, secondary and higher secondary level		A. 5 member committee will be formed to identify success stories. 2 meeting B. validation workshop with NCTB, BTEB, DTE, DSHE, TMED and SHED. 1 workshop with 50 members							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
2.3.08.02	AA	Preparing and validating the contents after inclusion of articles/texts on the importance and potentiality of TVET at primary, secondary and higher secondary school textbooks			Content revision in curriculum, 2 workshop with 50 members.	At least one article/success story included in relevant textbooks in Primary education. At least one article/success story included in relevant textbooks in Secondary education.	At least one article/success story included in relevant textbooks in Higher Secondary education				
3.1.01	Gov	Formulation of TVET Act	TVET Act approved and disseminated	TVET Act formulation exercise initiated	Draft TVET Act finalized	Final draft TVET Act published in TMED website	Approved TVET Act disseminated and implemented		TMED	DTE and BTEB	
3.1.01.01	Gov	Forming a steering committee and recruiting consultants		Formation of committee with scope of work; 2 meetings; and appointment of consultant							
3.1.01.02	Gov	Reviewing of existing laws and policies and preparing zero draft		Review of existing laws and policies and preparation of zero draft; 2 meetings and 2 workshops							
3.1.01.03	Gov	Arranging consultation workshops/round table discussions with stakeholders		2 stakeholder workshops	3 Stakeholder Workshops and Preparation of Initial Draft TVET act						
3.1.01.04	Gov	Finalizing draft through validation workshops; published on the website for public opinion, comments and suggestions			Finalized the draft TVET Act; Conduct 2 validation workshops; Organized 2 inter-ministerial meetings						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.01.05	Gov	Approval of concerned Ministry/ Department; Cabinet Division and Parliament				Approval by Cabinet division and parliament					
3.1.01.06	Gov	Printing and dissemination to the stakeholders	12,000 copies; 10 divisional level dissemination workshops			Printing (12,000 copies) and divisional level dissemination workshops (10) and distribution to stakeholders (10,000)					
3.1.02	Gov	Amendment of Bangladesh Technical Education Board Act	BTEB Act amended		Draft BTEB ACT amendment proposal finalized	Draft BTEB amendment proposal approved by TMED and also approved by the competent authority.			BTEB	TMED	
3.1.02.01	Gov	Reviewing existing Bangladesh Technical Education Board Act		Formation of Committees and recruitments of Consultants (Conduct 2 Meetings). Reviewing existing BTEB Act-2018	1 consultant for 6 Month						
3.1.02.02	Gov	Prepare draft proposal for the amendment of BTEB Act, if necessary to align with BNQF and other areas			Preparation of draft proposal with necessary amendments and alignment with BNQF and other areas						
3.1.02.03	Gov	Approval of amended of BTEB Act				1. Finalization of draft BTEB Act. 2. Approval of BTEB Act by competent authority.					

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.03	Gov	Strengthening research and development (R&D) activities in the field of technical education	116 (50 Polytechnic+ 64 TSC+ TTTC+ VTII) Government Technical Institutes supported for 370 R&D activities	10 R&D activities	60 R&D activities	60 R&D activities	120 R&D activities	120 R&D activities	DTE	TMED	
3.1.03.01	Gov	Creating economic code for research in technical education institutions and allocating budget for R&D		Budget allocation including creation of economic code for research and development (R&D) at the institutional level (NCR)							
3.1.03.02	Gov	Forming R&D Cells in each Government TVET Institute	50 Polytechnic Institutes, 64 (old) TSCs and 2 Technical Teacher Training Institutes	a) Formation of Research and Development (R&D) Cells in 50 Polytechnic Institutes, 8 Divisional TSCs and 2 Technical Teacher Training Institutes b) formulation of guidelines for conducting research and development activities at the institution level; c) Preparation of training manual and selection of training institutions"	a) Formation of research and development (R&D) cells in 56 TSCs						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.03.03	Gov	Arranging training of selected faculty/staff interested in research			Providing research training to 200 teachers	Providing research training to 300 teachers	Providing training for conducting research to 300 teachers				Computer Purchase
3.1.03.04	Gov	Initiation of Institutional R&D activities and completion of at least 1 R&D activity per year in each institution (included in the APA)		10 R&D Projects	60 R&D Projects	60 R&D Projects	120 R&D Projects	120 R&D Projects			10 (Per year)
3.1.03.05	Gov	Collaborative R&D projects between TVET Institute and Industry	50 collaborative R&D Projects implemented	Hiring of a consultant (for guiding and coordination) supporting DTE research cell (36 person month). Prepare a guideline for collaborative R&D project between TVET Institute and Industry. Selection of industry partner with TVET institution, joint submission of collaborative research project proposal. Finalization and awarding of the collaborative research project	8 collaborative R&D Projects; Continue the selection and awarding of collaborative R&D projects.	12 collaborative R&D Projects; Continue the selection and awarding of collaborative R&D projects.	15 collaborative R&D Projects; Continue the selection and awarding of collaborative R&D projects.	15 collaborative R&D Projects; Continue the selection and awarding of collaborative R&D projects.			costing - one consultant 36 PM; 30 lacs per collaborative project
3.1.03.06	Gov	Publishing and dissemination of research reports				Publication of research reports in 5 institutions	Publication and dissemination of research reports in 8 institutions	Publication and dissemination of research reports in 20 institutions	TVET Institutes	DTE	Theme based publication (E.g. Industry Linkage, Curriculum Development, Teaching-Learning Method etc.)

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.04	Gov	Updating/revision of the organograms of DTE, BTEB, NACTAR, DME	Approved Revised organogram of DTE, BTEB, NACTAR, DME						TMED	DTE	
3.1.04.01	Gov	Reviewing of the existing manpower structure of the institutes under DTE, BTEB, NACTAR, DME and determining required manpower according to the future needs		Formation of committee with scope of work, (10 meetings). Issuance of circulars; Members-4 from DTE, 2 from BTEB and 1 from NACTAR & DME each=total 8							
3.1.04.02	Gov	Preparing proposals for updating and reorganizing the organograms of respective departments		Formulate proposals for updating and restructuring the organogram and sent to MoPA after verification by TMED							Total workshops for the sub activities
3.1.04.03	Gov	Finalization and Approval of these organograms			Approval of Public Administration, Ministry of Finance, Secretary Committee						
3.1.05	Gov	Strengthening Regional Director Offices (RDOs) in 8 divisions for full-fledged administrative activities.	Strengthened 8 Regional Director's offices	Proposal to strengthen 8 RDOs approved with additional manpower, office spaces and operation budget				8 RDOs operating with full-fledged administrative activities	DTE	TMED	Operational expenses will be met from non-development budget and is not included here

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.05.01	Gov	Decentralization of field level activities of the DTE		List of the activities to be delegated to the RD office for decentralization (3 meetings, 2 workshops)	Deployment of necessary Manpower and providing required furniture and equipment in each Regional Director office						
3.1.05.02	Gov	Starting decentralized activities with sufficient budget			Commencement of full-fledged administrative activities						
3.1.05.03	Gov	Capacity building of Regional Offices including deployment of necessary manpower			Capacity building program for the newly deployed officers						One week training in a batch of 20 person
3.1.05.04	Gov	NA									
3.1.06	Gov	Setting up One Stop Service Center to implement TVET Action Plan (TVET Implementation Plan)	One Stop Service Center for monitoring the implementation of TVET Action Plan established					One Stop Service centre established at DTE and fully functional	TMED	DTE, BTEB	
3.1.06.01	Gov	Establishment of physical and digital infrastructure including necessary monitoring software for establishing One Stop Service Center at Directorate of Technical Education/TMED;		Development of monitoring software SRS and selection of firm (3 meetings and 5 workshops)	Development of monitoring software and commencement of monitoring activities						Existing staff will carry out the task with support from Consultant firm

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.06.02	Gov	Provide technical support and capacity building activities including manpower deployment to run the centres		Determining the required manpower and deployment; Program inspection wing (PIW) will coordinate implementation; Conducting necessary training program	Program inspection wing (PIW) will coordinate implementation; Conducting necessary training program	Program inspection wing (PIW) will coordinate implementation;	Continue	Continue			Provision of 1 consultant; Provision of 2 intermittent consultant
3.1.06.03	Gov	NA									Training for 4 weeks 10 persons
3.1.06.04	Gov	Conducting monitoring and evaluation activities for implementation of TVET Action Plan		Forming a Steering Committee headed by Secretary, TMED, will meet quarterly; Forming a Implementation Committee headed by DG, will meet quarterly	Half yearly progress reports on the progress of TVET Action Plan Implementation	Continue	Continue	Continue			
3.1.07	Gov	Establishing networking with international and regional organizations like UNESCO-UNEVOC, CPSC, SEAMEO-VOCTECH, TESDA, TAFE, SESRIC (OIC) etc. in TVET sector	Network established with at least 3 international organizations					Network established	TMED	BTEB, DTE	
3.1.07.01	Gov	Liaising with international and regional organizations of TVET sector including signing MOUs/achieving membership or setting up sub-centres		Initiate signing of MoU with international organizations	Signing of at least 1 MoU with international organizations	Signing of at least 1 MoU with international organizations	Signing of at least 1 MoU with international organizations			TMED BTEB DTE	This workshop valued high because of foreign guests

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.07.02	Gov	Arranging meetings/ seminars/workshops with international and regional organizations including identification of Area of Cooperation		5 meetings/ seminars/ workshops	8 meetings/ seminars/ workshops	8 meetings/ seminars/ workshops	10 meetings/ seminars/ workshops	10 meetings/ seminars/ workshops		DTE BTEB	
3.1.07.03	Gov	Arranging participation in seminars/ conferences/ workshops/training organized by international and regional organizations		5 Officials to participate the workshop	Continue	Continue	Continue	Continue			
3.1.07.04	Gov	Jointly undertaking and implementing research and development activities with those international organisations		-	at least 1 joint development activity / research	at least 2 joint development activities / research	at least 2 joint development activities / research	at least 2 joint development activities / research		TMED DTE BTEB	
3.1.08	Gov	Recognition of conventional vocational and skill-based occupations as Decent Work by concern authorities	Recognition of the selected conventional vocational and skill-based occupations as Decent Work by GO/ Gazette					Ministry of Labour publishes it policy in its website with recognition of selected trades/ profession as decent work	BTEB	TMED, Ministry Of labour, DTE	
3.1.08.01	Gov	Preparation of list of conventional professions and skill based occupations through consultation meeting with stakeholders as per Decent Work Guidelines		Organize 4 consultation meeting with stakeholders (service associations, labour organizations, ministry of public administration, academia) to find out conventional professions and skill-based occupations							Find Out the conventional professions and skill-based occupations as Decent Work, their list and awareness raising program for skills training.

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.08.02	Gov	Acknowledgment of traditional professions and skill-based occupations from the Ministry of Labour		Organize 1 meeting with Ministry of Labour and employment							
3.1.08.03	Gov	Organization of awareness meetings/workshops with stakeholders to recognize recognition as Decent work			Organize 4 workshops with stakeholders	Organize 4 workshops with stakeholders					
3.1.08.04	Gov	Encouraging skill training for those interested in getting jobs		Awareness raising activities in different medium (printing, electronic, social etc.) like TVC, Poster, Billboard, Festival etc.	Continue	Continue	Continue	Continue			
3.1.09	Gov	Institutionalization of TVET Annual Sector Performance Report (ASPR)	ASPR report published annually						TMED	DTE, BANBEIS	
3.1.09.01	Gov	Institutionalize the current ASPR development system including provision of focal persons at every ministry and department, steering committee at TMED		Organize steering committee meeting (15 person, 3 times a year) and technical committee meeting (10 persons, 4 times a year), and one Workshop of focal persons	Continue	Continue	Continue	Continue			
3.1.09.02	Gov	Establishment of national steering committee at TMED		Establishment of national steering committee at TMED							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.1.09.03	Gov	Carryout research activities and data/ information collection tasks to prepare ASPR annually		Carryout small research activities(5), collect data from line agencies and one stop centre, prepare ASPR report, organize validation workshop and print ASPR report (500 copies, @ 2000 tk)	Continue	Continue	Continue	Continue			
3.1.09.04	Gov	Routine Activity									
3.2.01	Gov	Capacity strengthening of Govt./Non-Govt. TVET institute through initiating Technical Institute Improvement Plan (TIIP)	210 Government institutions supported under TIIP (20 Non-Govt. institutes)						DTE	TMED	
3.2.01.01	Gov	Prepare guideline for the preparation and implementation of TIIP with provision of grant funding based on proposal from TVET Institute		Deploy 2 consultants (6 person months each) to collect relevant information and prepare the Guideline covering both technical and financial aspects; Draft Guideline finalized and share it in a workshop. Guideline to be approved by TMED, training of focal persons;	Collection of TIIP proposal from Government Polytechnic Institute; Institute will be selected based on the accepted TIIP proposal, finalized by DTE and approved by TMED; Rapid assessment and awarding	TIIP implementation report will be submitted by each institutions as per TIIP guideline	Continue	Continue			Special activities which are not covered by the Rev Budget; Principal needs to propose new strategies or actions to improve quality education and employment

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.01.02	Gov	Implement of TIIP			Training of 2 focal persons in each institutes through a workshop; TIIP in 30 Polytechnic and 40 TSC institutes;	Continue	Continue				TIIP support grant 75 Lakh per polytechnic and 50 lakh per TSC institute in 3 years
3.2.01.03	Gov	Routine Activity									
3.2.01.04	Gov	Assessment of TIIP implementation					3rd party assessment for the effectiveness of TIIP implementation				1 Institute 1 Person
3.2.01.05	Gov	Routine Activity									
3.2.02	Gov	Creation of new posts and recruitment of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice-Principal (Technical) at Govt. and Non-Govt. school-college-madrasah Level	Creation of the post of Vice-Principal (Technical)/ Assistant Headmaster (Technical) / Assistant Superintendent (Technical) at Govt. and Non-Govt. school-college-madrasah and Recruited						TMED	DTE, DME	Cost of the newly created posts are not included here as they will be financed from the revenue budget under the concerned agency
3.2.02.01	Gov	Review the scope of academic and administrative activities of existing Govt.-Non-Govt. schools-colleges-madrasah and prepare a proposal		Review of academic and administrative activities to justify the creation of new posts (committee formation, 3 workshops, 5 meetings)							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.02.02	Gov	Approval of proposals for creation of posts of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice Principal (Technical) and recruitment of approved new position		Prepare proposal for the creation of new position	Approval for the creation of new position	Approval and Recruitment of the new position					
3.2.03	Gov	Conducting equipment and machinery need assessment study for Government Polytechnic Institutions to provide quality education	50 polytechnic institutions get additional fund for equipment	Need assessment study completed	Procurement plan prepared and implemented	XX institutions receive equipment and machinery	XX institutions receive equipment and machinery	XX institutions receive equipment and machinery	DTE	TMED	
3.2.03.01	Gov	Procurement and deployment of consulting firm for the study		Hiring of consulting firm (6 person-month) for the study							
3.2.03.02	Gov	Conduct need assessment and prepare the procurement plan		Needs assessment study completed by the consultant firm and preparing of procurement plan							
3.2.03.03	Gov	Procurement of necessary equipment and machineries for workshops/labs in Government Polytechnic Institutes based on the need assessment study			Additional fund provided from MTBF channel to 50 Polytechnic, (max 50 lakh to each Polytechnic)	Continue	Continue				Machinery and Equipments
3.2.04	Gov	Ranking and awarding of Govt. and Non-Govt. TVET institutions periodically based on the quality of technical education	Yearly ranking and awarding system of TVET institutions established		First round of Annual evaluation of all institutions for ranking completed	Second round of Annual evaluation of all institutions for ranking completed	Third round of Annual evaluation of all institutions for ranking completed	Fourth Round of Annual evaluation of all institutions for ranking completed	DTE	TMED	

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.04.01	Gov	Formation of a committee at Directorate level and designing of evaluation criteria including it's guideline for administering ranking and awarding of TVET institutions		Formation of a committee with TOR; Review evaluation criteria (1 meeting 2 workshops); Formulation of guidelines							
3.2.04.02	Gov	Inclusion a module for institute evaluation in MIS of Directorate of Technical Education		Development of database management software							
3.2.04.03	Gov	Conducting evaluation program of technical institutions for ranking and giving annual awards			Data collection, analysis and result for ranking and awarding; Annual award distribution	Continue	Continue	Continue			Database software purchase, will be developed by DTE internally
3.2.04.04	Gov	Routine Activity									
3.2.05	Gov	Setting up of modern labs/workshops in TVET institutes in collaboration with renowned companies and industrial entrepreneurs	Set up/ improved 10 labs with modern equipments by the Industry		1 labs improved/renovated	2 labs improved/renovated	3 labs improved/renovated	4 labs improved/renovated	DTE	TMED, BTEB	
3.2.05.01	Gov	Formulating policies/ guidelines for setting up modern labs/workshops in TVET institutes in collaboration with companies/ industrial entrepreneurs		Formulating policies (3 Meeting, 2 Workshop) Honorarium cost, Refreshment, TA/DA					TMED DTE Industry	Ministry of Industry	
3.2.05.02	Gov	Arranging partnership agreements to enhance collaboration with renowned companies and industrial entrepreneurs			2 Industry/ Company Partnership agreements established	4 Industry/ Company Partnership agreements established	8 Industry/ Company Partnership agreements established	8 Industry/ Company Partnership agreements established	TMED DTE		Meeting Cost 20,000/- per Agreement

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.05.03	Gov	Setting up of modern labs/ workshops in TVET institutes by renowned industries			1 Labs (Set up/ Improved lab with modern equipment provided by the industry)	Set up/ Improved, 2 Labs	Set up/ Improved, 3 Labs	Set up/ Improved, 4 Labs	Institutes Industry		Lab Equipment cost provided by the industry
3.2.05.04	Gov	Conducting training programs in modern labs/ workshops set up in the institute in collaboration with industry partners				4 (4 Training in 1 Labs) Short Training by Industry Resource Person Raw Materials Cost from Institute for Own Students	12 (12 Training in 3 Labs)	18 (18 Training in 6 Labs)	Institutes Industry		
3.2.05.05	Gov	Conducting product design and development activities in TVET institutions suitable for industry.				4 (4 Project in 4 Training)	12 (12 Project in 12 Training)	18 (18 Project in 18 Training)	Institutes Industry		
3.2.06	Gov	Development of Quality Assurance Manual for TVET institutions for effective academic and administrative performance	A quality assurance manual for TVET institutions developed						BTEB	TMED, DTE	
3.2.06.01	Gov	Preparing a ToR for development of Quality Assurance Manual for TVET institutes			Preparation of a ToR, One consultant for administrative and another for academic						
3.2.06.02	Gov	Engaging a TVET specialist as per ToR and developing a draft Quality Assurance Manual				Formulation of Quality Assurance Manual; 6 workshops					
3.2.06.03	Gov	Finalizing draft manuals through stakeholder workshops and printing of manual				Manual finalization and printing; 4 workshops	10 meetings				

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.06.04	Gov	Arranging dissemination workshop on manual for the Principals, Head of the Departments and teachers			10 workshops; division wise dissemination workshop		Informing Principals and Heads of Departments about the manuals				
3.2.06.05	Gov	Software base monitoring system develop					Software base monitoring system develop				
3.2.06.06	Gov	Implementing and monitoring of the activities as per manual					Implementation of Quality Assurance Manual	Monitoring implementation of Quality Assurance Manual			
3.2.07	Gov	Introducing career guidance and counselling in Govt. and Non-Govt. TVET institutes	600 focal persons in Govt. and Non-Govt. technical institutions trained in career counselling						DTE	TMED	
3.2.07.01	Gov	Formulation of policy/ guideline for career guidance and counselling in TVET institutes		Policy guideline prepared by consultant (4 pm); Approval of guidelines for career guidance and counselling;							
3.2.07.02	Gov	Deployment of teachers/staffs to facilitate career guidance and counselling, and job placement in Govt. and Non-Govt. technical institutes and training of career guidance counsellor		Providing directives centrally for introducing career guidance and counselling, and job placement in Govt. and Non-Govt. technical institutes; Deployment of teachers/staffs to facilitate career guidance and counselling	200* 3 persons trained from each institution						training cost per person 10,000 Tk and consultant 2 pm as trainer

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.07.03	Gov	Maintaining database regarding employment demands for the TVET graduates			Database will be prepared and maintained	Continue	Continue	Continue			
3.2.07.04	Gov	Provide career guidance and counselling and job related information to students through digital help assistance			Providing digital help assistance to the students	Continue	Continue	Continue			2 meetings/ seminar each year for 214 institute total 50k BDT/ institution every year
3.2.08	Gov	Setting up job placement cell (JPC) with complete database in Govt. and Non-Govt. technical education institutes	Job placement cell established in Govt. and Non-Govt. Institutes						DTE	TMED, BTEB	
3.2.08.01	Gov	Preparation of policy/ guideline for setting up job placement cells in every technical institute;		Consultant to prepare Policy guideline and TOR for JPC in each institute (4 pm) deployed; Draft policy guideline and TOR prepared;	Draft policy guideline and JPC TOR approved by TMED; Government notification issued and distributed to each 216 institutions to set up JPC						To prepare database of particular institute will be included in the job responsibilities of Industry Liaison Officer
3.2.08.02	Gov	Setting up of cells including infrastructural facilities, procurement of furniture and equipment			To set up JPC, renovation work and purchase of necessary equipments and furniture and deployment of man power (Each institution receives Tk 5 lacs)						

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.08.03	Gov	Collecting demand in the job market at regular intervals and creating a database of trade/technology wise graduates in the organization			Consultant will train JPC staff (consultant 2 person month), 200 people will be trained (focal person from each cell) and Industry data base preparation exercise initiated	Each institution prepares database covering 20 industries (approximate) every year (TA/DA cost 20*500 taka)	Continue	Continue			unit cost per trainee 10,000;
3.2.08.04	Gov	Linking students/graduates with industries for job placement				Cell Officials support students and organize workshop/ seminar	Continue	Continue			
3.2.08.05	Gov	Arrangement of graduate tracking, publication of quarterly reports and maintaining linkage with DTE job portal				Quarterly report published	Continue	Continue			
3.2.09	Gov	In-house subject based skills training for teachers and craft instructors in each department of Polytechnic Institute and TSC with own resource persons/retired experienced teachers/ industry expert	Subject based practical training of at least 10 subjects per trade/technology in each government polytechnic and TSCs	Subject based practical training of at least two subjects per trade/ technology					DTE		
3.2.09.01	Gov	Prepare a trade/technology wise annual in-house training plan including resource person		Preparation of yearly training plan by each technology/ trade, selection of subjects for training, list of subject wise resource person, training calendar preparation (5pm-7.30pm in working days)					DTE		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.2.09.02	Gov	Prepare a budget and training time plan for each subject approved by principals		Preparation of budget for external resource persons and refreshment for the participants, budget approval by the principals					DTE		
3.2.09.03	Gov	Implementation of the in-house training program including necessary repair and renovation of required equipments		All teachers and craft instructors of each technology/trade will be the participants of the in house training program, resource person may be the expert teacher of the institutes or retired experienced teacher or industry experts, training will be conducted in two subjects per technology.	training will be conducted in two subjects per technology.	training will be conducted in two subjects per technology.	training will be conducted in two subjects per technology.	training will be conducted in two subjects per technology.	DTE		
3.2.09.04	Gov	Prepare a training report		Training report will be prepared after the in house training program	Training report will be prepared after the in house training program	Training report will be prepared after the in house training program	Training report will be prepared after the in house training program	Training report will be prepared after the in house training program	DTE		
3.3.01	Gov	Establishment of a Integrated Management Information System (MIS) for Education and Skills in Technical Institutions	Integrated MIS in 500 MPO TVET institutes established (pilot)		Proposal to establish EMIS in Government Institutions approved	EMIS cell at each Government Institution established with assigned teacher	Piloting of database completed	MIS operational	DTE	BTEB	

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.01.01	Gov	Reviewing existing MIS systems		Formation of Committees and Consultants (Conduct 2 Meetings and 2 Workshops)	Reviewing the MIS system, making recommendations						
3.3.01.02	Gov	Developing institute based MIS cell and procurement of necessary equipment and software and staff deployment including creation of posts		MIS cell formation and proposal submitted to TMED for creation of operational manpower posts. 2 meetings	Procurement of required equipment and software	Creation of operational manpower posts	Recruitment in the created posts				Developing enterprise based LMIS is very challenging
3.3.01.03	Gov	Collecting demand information on Technology/Trade based skilled manpower			Technology/Trade based demand data collection (20 Workshops)	Updated	Updated	Updated			
3.3.01.04	Gov	Developing database for Technology/Trade based skilled worker demand and updating every year			Database developed	Report published and database updated	Continued	Continued			
3.3.01.05	Gov	Implementing regular maintenance and updating of software and hardware				Regular maintenance and updating of software and hardware	Continued	Continued			
3.3.02	Gov	Assessment of Digital Infrastructure, digital platform, and Digital learning materials in Polytechnic Institutes and TSCs	Assessment report on Digital Infrastructure, digital platform, and Digital learning materials in Polytechnic Institutes and TSCs						DTE		
3.3.02.01	Gov	Prepare a TOR for hiring a consultant and estimated budget for the task		Prepare a TOR and budget for the task					DTE		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.02.02	Gov	Hiring of consultant for the task		Hiring of 02 consultants for a period of 16 man-month. Travel cost for in-site visit of 216 polytechnic and TSCs	Continue 6 Person month (2 consultants, each 3 months)				DTE		
3.3.02.03	Gov	Routine Activity									Consultant visit cost
3.3.02.04	Gov	Preparation of draft Assessment report and validation		Prepare a draft assessment report and 01 validation workshop (for 100 participants including internal and external ICT experts, senior government officials, selected principals of the TVET institutes and development partners); 3 workshops including validation workshops and 5 meetings					DTE		
3.3.02.05	Gov	Preparation of final report			Finalize and publish assessment report incorporating stakeholders opinion/ suggestion				DTE		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.03	Gov	Strengthening online admission process in all levels of Govt. and Non-Govt. technical education	4000 institutes implemented online student admission (Majority Non-Govt. institutes)						BTEB	DTE	
3.3.03.01	Gov	Review and amendment of policy for conducting online admission process in all levels of technical education		Reviewed and approved online admission guideline							
3.3.03.02	Gov	Capacity building of lower secondary, secondary & higher secondary level vocational institutes for online students admission programme			Capacity developed in 1000 lower secondary school	Covering additional 1000 institutes	Covering additional 1000 institutes	Covering additional 1000 institutes			
3.3.03.03	Gov	Introducing online admission process in vocational education and training			Introduction of online admission process	Continued	Continued	Continued			
3.3.04	Gov	Establishment of an e-Learning Platform for Technical Education	575 training modules (e-learning content) will be developed for the teachers across 14 trade areas and made available through LMS	Program prepared and approved					DTE	TMED	
3.3.04.01	Gov	E-Learning Platform Facility Development		Design eLearning Centre Platform, renovate soundproof room and working area, procure equipment	Maintenance and operations	Maintenance and operations					Renovation of Building

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.04.02	Gov	Configuration of the LMS and Establishment of National Standards		Install LMS on development server at VTTI and production server at NDC, develop QA framework and application profile	Maintenance and updates	Maintenance and updates					Purchase of Equipments for Activity 3.3.04.01 + Configure LMS 128k
3.3.04.03	Gov	Training of Instructors and Module Development		Conduct workshop to identify priority jobs, select and train Group 1 instructors (28 developers)	Select and train Groups 2-4 instructors (84 developers)	Select and train Groups 5-6 instructors (80 developers)					
3.3.04.04	Gov	Contracting the production of example high-quality micro-learning modules		Contract professional e-Learning developers to create example modules	Maintain and update example modules	Maintain and update example modules					
3.3.04.05	Gov	Recruitment of specialist staff		Contract Team Leader, Media & Communications specialist	Ongoing specialist support	Ongoing specialist support					
3.3.04.06	Gov	Initiating the communications and M&E strategies		Conduct KAP Survey, design communications strategy and MEL framework	Implementation and monitoring	Implementation, monitoring and participating TSCs					
3.3.04.07	Gov	Extending in HSC (Voc) and sustainable operation					Develop curriculum and modules for HSC (Voc) level, train additional instructors	Expand platform to support all HSC (Voc) trades, integrate with industry certification			HSC module development, instructor training, system upgrades

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.05	Gov	Introduction of blended learning approach in technical education system	Online blended learning approach used to conduct at least 5-10% of total class		At least 1 subjects per technology/ trades conducted class through blended learning approach	At least 1 subjects per technology/ trades conducted class through blended learning approach	At least 2 subjects per technology/ trades conducted class through blended learning approach	At least 2 subjects per technology/ trades conducted class through blended learning approach	DTE	BTEB	Online blended learning approach used to conduct at least 5-10% of total class
3.3.05.01	Gov	Conducting study on the existing digital infrastructure, digital platform and digital content including teacher's capability in digital teaching-learning	12 Man month	Hiring of consultant/ consulting firm							Highest value of consultant (firm) taken but incorporated under Consultant Individual
3.3.05.02	Gov	Revision of curriculum for inclusion of 5-10% classes with online teaching-learning approach in selected trade/ technology		Revision of curriculum by BTEB in selected trades/ technology							
3.3.05.03	Gov	Selecting appropriate courses for blended learning		Selection of subjects in each technology/ trade for online learning as per the study report	Introduction of e-learning in a selected subject						To develop central teaching-learning management system for students
3.3.05.04	Gov	Ensure blended learning enabling environment such as software, system, teaching learning instruments and learning materials, dedicated high speed internet etc.			Procurement of software, system, teaching learning instruments and learning materials, dedicated high speed internet etc.	Creating an enabling environment for blended learning					
3.3.05.05	Gov	Formulation of Teacher's Guide and Student's Guide for implementing Blended Learning				Preparation of Teacher's Guide and Student's Guide	Performance evaluation				

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.05.06	Gov	Implement the blended learning system and evaluating the effectiveness									
3.3.06	Gov	Formulation of Policy for Green TVET reflecting links with Green Economy of Bangladesh	Approval of a policy for Green TVET and Guidelines for its implementation						DTE		A newly developed Green TVET guidelines and ESD2030 has bigger scope for Green TVET
3.3.06.01	Gov	Conduct a review and study on existing Green TVET practise, guideline in home and abroad		Hiring consultant and review and study on existing Green TVET practise, guideline in home and abroad (6 person-month by consultant)							
3.3.06.02	Gov	Preparation of draft policy for Green TVET and finalization of the draft policy through stakeholder consultation workshop		Prepare draft policy through the stakeholder consultation workshop and finalization of the draft with validation workshop (3 nos+6 meetings)							Budget required for Green TVET policy implementation
3.3.06.03	Gov	Approval of the policy for Green TVET			Approval of the policy for Green TVET						
3.3.07	Gov	Promotion of green practices (green infrastructure, green technology, paperless system, energy saving, solar panels, recycling, tree plantation) in every technical institute and aligning curriculum with green principles	Green practice implemented in all Govt. technical institutes						DTE	TMED, BTEB	The ESD goal : By 2030 at least 50% of schools in each country are "greened"

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.07.01	Gov	Formulation of policy on Green Practices in Technical Education Institutions		Formulation of Policy/updating Guidelines (2 Meetings and 3 Stakeholder Consultations)							Repetition with 6.04 and activities will be performed there
3.3.07.02	Gov	Promotion of green practices through seminars and discussions		4 discussion meetings and 2 seminars on green practices in all Govt. institutes	Continued	Continued	Continued	Continued			
3.3.07.03	Gov	Introduction of paperless system, ensuring use of recycled materials and launching tree plantation activities		Paperless system, ensuring the use of recycled materials and planning to launch tree plantation activities	Tree plantation program and use of recycled materials in 100% institutions	Tree plantation, use of recycled materials and paperless system in 100% institutions	Continued	Continued			
3.3.07.04	Gov	Increasing the use of other renewable energy sources including solar panels		Determining what types of renewable energy can be used in the institutes	30% of institutes use renewable energy	50% of institutes use renewable energy	100% of institutes use renewable energy	Continued			
3.3.07.05	Gov	Introduction of sensors to prevent wastage of electricity and water			50% of institutions	100% of institutions	Continued	Continued			
3.3.07.06	Gov	Use of D-filing for official communication in all institutions			Use of D-Filing 100% in Polytechnic institute	Use of D-Filing 100% in Polytechnic and TSC institute	Continued	Continued			
3.3.08	Gov	Formulation of Green skills development plan	Green skills action plan prepared and 3 selected green technology areas introduced in polytechnic institutes						DTE		

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.08.01	Gov	Prepare a TOR for hiring a consultant and estimated budget for the task		Hiring of 01 international consultant (8 PM) and 01 national (15 PM)							
3.3.08.02	Gov	Reviewing existing curriculum identifying green skills module in technology/trade and inclusion of required green skills modules		Reviewing existing curriculum identifying green skills module in technology/trade and inclusion of required green skills modules							
3.3.08.03	Gov	Institute visit for identifying infrastructure, tools and equipment for green skills and development		Site visit of govt. polytechnic and TSCs for identifying infrastructure, tools and equipment for green skills and development							TA/DA for Consultant
3.3.08.04	Gov	Need assessments of skills for future green jobs		Document review and site visit and green skills relevant industry, EPZ, Economic zones, BEPZA etc.							
3.3.08.05	Gov	Identifying teacher's training needs for green skills development		selection of skills for future green jobs; selection of modules for green skills development; teacher's training plan for green skills development							

SL/RA SO	RA	Actions/Activities	5 Years Output/ Result	2025-26	2026-27	2027-28	2028-29	2029-30	Lead Agency	Support Agency	Remarks
3.3.08.06	Gov	Draft action plan for green skills development			Drafted action plan						
3.3.08.07	Gov	Stakeholder consultation and validation action plan			Stakeholder consultation and validation action plan (03 workshops & 5 meetings)						
3.3.08.08	Gov	Finalization of action plan for green skill development in TVET system			Finalization of action plan (2 meetings)						
3.3.08.09	Gov	Introduction of Green technology in 3 selected technological areas in polytechnic institutes			Introduction of Green technology in 3 selected technological area in polytechnic institutes						costing will be included during implementation of this activity

ANNEX B

Detailed Activity Costing

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.01	QR	Conducting teacher training for Govt. and Non-Govt. technical teachers in pedagogy, subject-wise and other training areas as per National Education Policy 2010										0		281,460	552,120	660,000	660,000	453,000	2,606,580
1.1.01.01	QR	Conducting Training Needs Analysis (TNA) and preparing report accordingly	Meeting= 31-50	3211	3211111	No of Meeting	1					1	60	60	0	0	0	0	60
1.1.01.02	QR	Preparing Teacher's Development Plan for Government and Non-Govt. teachers of technical & vocational education	Workshop= 51-100	3211	3211111	No of Workshop	2					2	200	400	0	0	0	0	400
1.1.01.03	QR	Preparing Annual Calendar for training program for Government and Non-Govt. TVET teachers	Consultant (Individual)	3257	3257101	Person-Month	18	60				78	500	9,000	30,000	0	0	0	39,000
1.1.01.04	QR	Preparing training budget and ensuring budget allocation as per training calendar	Meeting= 31-50	3211	3211111	No of Meeting		2				2	60	0	120	0	0	0	120
1.1.01.05	QR	Updating database of government and Non-Govt. technical & vocational teachers including training database	Consultant (Firm)	3257	3257101	Person-Month						0		0	0	0	0	0	0

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.01.06	QR	Update/Development of Skill-based training content (technology wise) by TTTC, Dhaka	Workshop= 51-100	3211	3211111	No of Workshop	14					14	1,000	14,000	0	0	0	0	14,000
1.1.01.07	QR	Conducting pedagogy training & certification as per training calendar	Training	3231	3231301	No of Person		1,000	1,500	1,500	1,000	5,000	150	0	150,000	225,000	225,000	150,000	750,000
1.1.01.08	QR	Conducting subject-based skills training and certification as per training calendar	Training	3231	3231301	No of Person	3000	4,000	5,000	5,000	3,000	20,000	66	198,000	264,000	330,000	330,000	198,000	1,320,000
1.1.01.09	QR	Conducting induction/ foundation training-Jr. Instructor	Training	3231	3231301	No of Person	1000	500	500	500	500	3,000	60	60,000	30,000	30,000	30,000	30,000	180,000
1.1.01.10	QR	Conducting induction/ foundation training-Instructor	Training	3231	3231301	No of Person		500	500	500	500	2,000	150	0	75,000	75,000	75,000	75,000	300,000
1.1.01.11	QR	Maintaining and updating teachers training database	Block	5555	5555555	Software for database development		1				1	3,000	0	3,000	0	0	0	3,000
1.1.02	QR	Formulation and Implementation of TVET teachers' qualification framework for quality assurance of technical education										0		260	16,600	19,925	36,000	36,000	108,785
1.1.02.01	QR	Issuance of Ministry circular including TOR for formulation of TVET Teachers Qualification Framework	Meeting= 31-50	3211	3211111	No of Meeting	1					1	60	60	0	0	0	0	60
1.1.02.02	QR	Hiring consultants for formulation of TVET Teachers Qualification Framework as per ToR	Workshop= 51-100	3211	3211111	No of Workshop	1	5				6	200	200	1,000	0	0	0	1,200

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.02.03	QR	Reviewing of existing national and international teacher qualification framework and drafting framework in consultation with stakeholders	Consultant (Firm)	3257	3257101	Person-Month		18				18	700	0	12,600	0	0	0	12,600
1.1.02.04	QR	Validation, finalization and approval of draft teacher's qualification framework	Workshop= 51-100	3211	3211111	No of Workshop			4			4	200	0	0	800	0	0	800
1.1.02.05	QR	Preparing of teacher's development plan as per teacher's qualification framework	Consultant (Individual)	3257	3257101	Person-Month		6				6	500	0	3,000	0	0	0	3,000
1.1.02.06	QR	Necessary revision of the existing recruitment rules as per TVET Teachers Qualification Framework	Workshop= 51-100	3211	3211111	No of Workshop			9			9	125	0	0	1,125	0	0	1,125
1.1.02.07	QR	Assessment and Certification of trained teachers as per qualification framework	Fees	3221	3221112	No of Teacher			4,000			4,000	1.5	0	0	6,000	12,000	12,000	30,000
1.1.02.08	QR	Routine Activity	TA/DA	3244	3244101	No of Teacher			4,000			4,000	3.0	0	0	12,000	24,000	24,000	60,000
1.1.03	QR	Strengthening hands-on training for technical teachers and students to acquire practical knowledge, skills and experience in industries										0		74,650	172,030	225,030	225,030	225,030	921,770
1.1.03.01	QR	Introduction of Project Based Learning (PBL) activities for students under the joint supervision of class teachers and industry experts as per industry institute linkage guideline	TA/DA	3244	3244101	LS		400	600	600	600	2,400	125					75,000	300,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.03.02	QR	Ensuring effective industrial attachment for students	Officers' pay	3111	3111101	Per Person	10	214	214	214	214	866	45	450	9,630	9,630	9,630	9,630	38,970
1.1.03.03	QR	Industry Immersion Program for a period of at least one month in every two years for teachers to enhance their industrial skills aligned with modern technology	Training	3231	3231301	No of Teachers		200	600	600	600	2,000	70	0	14,000	42,000	42,000	42,000	140,000
1.1.03.04	QR	Conducting subject-based in-house training of teachers and craft instructors by industry experts	Training	3231	3231301	No of Teachers/ Craft Instructors	2460	4,920	4,920	4,920	4,920	22,140	20	49,200	98,400	98,400	98,400	98,400	442,800
1.1.04	QR	Creation of panels with Industry experts and engaging them as a guest teachers / speakers /mentors in TVET institutes for conducting classes along with their participation in relevant meetings and seminars.										0		7,200	14,400	28,080	49,680	64,080	163,440
1.1.04.01	QR	Preparing the list of trade/technology wise industry experts in the institutes										0		0	0	0	0	0	0
1.1.04.02	QR	Engaging industry experts as guest lecturers/speakers/mentors for conducting practical classes as per industry institute linkage guideline	Honorarium	3257	3257206	No of 3 hours practical class	800	1,600	4,560	8,560	8,560	24,080	3	2,400	4,800	13,680	25,680	25,680	72,240

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.04.03	QR	Organizing meetings and seminars with industry experts in the institutes	Seminar= 100+	3211	3211111	No of Seminar	8	16	24	40	64	152	600	4,800	9,600	14,400	24,000	38,400	91,200
1.1.05	QR	Introducing Teacher Mentoring System in TVET										0	1	32,000	19,000	10,960	0	0	61,960
1.1.05.01	QR	Prepare a TOR for hiring a consultant and estimated budget for the task	Consultant (Individual)	3257	3257101	Person Month	8					8	1,500	12,000	0	0	0	0	12,000
1.1.05.02	QR	Conducting mentorship training program	Consultant (Individual)	3257	3257101	Person Month	24					24	500	12,000	0	0	0	0	12,000
1.1.05.03	QR	Teacher mentorship program implemented in each polytechnic and TSC	Training	3231	3231301	No of Teacher	100	200	200			500	50	5,000	10,000	10,000	0	0	25,000
1.1.05.04	QR	Evaluation of implementing teacher-mentoring system and reporting	Training	3231	3231301	No of Institute	50	150	16			216	60	3,000	9,000	960	0	0	12,960
1.1.06	QR	Formulation of policies for higher education, training and exchange of teachers at home and abroad										0		5,580	0	0	0	0	5,580
1.1.06.01	QR	Issuance of a circular by the ministry forming a committee with TOR for formulating a policy	Meeting= 31-50	3211	3211111	No of Meeting	3					3	60	180	0	0	0	0	180
1.1.06.02	QR	Preparing draft proposals after reviewing the higher education and training policies of technical teachers of different countries and approval of the policy	Workshop= 51-100	3211	3211111	No of Workshop	3					3	200	600	0	0	0	0	600

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.06.03	QR	Communication and MoU signing with various countries and institutions for Teachers Exchange	Consultant (Individual)	3257	3257101	Person-Month	24					24	200	4,800	0	0	0	0	4,800
1.1.07	QR	Establishment of dedicated TVET wings in PSC, NTRCA, UGC and NCTB										0		720	1,000	400	0	0	2,120
1.1.07.01	QR	Reviewing existing situation on TVET teacher recruitment for Govt. and Non-Govt. institutes	Meeting= 31-50	3211	3211111	No of Meeting	2					2	60	120	0	0	0	0	120
1.1.07.02	QR	Preparing the draft circulars for TVET wings in PSC, NTRCA, UGC and NCTB through stakeholders' consultation workshops	Workshop= 51-100	3211	3211111	No of Workshop	3	5	2			10	200	600	1,000	400	0	0	2,000
1.1.07.03	QR	Finalise of the draft circulars for TVET wings in PSC, NTRCA, UGC and NCTB		0	0							0		0	0	0	0	0	0
1.1.07.04	QR	Approval and implementation of Govt. circulars on TVET wings PSC, NTRCA, UGC and NCTB		0	0							0		0	0	0	0	0	0
1.1.08	QR	Amendment/ formulation of recruitment rules for recruitment of TVET teachers in Govt. and Non-Govt. educational institutions by giving preference to candidates with practical experience in industries										0		720	1,280	400	0	0	2,400

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.08.01	QR	Reviewing existing TVET teacher recruitment rules/policies	Meeting= 31-50	3211	3211111	No of Meeting	2	8				10	60	120	480	0	0	0	600
1.1.08.02	QR	Formulating draft policy giving preference to candidates with industrial experience in recruitment rule of TVET teachers and approval of the policy	Workshop= 51-100	3211	3211111	No of Workshop	3	4	2			9	200	600	800	400	0	0	1,800
1.1.09	QR	Necessary revision/ amendment of "BCS Recruitment Rules 1981", "BCS Technical Education Recruitment Rules 2021 (Technical Education Cadre)", "Non-Cadre Officers and Employees Recruitment Rules 2020" and promotion in respective fields										0		2,520	200	0	50	0	2,770
1.1.09.01	QR	Issuance circular of the Ministry for the purpose of amending the current recruitment rules in technical education by setting up a committee with TOR	Meeting= 31-50	3211	3211111	No of Meeting	12					12	60	720	0	0	0	0	720
1.1.09.02	QR	Reviewing existing rules and identifying areas for amendment	Workshop= 51-100	3211	3211111	No of Workshop	9	1				10	200	1,800	200	0	0	0	2,000
1.1.09.03	QR	Discussions with concerned stakeholders										0		0	0	0	0	0	0
1.1.09.04	QR	Formulation and approval of draft proposals	Printing	3255	3255102	LS				1		1	50	0	0	0	50	0	50

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.1.09.05	QR	Approval by the competent authority		0	0							0	200	0	0	0	0	0	0
1.2.01	QR	Introduction of dual training system in TVET institutions to acquire hands on skills and employment opportunities in the industries.										0		6,000	20,000	640	0	0	26,640
1.2.01.01	QR	Preparing a Dual Training model suitable for Bangladesh by reviewing the Dual Training System of different countries in the field of technical education	Consultant (Individual)	3257	3257101	Person-Month	12	0	0	0	0	12	500	6,000	0	0	0	0	6,000
1.2.01.02	QR	Piloting Dual Training System in selected technical & vocational institutes	Consultant (Firm)	3257	3257101	Person-Month		1				1	20,000	0	20,000	0	0	0	20,000
1.2.01.03	QR	Evaluating piloted Dual Training System and updating/revising curriculum accordingly	Meeting= 31-50	3211	3211111	No of Meeting	0		4			4	60	0	0	240	0	0	240
1.2.01.04	QR	Policy recommendation for introducing dual training in TVET institutes	Workshop= 51-100	3211	3211111	No of Workshop	0	0	2			2	200	0	0	400	0	0	400
1.2.02	QR	Promotion of skills innovation practice and skills competition in the field of technical education and supporting commercialization of the best projects developed by students in accordance with intellectual property rights principles										0		50,000	255,500	90,500	90,500	90,500	577,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.2.02.01	QR	Setting up Innovation Labs and Centers in TVET Institutes (focusing on local issues)	Block	5555	5555555	Per Institute	50	165				215	1,000	50,000	165,000	0	0	0	215,000
1.2.02.02	QR	Funding/code creation in institutes required for innovative projects	Skill competition- Institute	3257	3257301	Number		215	215	215	215	860	300	0	64,500	64,500	64,500	64,500	258,000
1.2.02.03	QR	Organizing innovation competitions and exhibitions;	Skill competition- Regional	3257	3257301	Number		8	8	8	8	32	2,000	0	16,000	16,000	16,000	16,000	64,000
1.2.02.04	QR	Initiative for intellectual property rights protection and organizing joint activities with concerned industries for commercialization of innovations	Skill competition- National	3257	3257301	Number		1	1	1	1	4	10,000	0	10,000	10,000	10,000	10,000	40,000
1.2.03	QR	Mapping TVET Curriculum inline with labour market demand					0	0	0	0	0	0	0	0	0	0	1,200	0	1,200
1.2.03.01	QR	Preparing the list of demand-based occupations through exchange of views or surveys with technology-wise industries		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
1.2.03.02	QR	Organizing workshops for existing curriculum analysis and gap identification of technology-wise occupations; Recommendations for developing/revising curriculum based on demand	Workshop= 51-100	3211	3211111	No of Workshop	0	0	0	6	0	6	200	0	0	0	1,200	0	1,200

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.2.04	QR	Development of curriculum and standards in the TVET sector as per job market demand									0		64,200	10,200	42,400	39,650	33,850	190,300
1.2.04.01	QR	Conducting research study to assess occupation/trade/technology based job market demand of TVET sector.	3257	3257101	Person-Month	48					48	700	33,600	0	0	0	0	33,600
1.2.04.02	QR	Reviewing/analyzing existing curriculum and identify the gaps	3211	3211111	No of Workshop	48					48	200	9,600	0	0	0	0	9,600
1.2.04.03	QR	Formation of curriculum development team ensuring participation of stakeholders such as teachers, industry experts, graduates etc.	3255	3255102	No of Copies				500	500	1,000	0.50	0	0	0	250	250	500
1.2.04.04	QR	Developing/revising curriculum-wise course structure and regulations including green technology	3211	3211111	No of Workshop		24	0	0	0	24	300	0	7,200	0	0	0	7,200
1.2.04.05	QR	Formulation and revision of trade/technology-based curriculum	3211	3211111	No of Workshop			24			24	200	0	0	4,800	0	0	4,800
1.2.04.06	QR	Arranging validation workshop(s) with stakeholders and finalization of draft curriculum	3211	3211111	No of Workshop				16		16	300	0	0	0	4,800	0	4,800
1.2.04.07	QR	Developing and printing of Learners' Guide and Teachers' Guide	3257	3257101	Person-Month			48	48	48	144	700	0	0	33,600	33,600	33,600	100,800

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.2.04.08	QR	Routine Activity	Consultant (Individual)	3257	3257101	Person-Month		6	6			12	500	0	3,000	3,000	0	0	6,000
1.2.04.09	QR	Conducting, monitoring & assessing the effectiveness of the newly developed/ revised curriculum implementation	Consultant (Firm)	3257	3257101	Person-Month	30					30	700	21,000	0	0	0	0	21,000
1.2.04.10	QR	Inclusion of Green Technology in curriculum as per Green TVET policy	Workshop= 51-100	3211	3211111	No of Workshop			5	5		10	200	0	0	1,000	1,000	0	2,000
1.2.05	QR	Formation of TVET Curriculum Development Expert Pool to develop demand driven curriculum										0		1,300	6,000	6,000	0	0	13,300
1.2.05.01	QR	Preparing action plan including criteria and guidelines for formation of Technology / Trade wise TVET Curriculum Development Pool	Workshop= 51-100	3211	3211111	No of Workshop	5					5	200	1,000	0	0	0	0	1,000
1.2.05.02	QR	Formation of Trade/ Technology wise pool of experts consisting of suitable teachers/ academics/industry experts as per criteria and guideline	Meeting= 31-50	3211	3211111	No of Meeting	5					5	60	300	0	0	0	0	300
1.2.05.03	QR	Arranging Capacity building / orientation program for the pool of experts in curriculum development	Workshop= 51-100	3211	3211111	No of Workshop		10	10			20	600	0	6,000	6,000	0	0	12,000
1.2.06	QR	Development of entrepreneurship training course & certification for self-employment opportunities										0		0	1,200	2,600	4,900	4,000	12,700

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.2.06.01	QR	Conducting research-study to identify occupations with self-employment opportunities	Workshop= 51-100	3211	3211111	No of Workshop		6				6	200	0	1,200	0	0	0	1,200
1.2.06.02	QR	Developing curriculum for introduction of entrepreneurship development training courses										0	500	0	0	0	0	0	0
1.2.06.03	QR	Institution approval for introducing entrepreneurship development training courses (including certification of master trainers)	Training	3231	3231301	No of Person			40	60		100	65	0	0	2,600	3,900	0	6,500
1.2.06.04	QR	Conducting entrepreneurship development training courses and certification to create self-employment opportunities for TVET students	Training	3231	3231301	No of Person				100	400	500	10	0	0	0	1,000	4,000	5,000
1.2.07	QR	Introducing Standards and Curriculum developed by BTEB in the technical & vocational training provider institutes of other ministries and departments										0		0	0	0	0	0	0
1.2.08	QR	Strengthening proficiency in English and other foreign languages of TVET students										0		1,000	64,200	64,200	64,200	64,200	257,800

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.2.08.01	QR	Preparing action plans for TVET students to acquire proficiency in Arabic/Chinese/Korean/Japanese languages along with English	Consultant (Individual)	3257	3257101	Person-Month	2					2	500	1,000	0	0	0	0	1,000
1.2.08.02	QR	Setting up language center in every TVET institution and conducting teacher's training program.	Honorarium	3257	3257206	Per Guest Teachers/ Institute		214	214	214	214	856	100	0	21,400	21,400	21,400	21,400	85,600
1.2.08.03	QR	Administering English language club for students in every institution	Block	5555	5555555			214	214	214	214	856	100	0	21,400	21,400	21,400	21,400	85,600
1.2.08.04	QR	Conducting language training program in another foreign language for TVET students (as co-curriculum)	Block	5555	5555555			214	214	214	214	856	100	0	21,400	21,400	21,400	21,400	85,600
1.2.08.05	QR	Assessment and certification from recognised organization		0	0									0	0	0	0	0	0
1.2.09	QR	Preparing standard textbooks, teacher and student guide and Interactive Book (I-Book) in Bengali/English language for technical education										0		3,700	9,000	15,800	8,000	0	36,500
1.2.09.01	QR	Selecting authors for preparation of standardized textbooks in Bengali, teacher guide, student guide, I-Book (Interactive Book) and providing orientation as per set guidelines	Consultant (Individual)	3257	3257101	Person-Month	5	5	5			15	500	2,500	2,500	2,500	0	0	7,500

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.2.09.02	QR	Preparing draft learning materials (textbook, teacher guide, student guide, I-Book) by the selected author.	Meeting= 31-50	3211	3211111	No of Meeting	10	15	15	10		50	60	600	900	900	600	0	3,000
1.2.09.03	QR	Finalization of draft learning materials through workshops	Workshop= 51-100	3211	3211111	No of Workshop	3	8	12	7		30	200	600	1,600	2,400	1,400	0	6,000
1.2.09.04	QR	Publishing after necessary editing and approval by the competent authority	Honorarium	3257	3257206	No of Author/ Editor		4	10	6		20	1,000	0	4,000	10,000	6,000	0	20,000
1.2.10	QR	Introduction of emerging technologies and increasing number of groups (intake capacity) of existing trade/technologies as per job market demand										0		1,500	0	42,500	42,500	215,000	301,500
1.2.10.01	QR	Introduction of technologies/ trades/ specializations suitable for meeting the challenges of the 4th Industrial Revolution and demand of the local and international job market	Consultant (Individual)	3257	3257101	Person-Month	3					3	500	1,500	0	0	0	0	1,500
1.2.10.02	QR	Initiating new post creation in government & Non-Govt. sector organizations for the employment of graduates of emerging technologies/trades/ specializations	Equipments	4112	4112304	Lump Sum			10	10	30	50	2,500	0	0	25,000	25,000	75,000	125,000
1.2.10.03	QR	Routine Activity	Major Repair-B&S	3258	3258108	Lump Sum			10	10	30	50	500	0	0	5,000	5,000	15,000	25,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.2.10.04	QR	Proposing amendment of existing Recruitment Rules for the recruitment of Emerging Technology/Trade graduates in Government-Non-Govt. Jobs	Teaching and learning materials	4112	4112312	LS			5		5	60	2,500	0	0	12,500	12,500	125,000	150,000
1.3.01	QR	Implementation of Bangladesh National Qualification Framework (BNQF) for skill benchmarking at the national level										0		6,920	37,320	37,260	24,460	23,000	128,960
1.3.01.01	QR	Formulation and approval of BNQF Quality Assurance Manual and Implementation Guideline	Consultant (Individual)	3257	3257101	Person-Month	12	36	36		36	156	500	6,000	18,000	18,000	18,000	18,000	78,000
1.3.01.02	QR	Formulation of BNQF Act, Policy and Regulations	Meeting= 31-50	3211	3211111	No of Meeting	2	2	1		1	6	60	120	120	60	60	0	360
1.3.01.03	QR	Level based competency mapping for SSC and HSC Voc and diploma level curriculum	Consultant (Firm)	3257	3257101	Person-Month		12	12			24	1,500	0	18,000	18,000	0	0	36,000
1.3.01.04	QR	Routine Activity	Block	5555	5555555	New Competency Development Cost					1	2	5,000	0	0	0	5,000	5,000	10,000
1.3.01.05	QR	Implementation of BNQF at Diploma and Vocational Levels in Technical Education	Seminar= 100+	3211	3211111	No of Seminar	4	6	6		7	23	200	800	1,200	1,200	1,400	0	4,600

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.3.02	QR	Arrangement of admission in Govt. universities with credit transfer for talented technical & vocational students for creating higher education opportunities									0		7,260	8,000	0	0	0	15,260
1.3.02.01	QR	Formation of steering committee at ministry level including members of UGC and BAC for credit transfer opportunity of TVET graduates as per BNQF provision	3211	3211111	No of Meeting	1					1	60	60	0	0	0	0	60
1.3.02.02	QR	Mapping curriculum in coordination with relevant stakeholders including the University Grants Commission	3211	3211111	Workshop= 51-100	6					6	200	1,200	0	0	0	0	1,200
1.3.02.03	QR	Supporting the formulation of Credit transfer policy issued by the University Grants Commission	3257	3257101	Consultant (Individual)	12	12				24	500	6,000	6,000	0	0	0	12,000
1.3.02.04	QR	Necessary adjustment/ alignment of syllabus of Govt. universities and technical education boards for credit transfer	3211	3211111	Workshop= 51-100		10				10	200	0	2,000	0	0	0	2,000
1.3.02.05	QR	Introducing admission of Technical & Vocational students in Higher Education program with credit transfer	0	0							0		0	0	0	0	0	0

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.3.03	QR	Increasing the number of industry experts as certified assessors/examiners through assessment to assess the competency of TVET trainee/students in Govt. and Non-Govt. TVET institutes										0		500	800	1,000	1,500	2,000	5,800
1.3.03.01	QR	Preparing the list of Trade/Technology wise Industry Experts		0	0							0		0	0	0	0	0	0
1.3.03.02	QR	Assessment and certification of industry experts as competent assessors and inclusion of certified industry experts in the assessment process in TVET institutes	Training	3231	3231301	No of Person	100	160	200	300	400	1,160	5	500	800	1,000	1,500	2,000	5,800
1.3.04	QR	Establishing a model Registered Training Organization (RTO) with joint initiative of BTEB-Industry to develop skilled manpower										0		180	3,920	8,640	8,640	8,640	30,020
1.3.04.01	QR	Identifying potential industry partners for establishment of a model RTO	Meeting = 31-50	3211	3211111	No of Meeting	3				0	3	60	180	0	0	0	0	180
1.3.04.02	QR	Accrediting technical institutes with necessary physical infrastructure, equipment, furniture and required training of manpower	Block	5555	5555555	Per RTO Institute	0	1				1	2,000	0	2,000	0	0	0	2,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.3.04.03	QR	Conducting training and certification programs for trainees after selection of occupations.	Training	3231	3231301	No of Batch (20 persons per batch)	0	80	360	360	360	1,160	22.5	0	1,800	8,100	8,100	8,100	26,100
1.3.04.04	QR	Conducting training and certification programs for trainees after selection of occupations.	Fees	3221	3221112	No of Batch (20 persons per batch)	0	80	360	360	360	1,160	1.5	0	120	540	540	540	1,740
1.3.05	QR	Development of networking with international and regional organizations related to TVET sector for establishing Mutual Recognition Agreements (MRA)										0		720	3,000	3,000	0	0	6,720
1.3.05.01	QR	Formulation of guideline for establishing MRA	Workshop= 51-100	3211	3211111	No of Workshop	3					3	200	600	0	0	0	0	600
1.3.05.02	QR	Liaising with those country/regional organizations for MRA, where employment opportunities are available for Bangladeshi workforce	Meeting= 31-50	3211	3211111	No of Meeting	2					2	60	120	0	0	0	0	120
1.3.05.03	QR	Collecting information on trade-technology wise job market demands from those countries where job opportunities are available for Bangladeshi workers	Consultant (Individual)	3257	3257101	Person-Month	0	6	6	0	0	12	500	0	3,000	3,000	0	0	6,000
1.3.05.04	QR	Review and update existing syllabus as per the demand of recipient countries.		0	0							0		0	0	0	0	0	0

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.3.05.05	QR	Arranging signing of MRA with selected countries/ organizations based on their information of job market demand.		0	0							0		0	0	0	0	0	0
1.3.06	QR	Accreditation of TVET institutes by internationally renowned accreditation agencies to ensure the quality of education phase by phase										0		6,840	22,000	16,000	16,000	16,000	76,840
1.3.06.01	QR	Reviewing the evaluation criteria of internationally renowned accreditation agencies (APACC, TAAP, CITY&GUILDS, etc.)	Meeting= 31-50	3211	3211111	No of Meeting	4					4	60	240	0	0	0	0	240
1.3.06.02	QR	Preparing TVET institute following the quality assurance manual and implementing activities accordingly for achieving international accreditation	Workshop= 51-100	3211	3211111	No of Workshop	3					3	200	600	0	0	0	0	600
1.3.06.03	QR	Taking necessary steps in the institutions for achieving international recognition	Consultant (Individual)	3257	3257101	No of Workshop	12	12				24	500	6,000	6,000	0	0	0	12,000
1.3.06.04	QR	Routine Activity	Accreditation fees	3221	3221104	Accreditation fees per Institute		8	8	8	8	32	2,000	0	16,000	16,000	16,000	16,000	64,000
1.3.07	QR	Standardization of Student Assessment System introducing digitalization in technical education										0		0	12,600	1,900	0	0	14,500

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.3.07.01	QR	Reviewing existing student assessment system in technical education and preparing a set of recommendations for modernizing the assessment system	Consultant (Individual)	3257	3257101	Person-Month		12				12	500	0	6,000	0	0	0	6,000
1.3.07.02	QR	Designing of a standard assessment system incorporating digitalization and international best practices as per recommendation.	Workshop= 51-100	3211	3211111	No of Workshop		5	3			8	200	0	1,000	600	0	0	1,600
1.3.07.03	QR	Preparing an implementation plan for introduction of proposed assessment system including piloting for implementation	Meeting= 31-50	3211	3211111	No of Meeting		10	5			15	60	0	600	300	0	0	900
1.3.07.04	QR	Implementing new student/trainee assessment system as per plan	Software / Cloud Server (National) VPS purchase	4113	4113301	Lump Sum		1				1	5,000	0	5,000	0	0	0	5,000
1.3.07.05	QR	Routine Activity	Block	5555	5555555	Lump Sum			1			1	1,000	0	0	1,000	0	0	1,000
1.3.08	QR	Establishment of BTTEB regional offices at the field level to strengthen inspection, monitoring and evaluation activities of different programmes.										0		0	0	0	0	0	0
1.3.08.01	QR	Establishment of regional offices in the regional office of the DTE to strengthen the inspection, monitoring and evaluation activities of the Bangladesh Technical Education Board	Meeting= 31-50	3211	3211111	No of Meeting	2					2		0	0	0	0	0	0

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.3.08.02	QR	Conducting academic inspection and examination at the field level	Workshop= 51-100	3211	3211111	No of Workshop	1					1		0	0	0	0	0	0
1.3.09	QR	Establishment of Independent Technical Education Boards at divisional level in phases considering enrolment to ensure effective academic and administrative activities.										0		580	604,500	1,006,000	500,000	0	2,111,080
1.3.09.01	QR	Review the scope and limitations of the existing activities of the Bangladesh Technical Education Board and prepare proposal for establishing separate Technical Education Boards at Divisional levels	Meeting= 31-50	3211	3211111	No of Meeting	3					3	60	180	0	0	0	0	180
1.3.09.02	QR	Formulation and approval of 3 new Technical Education Board Acts	Consultant (Individual)	3257	3257101	Person-Month		9	12			21	500	0	4,500	6,000	0	0	10,500
1.3.09.03	QR	Preparation of Development Project Proposal for establishing 3 independent boards in 3 divisions	Workshop= 51-100	3211	3211111	No of Workshop	2					2	200	400	0	0	0	0	400
1.3.09.04	QR	Implementation of projects aimed at setting up independent technical education boards at the divisional level	Block	5555	5555555	Lump Sum						#####	1	0	600,000	1,000,000	500,000	0	2,100,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
1.3.09.05	QR	Preparation and approval of organogram and creation of new posts for necessary manpower as per approved organogram		0	0							0		0	0	0	0	0	0
1.3.09.06	QR	Implementation of activities including recruitment of manpower		0	0	Ls						0		0	0	0	0	0	0
2.1.01	AA	Introduction of technical & vocational/occupational courses in all Govt. and Non-Govt. general schools- colleges-madrasahs to achieve 30% enrolment by 2030. (Estimated 18.17% in 2022/23)					13,860	5,379,460	8,656,560	1,630,560	1,608,000	17,288,440							
2.1.01.01	AA	Forming a Steering Committee in the MoE/ TMED on increasing enrolment in Technical Education	Workshop= 51-100	3211	3211111	Number of workshops	11	6				17	200	2200	1,200	0	0	0	3,400
2.1.01.02	AA	Determining existing enrolment capacity of institutions offering technical & vocational education under different organization/ agency	Consultant (Firm)	3257	3257101	Man-Month	4	1	1	1		7	60	240	60	60	60	0	420
2.1.01.03	AA	Formulating a strategy paper for expansion of technical education at secondary/madrasa/ diploma level in phases for increasing enrolment in technical education	Consultant (Individual)	3257	3257101	Man-Month	12	72				84	500	6,000	36,000	0	0	0	42,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.1.01.04	AA	Determining capacity of existing secondary level general school and madrasah for introduction of technical education as a new stream	Equipments	4112	4112304	No of institutions		400	600			1,000	7,000	0	2,800,000	4,200,000	0	0	7,000,000
2.1.01.05	AA	Designing of programs/projects for introduction of technical education in existing secondary level general school and madrasah with required physical infrastructure and manpower	Teaching and learning materials	4112	4112312	No of institutions		400	1,000	1,000	1,000	3,400	168	0	67,200	168,000	168,000	168,000	571,200
2.1.01.06	AA	Utilization of full student seat capacity in Govt. and BTEB affiliated TVET institutions	Study/ Research	3257	3257103	No of Study	1					1	5,000	5,000	0	0	0	0	5,000
2.1.01.07	AA	Routine Activity	Meeting= 31-50	3211	3211111	No of Meeting	7					7	60	420	0	0	0	0	420
2.1.01.08	AA	Routine Activity	Training	3231	3231301	No of Person		400	600	1,000		2,000	22.5	0	9,000	13,500	22,500	0	45,000
2.1.01.09	AA	Routine Activity	Furniture purchase	4112	4112314	No of Institute		400	600			1,000	225	0	90,000	135,000	0	0	225,000
2.1.01.10	AA	Routine Activity	Officers' pay	3111	3111101	Person Month	0	19200	48000	48000	48000	163,200	30	0	576,000	1,440,000	1,440,000	1,440,000	4,896,000
2.1.01.11	AA	Routine Activity	Major Repair-B&S	3258	3258108	No of Institute		200	300			500	3,000	0	600,000	900,000	0	0	1,500,000
2.1.01.12	AA	Routine Activity	Building Construction (NR)	4111	4111201	No of Institute		200	300			500	6,000	0	1,200,000	1,800,000	0	0	3,000,000
2.1.02	AA	Integration of vocational subjects in general education and Madrasah at secondary level from grade six												9,000	4,241,875	4,511,875	546,000	546,000	9,854,750

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.1.02.01	AA	Formulation of policies and plans for integration of vocational subjects in general education at secondary level (from grade 6)	Consultant (Individual)	3257	3257101	Person-Month	12	12				24	500	6,000	6,000	0	0	0	12,000
2.1.02.02	AA	Conducting research-study for the purpose of determining and revising curriculum of secondary & higher secondary level (from 6th to 12th) education	Meeting=<30	3211	3211111	No of Meeting	2					2		0	0	0	0	0	0
2.1.02.03	AA	Developing curriculum of relevant vocational subjects	Workshop=<50	3211	3211111	No of Per Trade	2		2			4	1,500	3,000	0	3,000	0	0	6,000
2.1.02.04	AA	Ensuring both physical & human resources for curriculum implementation	Building Construction (NR)	4111	4111201	Lump Sum		350	350			700	6,000	0	2,100,000	2,100,000	0	0	4,200,000
2.1.02.05	AA	Routine Activity	Officers' pay	3111	3111101	Person Month	0	8400	16800	16800	16800	58,800	30	0	252,000	504,000	504,000	504,000	1,764,000
2.1.02.06	AA	Routine Activity	Equipments	4112	4112304	Lump Sum		350	350			700	5,000	0	1,750,000	1,750,000	0	0	3,500,000
2.1.02.07	AA	Routine Activity	Furniture purchase	4112	4112314	Lump Sum		350	350			700	300	0	105,000	105,000	0	0	210,000
2.1.02.08	AA	Routine Activity	Teaching and learning materials	4112	4112312	Lump Sum		350	700	700	700	2,450	60	0	21,000	42,000	42,000	42,000	147,000
2.1.02.09	AA	Implementation of general education curriculum with vocational subject(s)	Training	3231	3231301	No of Person		350	350			700	22.5	0	7,875	7,875	0	0	15,750
2.1.03	AA	Expansion of Basic Trade courses as per the demand of job market for creating employment opportunities										0		192,000	288,000	288,000	288,000	288,000	1,344,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.1.03.01	AA	Preparing the list of occupations/trades as per job market demand		0	0							0		0	0	0	0	0	0
2.1.03.02	AA	Expansion of the Basic trade course/ occupational training program as per job demand	Training	3231	3231301	No of Student	8,000	12,000	12,000	12,000	12,000	56,000	24.0	192,000	288,000	288,000	288,000	288,000	1,344,000
2.1.04	AA	Promote technical and vocational education to students with special needs and third gender students in TVET Institute										0		0	1,000	1,000	1,000	1,000	4,000
2.1.04.01	AA	Preparing the list of students with special needs and third gender	Training	3231	3231301	No of Student		200	200	200	200	800	5	0	1,000	1,000	1,000	1,000	4,000
2.1.04.02	AA	Arranging vocational training and certification suitable for students with special needs and third gender		0	0							0		0	0	0	0	0	0
2.1.05	AA	Taking strategic initiatives to create more opportunities for women's participation in technical education & increasing the participation of ethnic minorities										0		12,700	1,539,000	1,542,000	1,530,000	5,000	4,628,700
2.1.05.01	AA	Review of existing admission policies, women student participation and quotas	Meeting= 51-99	3211	3211111	No of meetings	5					5	60	300	0	0	0	0	300
2.1.05.02	AA	Determining job market demand by identifying women-friendly employment opportunities for technical students	Workshop= 51-100	3211	3211111	No of workshops	2					2	200	400	0	0	0	0	400

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.1.05.03	AA	Introduction of women friendly trades/ technologies as per job market demand	Consultant (Individual)	3257	3257101	Person-Month	24	24	24			72	500	12,000	12,000	12,000	0	0	36,000
2.1.05.04	AA	Preparation of proposal with recommendations for increasing percentage of women quota in admission	Advertising expenses	3211	3211125	No of events		500	500	500		1,500	50	0	25,000	25,000	25,000	0	75,000
2.1.05.05	AA	Initiating necessary steps for attracting more female students in TVET admission including increased accommodation and introduce transport facilities	Transport hiring	3211	3211107	Lump Sum		20	50	50	50	170	100	0	2,000	5,000	5,000	5,000	17,000
2.1.05.06	AA	Reviewing ethnic minority students admission rate and proposing a quota in admission policy	Building Construction (NR)	4111	4111201	Lump Sum		10	10	10		30	150,000	0	1,500,000	1,500,000	1,500,000	0	4,500,000
2.1.05.07	AA	Creating favourable environment for students with special needs		0	0							0		0	0	0	0	0	0
2.1.06	AA	Introduction of Enterprise Based Training Program in Apparel Industry										0		576	5,076	7,326	11,826	18,576	43,380
2.1.06.01	AA	Preparing and approval of guideline including identification of Trades/ Occupation as per demand in RMG sector	Honorarium	3257	3257206	Per person	192	192	192	192	192	960	3	576	576	576	576	576	2,880
2.1.06.02	AA	Arrangement of vocational training and certification suitable for garment industry	Training	3231	3231301	No of students	0	200	300	500	800	1,800	22.5	0	4,500	6,750	11,250	18,000	40,500

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.1.07	AA	Introduction of vocational training programs suitable for prisoners in all prisons of the country phase by phase										0		576	14,976	14,976	14,976	14,976	60,480
2.1.07.01	AA	Determination of suitable trade courses in consultations with concerned prison authorities	Honorarium	3257	3257206	Per person	192	192	192	192	192	960	3	576	576	576	576	576	2,880
2.1.07.02	AA	Arranging vocational training and certification suitable for the prisoners	Training	3231	3231301	No of prisoners	0	640	640	640	640	2,560	22.5	0	14,400	14,400	14,400	14,400	57,600
2.1.08	AA	Ensuring admission process in the diploma program just after publication of SSC/equivalent examination results and commencement of the 1st semester class immediately										0		200	200	200	200	200	1,000
2.1.08.01	AA	Organizing institution-based admission fair locally	Advertising expenses	3211	3211125	No of notices	2	2	2	2	2	10	100	200	200	200	200	200	1,000
2.1.08.02	AA	Conduct admission process in Govt. and Non-Govt. polytechnic institutes within the shortest time of publication of SSC/ equivalent examination result		0	0							0		0	0	0	0	0	0
2.1.09	AA	Formulation and implementation of a policy to provide opportunity for students to get admission in TVET institutes of their locality including transfer options										0		0	2,200	0	0	0	2,200

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.1.09.01	AA	Revision of admission guideline to give special preference to students from concerned area (home/ adjacent district) in admissions at diploma level	Consultant (Individual)	3257	3257101	Person-Month		4				4	500	0	2,000	0	0	0	2,000
2.1.09.02	AA	Revision of admission guideline to provide priority to concerned localities (own/adjacent districts) in admission and transfer of girl students at diploma level.	Workshop= 51-100	3211	3211111	No of Workshop		1				1	200	0	200	0	0	0	200
2.1.10	AA	Arranging vocational training and certification for the dropout students and maintaining a database										0		2,000	24,000	24,000	48,000	48,000	146,000
2.1.10.01	AA	Preparing a database of drop out students of secondary and higher secondary level (costing details to be provided)	Training	3231	3231301	No of students		1,000	1,000	2,000	2,000	6,000	24.0	0	24,000	24,000	48,000	48,000	144,000
2.1.10.02	AA	Select few trades at the institutes as per their availability of teachers and equipment to offer pre voc courses for the drop outs	Consultant (Individual)	3257	3257101	Person-Month	4					4	500	2,000	0	0	0	0	2,000
2.1.10.03	AA	Organizing vocational training and certification for dropout students		0	0							0		0	0	0	0	0	0

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.1.12.02	AA	Arrangement of vocational training and certification suitable for the backward communities, such as Bede/Tokai/Horizons.	Training	3231	3231301	No of Trainee	0	100	100	100	100	400	22.5	0	2,250	2,250	2,250	2,250	9,000
2.2.01	AA	Signing of MoU with industry partner to enhance the cooperation for the promotion of demand - driven research & development, teacher-industry expert exchange and skill-based education programs in Govt. and Non-Govt. technical educational institutions										0		79,700	81,500	24,500	29,500	37,000	252,200
2.2.01.01	AA	Preparation of sector wise and trade/technology wise list of industries at district/ upazila level	Consultant (Firm)	3257	3257101	Person-Month	96	85				181	700	67,200	59,500	0	0	0	126,700
2.2.01.02	AA	Collection of information on industries (basic information of industries, list of experts, opportunities for students to gain practical knowledge, etc.) relevant to the trade/technology of the catchment area of the technical educational institution	Meeting= 31-50	3211	3211111	Number	500	500	500	500	500	2,500	20	10,000	10,000	10,000	10,000	10,000	50,000



SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	5 year Total (BDT,000)
2.2.01.03	AA	Signing of MoU with industry partner regarding research & development, teacher-industry expert exchange and conducting skill-based education programs as per need of the institute	Study/ Research	3257	3257103	Number	5	20	25	35	50	67,500
2.2.01.04	AA	Conducting research and development activities, teacher-industry expert exchange and skill-based education programs jointly with industry as per need of the institute	Honorarium	3257	3257206	Number	0	40	40	40	40	3,200
2.2.01.05	AA	Review progress implementation of activities mentioned under MoU	TA/DA	3244	3244101	Per Institute	0	40	40	40	40	4,800
2.2.02	AA	Formulation of Policy/Framework/ Guidelines for strengthening Industry Institute Linkage (partnership development, industry expert pool, industry guests lecturer, joint research, effective student attachment, industry visit for getting real world experience, etc.)										1,000
2.2.02.01	AA	Formulation of partnership guidelines for industry institute linkages	Consultant (Individual)	3257	3257101	Person-Month	2					1,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.02.02	AA	Issuance of directives for the principals of TVET institutions for establishing partnership with industry		0	0							0		0	0	0	0	0	0
2.2.03	AA	Creation of new Job Placement Officer (JPO) post in Govt. and Non-Govt. technical educational institutions for creating employment opportunities for TVET graduates										0		0	0	0	0	0	0
2.2.03.01	AA	Preparation of duties, responsibilities and qualifications of Job Placement Officer (JPO) in Technical Educational Institutions	Officers' pay	3111	3111101	No of Officer	0	0	241	0	0	241	0	0	0	0	0	0	0
2.2.03.02	AA	Revision of Recruitment Rules including Job Placement Officer (JPO) in Technical Educational Institutions		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
2.2.04	AA	Introduction of apprenticeship program for TVET students aimed at developing occupation-wise skilled manpower for wider employment opportunities in Govt. and Non-Govt. organizations										0		6,260	1,200	0	0	0	7,460
2.2.04.01	AA	Formulation of a policy for apprenticeship program for technical students	Meeting= 51-99	3211	3211111	No of Meeting	1					1	60	60	0	0	0	0	60



SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.04.02	AA	Preparing a list of trade/technology-wise industries for conducting apprenticeship programmes	Workshop= 51-100	3211	3211111	No of Workshop	1	6				7	200	200	1,200	0	0	0	1,400
2.2.04.03	AA	Formulation of a policy along with guidelines to fulfill the responsibilities of students and industries participating in apprenticeship program	Consultant (Individual)	3257	3257101	Person-Month	12					12	500	6,000	0	0	0	0	6,000
2.2.04.04	AA	Introduction of Apprenticeship program as per policy		0	0							0		0	0	0	0	0	0
2.2.05	AA	Distribution of individual institute brochure in various industries/employers for employment opportunities of the TVET graduates.										0		5,000	12,250	6,250	6,250	6,250	36,000
2.2.05.01	AA	Preparing/updating of list of local industries/ institutions	Printing	3255	3255102	No of Brochure	100000	125,000	125,000	125,000	125,000	600,000	0.05	5,000	6,250	6,250	6,250	6,250	30,000
2.2.05.02	AA	Preparing, printing and distributing brochures for wider publicity of TVET program	Meeting=<30	3211	3211111	No of Meeting		200				200	30	0	6,000	0	0	0	6,000
2.2.06	AA	Establishment of Permanent Job Market Assessment and Forecasting (JMAF) Cell at DTE/ BTEB										0		15,300	17,900	2,300	300	300	36,100
2.2.06.01	AA	Preparing ToR and manpower structure for establishment of Job Market Assessment and Forecasting Cell in DTE/BTEB	Workshop= 51-100	3211	3211111	No of Workshop		8	8			16	200	0	1,600	1,600	0	0	3,200

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.06.02	AA	Recruiting/ deploying cell's manpower and their capacity building, procurement of necessary infrastructure, office equipment and furniture	Consultant (Firm)	3257	3257101	Person-Month	1	1				2	15,000	15,000	15,000	0	0	0	30,000
2.2.06.03	AA	Recruitment of consulting firm and development of software for job market assessment & forecasting cell	Furniture purchase	4112	4112314	No of Furniture	0	5				5	100	0	500	0	0	0	500
2.2.06.04	AA	Setting up job market assessment & forecasting system	Software / Cloud Server (National) VPS purchase	4113	4113301	No of Software / Server	1	1	1	1	1	5	300	300	300	300	300	300	1,500
2.2.06.05	AA	Routine Activity	Printing	3255	3255102	No of Printed Copies	0	0	500	0	0	500	1	0	0	400	0	0	400
2.2.06.06	AA	Routine Activity	Training	3231	3231301	No of Person	0	1	0	0	0	1	500	0	500	0	0	0	500
2.2.07	AA	Mapping demand supply scenario of sector-wise employment in the country and abroad										0		0	12,360	13,200	10,000	250	35,810
2.2.07.01	AA	Preparing ToR for the purpose of appointing consultancy firm	Workshop= 51-100	3211	3211111	No of Workshop	0	10	16	0	0	26	200	0	2,000	3,200	0	0	5,200
2.2.07.02	AA	Collection of demand data in consultation with the concerned ISC, Economic Zone Authority, overseas recruitment agencies	Consultant (Firm)	3257	3257101	Person-Month	0	1	1	1	0	3	10,000	0	10,000	10,000	10,000	0	30,000



SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.07.03	AA	Collection of demand information through the Embassy of Bangladesh in selected countries for foreign employment	Printing	3255	3255102	No of Printed Copies	0	0	0	0	500	500	0.5	0	0	0	0	250	250
2.2.07.04	AA	Organization of exchange meetings like sector wise Industry Academia and finalization of draft report	Meeting= 31-50	3211	3211111	No of Meeting	0	6	0	0	0	6	60	0	360	0	0	0	360
2.2.07.05	AA	Printing and dissemination of demand supply report		0	0							0		0	0	0	0	0	0
2.2.08	AA	Organizing meetings, seminars, symposiums in cooperation with the concerned stakeholders for employment opportunities of TVET graduates					0	0	0	0	0	0	0	3,200	2,780	720	720	720	8,140
2.2.08.01	AA	Preparing the list of occupations based on the local industries	Workshop= 51-100	3211	3211111	Number	16	0	0	0	0	16	200	3,200	0	0	0	0	3,200
2.2.08.02	AA	Assessing the occupation wise job demand by organizing workshops with local industries	Meeting= 31-50	3211	3211111	Number	0	13	12	12	12	49	60	0	780	720	720	720	2,940
2.2.08.03	AA	Organizing meetings/seminar with the concerned industries for the recruitment of TVET graduates	Seminar= 100+	3211	3211111	Number	0	10	0	0	0	10	200	0	2,000	0	0	0	2,000
2.2.08.04	AA	Informing industry and chambers of commerce about the course curriculum of TVET institutes		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.08.05	AA	Informing Bangladesh Embassies in different countries and manpower recruiting agencies including BOESEL, BAIRA etc. about TVET course curriculum and graduates	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
2.2.08.06	AA	Organizing quarterly meeting with local industry partners for student industrial attachment, teacher's industry immersion and graduates employment	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
2.2.09	AA	Organizing job fairs regularly through Govt. and Non-Govt. initiatives for creating employment opportunities for TVET graduates									0		16,000	16,000	16,000	16,000	16,000	80,000
2.2.09.01	AA	Selecting and inviting industry/employers to participate in job fairs;	3257	3257301	Number	32	32	32	32	32	160	500	16,000	16,000	16,000	16,000	16,000	80,000
2.2.09.02	AA	Inviting civil society representatives, media personalities, Ministers/MPs/District Administrators in the job fair																
2.2.09.03	AA	Arranging job fair in the institute targeting at least 20 graduates get jobs in each time	0	0							0		0	0	0	0	0	0

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.10	AA	Formulation and Implementation of guidelines recommending for creating new posts in various Govt., Non-Govt., autonomous and NGO organizations for employment of emerging technology graduates										0		2,960	2,960	2,960	960	960	10,800
2.2.10.01	AA	Preparing a list of emerging technologies offered	Seminar= 100+	3211	3211111	Number	10	10	10	0	0	30	200	2,000	2,000	2,000	0	0	6,000
2.2.10.02	AA	Taking necessary initiatives for creation of new posts related to emerging technologies in different agencies and organizations	Meeting= 31-50	3211	3211111	No of Meeting	6	6	6	6	6	30	60	360	360	360	360	360	1,800
2.2.10.03	AA	Arranging discussions/seminars with concerned industrial organizations regarding emerging technologies	Workshop= 51-100	3211	3211111	No of Seminar	3	3	3	3	3	15	200	600	600	600	600	600	3,000
2.2.11	AA	Introduction of scholarship program including students exchange program for diploma and higher education opportunities for Govt./Non-Govt. institutes technical & vocational students at home and abroad										0		12,700	12,000	8,000	18,000	18,000	68,700
2.2.11.01	AA	Formulating a policy for creation of higher education opportunities for technical students in consultation with stakeholders	Meeting= 31-50	3211	3211111	No of meeting	5					5	60	300	0	0	0	0	300

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.11.02	AA	Signing memorandum of understanding (MoU) with domestic and foreign institutions	Workshop= 51-100	3211	321111	No of workshops	2					2	200	400	0	0	0	0	400
2.2.11.03	AA	Introducing scholarship programs for higher education in home & abroad	Consultant (Individual)	3257	3257101	Person-Month	24	24				48	500	12,000	12,000	0	0	0	24,000
2.2.11.04	AA	Introducing Student Exchange Program	Stipend/ scholarship	3821	382117	No of students				200	200	400	50	0	0	0	10,000	10,000	20,000
2.2.11.05	AA	Routine Activity	Foreign travel	3242	3242101	No of Person			20	20	20	60	400	0	0	8,000	8,000	8,000	24,000
2.2.12	AA	Providing necessary support for developing entrepreneurship among TVET Graduates										0		0	9,900	10,500	6,500	6,500	33,400
2.2.12.01	AA	Preparing necessary guidelines for developing entrepreneurs at institute level and organizing entrepreneurship development training (3-4 weeks)	Training	3231	3231301	No of graduates		300	500	500	500	1,800	10	0	3,000	5,000	5,000	5,000	18,000
2.2.12.02	AA	Providing incentives/ assistance/incubation support to students for developing entrepreneurs	Block	5555	5555555	Per Incubation Center		30	20			50	200	0	6,000	4,000	0	0	10,000
2.2.12.03	AA	Supporting TVET Graduates to become entrepreneurs and providing information about the facilities provided to entrepreneurs through government agencies (Employment Bank, SME Foundation etc.)	Meeting=<30	3211	321111	Number		30	50	50	50	180	30	0	900	1,500	1,500	1,500	5,400

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.2.12.04	AA	Taking necessary initiatives to get soft loans to selected graduates of the institution for starting a business		0	0							0		0	0	0	0	0	0
2.2.13	AA	Setting up of national job portal for technical education system (graduate)					0	0	0	0	0	0		0	12,500	17,800	0	0	30,300
2.2.13.01	AA	Preparation of ToR and obtaining administrative approval for appointing of consulting firm (Technical & ICT).	Consultant (Firm)	3257	3257101	Person-Month	0	25	25	0	0	50	500	0	12,500	12,500	0	0	25,000
2.2.13.02	AA	Completion of Recruitment of Consulting Firms (Technical & ICT).	Seminar= 100+	3211	3211111	No of Seminar	0		1	0	0	1	200	0	0	200	0	0	200
2.2.13.03	AA	Draft design of job portal and finalization with stakeholder feedback	Software / Cloud Server (National) VPS purchase	4113	4113301	No of Server Package	0	0	1	0	0	1	5,000	0	0	5,000	0	0	5,000
2.2.13.04	AA	Procurement of necessary servers, software, online IPS and other equipment and deployment of Manpower	Training	3231	3231301	No of Person	0	0	5	0	0	5	20	0	0	100	0	0	100
2.2.13.05	AA	Piloting of proposed job portal and training of cell officers		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
2.2.13.06	AA	Job portal operational with necessary devices and personnel		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.3.01	AA	Distribution of Leaflets-Brochure-Festoons, Placing of Banners and Promotion on Prospects of TVET in various Religious Institutions				0	0	0	0	0	0		62,752	124,152	207,152	310,152	413,952	1,118,160
2.3.01.01	AA	Development of campaign content and calendar and guidelines centrally through committees to promote the importance and potential of TVET at the institutional level	0	0							0		0	0	0	0	0	0
2.3.01.02	AA	Preparing and updating the list of local religious institutions and representatives (religious leaders, management committees, etc.).	3257	3257206	Per Person	384	384	384	384	384	1,920	3	1,152	1,152	1,152	1,152	1,152	5,760
2.3.01.03	AA	Preparation of leaflets, festoons on the importance and potential of TVET centrally including printing and distribution; preparation of templates for institutional brochures	3211	3211125	No of Institute	1500	3000	5000	7,500	10,000	27,000	40	60,000	120,000	200,000	300,000	400,000	1,080,000
2.3.01.04	AA	Organizing meetings/seminars on the importance and potential of TVET with the participation of representatives of local religious institutions (mosques, temples, churches, pagodas etc.)	3211	3211111	No of Seminar	8	15	30	45	64	162	200	1,600	3,000	6,000	9,000	12,800	32,400

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.3.01.05	AA	Fixing banners on the importance and potential of TVET at places adjacent to religious institutions locally (upazila level)		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.01.06	AA	Monitoring and reporting on implementation of campaign activities through central and regional offices		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.02	AA	Promotion of regular discussions, talk shows, TV scrolls, spot dramas, jingles etc. on Govt./Non-Govt. radio and television on TVET					0	0	0	0	0	0	0	114,315	116,530	117,285	116,400	115,255	579,785
2.3.02.01	AA	Development of campaign content and calendar and guidelines centrally for promotion through electronic media at the institutional level		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.02.02	AA	Preparation and dissemination of spot plays/jingles etc. on the importance and potential of TVET through Shilpakala academies/concerned persons/institutions at upazila/district level	Advertising expenses	3211	3211125	No of Events	8	15	15	15	11	64	300	2,400	4,500	4,500	4,500	3,300	19,200
2.3.02.03	AA	Promoting dramas, jingles, through social media and Dish TV channel on the importance and potential of TVET in Upazila/District level.	Advertising expenses	3211	3211125	No of Events	8	23	38	53	64	186	5	40	115	190	265	320	930

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.3.02.04	AA	Preparation and dissemination of spot skits/jingles etc. on the importance and potential of TVET with the participation of students (Rover Scouts, Girls Guides etc.) and teachers at institutional level.	Advertising expenses	3211	3211125	No of Events	40	42	76	28	28	214	20	800	840	1,520	560	560	4,280
2.3.02.05	AA	Promotion of TV scrolls on the importance and potential of TVET (regarding admission, scholarship, employment) on Dish TV channel locally.	Advertising expenses	3211	3211125	No of Events	495	495	495	495	495	2,475	5	2,475	2,475	2,475	2,475	2,475	12,375
2.3.02.06	AA	Regular TVET discussions/talk shows/ TV scrolls etc. on Govt./ Non-Govt. radio and television broadcasted centrally	Advertising expenses	3211	3211125	No of Events	15	15	15	15	15	75	7,240	108,600	108,600	108,600	108,600	108,600	543,000
2.3.02.07	AA	Prepare and promote regular TVET discussions/ talk shows/ TV scrolls/ dramas/ jingles centrally through social media (YouTube, Facebook Group, etc.)	Advertising expenses	3211	3211125	No of Events	0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.02.08	AA	Prepare and promote regular discussions sessions/ talk shows/ TV scrolls/institute introductions etc. through social media at district/upazila level	Advertising expenses	3211	3211125	No of Events	0	0	0	0	0	0	0	0	0	0	0	0	0
2.3.03	AA	Publication of illustrated articles and research Publications on TVET in national dailies, weeklies and press magazines and press briefings with local journalists					0	0	0	0	0	0		4,100	6,340	10,860	14,420	18,780	54,500

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.3.03.01	AA	Preparation and printing of illustrated articles and research reports on importance and potential of TVET centrally	Printing	3255	3255102	No of Publications	2	2	2	2	2	10	500	1,000	1,000	1,000	1,000	1,000	5,000
2.3.03.02	AA	Preparation of pictorial articles/wallpapers/ research findings on the importance and potential of TVET with the participation of students and teachers at the institute level	Printing	3255	3255102	No of Publications	40	82	158	186	214	680	20	800	1,640	3,160	3,720	4,280	13,600
2.3.03.03	AA	Publication of illustrated articles and research reports on the importance and potential of TVET in national dailies, weeklies and magazines centrally	Printing	3255	3255102	No of Publications	2	2	2	2	2	10	300	600	600	600	600	600	3,000
2.3.03.04	AA	Organize meetings/ seminars on the importance and potential of TVET with the participation of journalists and Govt. representatives at local press clubs	Seminar= 100+	3211	3211111	No of Seminar	8	15	30	45	64	162	200	1,600	3,000	6,000	9,000	12,800	32,400
2.3.03.05	AA	Publication of illustrated articles and research reports on the importance and potential of TVET in local dailies, weeklies and magazines	Printing	3255	3255102	No of Publications	2	2	2	2	2	10	50	100	100	100	100	100	500
2.3.04	AA	Launching information campaign through Leaflet-festoon, banner placement and publicity to										0		44,300	45,800	47,800	50,300	52,800	241,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
		raise awareness on the importance and potential of TVET in all Govt. and Non-Govt. schools, colleges, madrasas, technical institutes and universities and other Govt. places of the country																	
2.3.04.01	AA	Organize meetings/seminars on the importance and potential of TVET with the participation of representatives from local government and Non-Govt. schools, colleges, madrasas, technical institutes and universities	Seminar= 100+	3211	3211111	No of Seminar	214	214	214	214	214	1,070	200	42,800	42,800	42,800	42,800	42,800	214,000
2.3.04.02	AA	Placing banners along with distribution of leaflets and brochures on the importance and potential of TVET in various educational institutions (government-Non-Govt. schools, colleges, madrasas, technical institutes and universities) locally	Ceremonies	3257	3257301	No of institutions	1500	3,000	5,000	7,500	10,000	27,000	1	1,500	3,000	5,000	7,500	10,000	27,000
2.3.05	AA	Launching information campaign through motivational meetings, rallies, seminars, promotion fairs to raise awareness on the importance and potential of TVET at Union, Upazila, District, Divisional level										0		139,100	139,100	139,100	139,100	139,100	695,500

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.3.05.01	AA	Organizing meetings/seminars on the importance and potential of TVET with participation of administration at Union, Upazila, District, Divisional level (through 08 Regional Director's Offices)		0	0							0		0	0	0	0	0	0
2.3.05.02	AA	TVET institutes organizing rallies on the importance and potential of TVET with the participation of administration at union, upazila, district, divisional levels	Ceremonies	3257	3257301	No of Event	214	214	214	214	214	1,070	300	64,200	64,200	64,200	64,200	64,200	321,000
2.3.05.03	AA	TVET institutes organizing promotional fairs on the importance and potential of TVET and display the prepared projects/products (Parents' Day) with the participation of the administration at the Union, Upazila, District, Divisional levels	Ceremonies	3257	3257301	No of Event	214	214	214	214	214	1,070	300	64,200	64,200	64,200	64,200	64,200	321,000
2.3.05.04	AA	TVET institutes organizing community meeting on importance and potential of TVET at union level	Advertising expenses	3211	3211125	No of Event	214	214	214	214	214	1,070	50	10,700	10,700	10,700	10,700	10,700	53,500
2.3.06	AA	Informing all mobile users by sending mobile short messages (SMS) on the importance and potentiality of TVET										0		250	250	250	250	250	1,250

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
2.3.06.01	AA	Promotional activities	3211	3211125	No of 100000 SMS	50	50	50	50	50	250	5	250	250	250	250	250	1,250
2.3.06.02	AA		0	0							0		0	0	0	0	0	0
2.3.07	AA	Preparation of the annual campaign calendar and implementation of campaign activities to enhance TVET positive image									0		7,500	1,000	2,000	5,000	2,000	17,500
2.3.07.01	AA	Preparing annual campaign calendar including list of the promotional activities	3255	3255102	No of Calendar	15,000					15,000	0.50	7,500	0	0	0	0	7,500
2.3.07.02	AA	Publishing success stories of TVET graduates in respective TVET institutes	3257	3257301	No of Event		1,000	2,000	5,000	2,000	10,000	1	0	1,000	2,000	5,000	2,000	10,000
2.3.07.03	AA	Organizing motivational seminars in TVET institutes inviting successful graduates	0	0							0		0	0	0	0	0	0
2.3.07.04	AA	Formation of alumni in TVET institutions	0	0							0		0	0	0	0	0	0
2.3.07.05	AA	Arranging visit program in local TVET institutions by inviting students & teachers of various general educational institutions (general schools, colleges, madrasas) and organizing idea	0	0							0		0	0	0	0	0	0

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
		exchange workshops among visiting teacher-students and host teacher-students																	
2.3.08	AA	Inclusion of articles, success stories on the importance and potentiality of TVET in textbooks of primary, secondary and higher secondary schools										0		1,300	1,400	0	0	0	2,700
2.3.08.01	AA	Liaising with NCTB/ other authorities for inclusion of articles, success stories on importance and potentiality of TVET in textbooks of primary, secondary and higher secondary level	Meeting= 31-50	3211	3211111	No of Meeting	5	10				15	60	300	600	0	0	0	900
2.3.08.02	AA	Preparing and validating the contents after inclusion of articles/texts on the importance and potentiality of TVET at primary, secondary and higher secondary school textbooks	Workshop= 51-100	3211	3211111	No of Workshop	5	4				9	200	1,000	800	0	0	0	1,800
3.1.01	Gov	Formulation of TVET Act										0		5,720	1,290	3,050	0	0	10,060
3.1.01.01	Gov	Forming a steering committee and recruiting consultants	Meeting= 31-50	3211	3211111	No of Meeting	2	4				6	60	120	240	0	0	0	360
3.1.01.02	Gov	Reviewing of existing laws and policies and preparing zero draft	Consultant (Individual)	3257	3257101	Man-Month	24					24	200	4,800	0	0	0	0	4,800

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.1.01.03	Gov	Arranging consultation workshops/round table discussions with stakeholders	Printing	3255	3255102	No of Copies		500	500			1,000	0.10	0	50	50	0	0	100
3.1.01.04	Gov	Finalizing draft through validation workshops; published on the website for public opinion, comments and suggestions	Seminar= 100+	3211	3211111	No of Seminar			10			10	100	0	0	1,000	0	0	1,000
3.1.01.05	Gov	Approval of concerned Ministry/ Department, Cabinet Division and Parliament	Workshop= 51-100	3211	3211111	No of Workshop	4	5	10			19	200	800	1,000	2,000	0	0	3,800
3.1.01.06	Gov	Printing and dissemination to the stakeholders		0	0							0	0.10	0	0	0	0	0	0
3.1.02	Gov	Amendment of Bangladesh Technical Education Board Act										0		1,720	60	0	0	0	1,780
3.1.02.01	Gov	Reviewing existing Bangladesh Technical Education Board Act	Meeting= 31-50	3211	3211111	No of Meeting	2	1				3	60	120	60	0	0	0	180
3.1.02.02	Gov	Prepare draft proposal for the amendment of BTEB Act, if necessary to align with BNQF and other areas	Workshop= 51-100	3211	3211111	No of Workshop	2					2	200	400	0	0	0	0	400
3.1.02.03	Gov	Approval of amended of BTEB Act	Consultant (Individual)	3257	3257101	Person-Month	6					6	200	1,200	0	0	0	0	1,200
3.1.03	Gov	Strengthening research and development (R&D) activities in the field of technical education										0		8,000	43,060	41,560	64,450	63,450	220,520

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.1.03.01	Gov	Creating economic code for research in technical education institutions and allocating budget for R&D	Study/ Research	3257	3257103	No if Institution	10	60	60	120	120	370	500	5,000	30,000	30,000	60,000	60,000	185,000
3.1.03.02	Gov	Forming R&D Cells in each Government TVET Institute	Training	3231	3231301	Per Person	0	60	0	0	0	60	27	0	1,620	0	0	0	1,620
3.1.03.03	Gov	Arranging training of selected faculty/staff interested in research	Computer Purchase	4112	4112202	No of Computer	0	60	60	0	0	120	120	0	7,200	7,200	0	0	14,400
3.1.03.04	Gov	Initiation of Institutional R&D activities and completion of at least 1 R&D activity per year in each institution (included in the APA)		0	0							0		0	0	0	0	0	0
3.1.03.05	Gov	Collaborative R&D projects between TVET Institute and Industry	Consultant (Individual)	3257	3257101	Person Month	6	8	8	8	6	36	500	3,000	4,000	4,000	4,000	3,000	18,000
3.1.03.06	Gov	Publishing and dissemination of research reports	Study/ Research	3257	3257103	Per Study/ Research		8	12	15	15	50	30	0	240	360	450	450	1,500
3.1.04	Gov	Updating/revision of the organograms of DTE, BTEB, NACTAR, DME										0		1,000	200	0	0	0	1,200
3.1.04.01	Gov	Reviewing of the existing manpower structure of the institutes under DTE, BTEB, NACTAR, DME and determining required manpower according to the future needs	Meeting= 31-50	3211	3211111	No of Meeting	10					10	60	600	0	0	0	0	600

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.1.04.02	Gov	Preparing proposals for updating and reorganizing the organograms of respective departments	Workshop= 51-100	3211	3211111	No of Workshop	2	1				3	200	400	200	0	0	0	600
3.1.04.03	Gov	Finalization and Approval of these organograms												0	0	0	0	0	0
3.1.05	Gov	Strengthening Regional Director Offices (RDOs) in 8 divisions for full-fledged administrative activities.										0		580	4,600	600	600	600	6,980
3.1.05.01	Gov	Decentralization of field level activities of the DTE	Meeting= 31-50	3211	3211111	No of Meeting	3					3	60	180	0	0	0	0	180
3.1.05.02	Gov	Starting decentralized activities with sufficient budget	Workshop= 51-100	3211	3211111	No of Workshop	2					2	200	400	0	0	0	0	400
3.1.05.03	Gov	Capacity building of Regional Offices including deployment of necessary manpower	Training	3231	3231301	No of Person		20	20	20	20	80	30	0	600	600	600	600	2,400
3.1.05.04	Gov	NA	Major Repair-B&S	3258	3258108	LS		8				8	500	0	4,000	0	0	0	4,000
3.1.06	Gov	Setting up One Stop Service Center to implement TVET Action Plan (TVET Implementation Plan)										0		6,980	6,400	4,000	3,000	3,000	23,380
3.1.06.01	Gov	Establishment of physical and digital infrastructure including necessary monitoring software for establishing One Stop Service Center at Directorate of Technical Education/TMED;	Meeting= 31-50	3211	3211111	No of Meeting	3					3	60	180	0	0	0	0	180

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.1.06.02	Gov	Provide technical support and capacity building activities including manpower deployment to run the centres	Workshop= 51-100	3211	3211111	No of Workshop	5	3	3	3	3	17	200	1,000	600	600	600	600	3,400
3.1.06.03	Gov	NA	Training	3231	3231301	No of Person	10	10	10			30	100	1,000	1,000	0	0	0	3,000
3.1.06.04	Gov	Conducting monitoring and evaluation activities for implementation of TVET Action Plan	Consultant (Firm)	3257	3257101	Person-Month	24	24	12	12	12	84	200	4,800	4,800	2,400	2,400	2,400	16,800
3.1.07	Gov	Establishing networking with international and regional organizations like UNESCO-UNEVOC, CPSC, SEAMEO-VOC TECH, TESDA, TAFE, SESRIC (OIC) etc. in TVET sector										0		2,500	5,500	8,500	9,000	14,500	40,000
3.1.07.01	Gov	Liaising with international and regional organizations of TVET sector including signing MOUs/achieving membership or setting up sub-centres	Workshop= 51-100	3211	3211111	No of Regional Workshop	5	8	11	12	23	59	500	2,500	4,000	5,500	6,000	11,500	29,500
3.1.07.02	Gov	Arranging meetings/seminars/workshops with international and regional organizations including identification of Area of Cooperation	Study/ Research	3257	3257103	No of Research Studies		1	2	2	2	7	1,500	0	1,500	3,000	3,000	3,000	10,500
3.1.07.03	Gov	Arranging participation in seminars/conferences/workshops/training organized by international and regional organizations		0	0							0		0	0	0	0	0	0

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.1.07.04	Gov		0	0							0		0	0	0	0	0	0
3.1.08	Gov										0		2,100	1,800	1,000	1,000	1,000	6,900
3.1.08.01	Gov	Meeting= 31-50	3211	3211111	No of Meeting	5	0	0	0	0	5	60	300	0	0	0	0	300
3.1.08.02	Gov	Workshop= 51-100	3211	3211111	No of Workshop	4	4	0	0	0	8	200	800	800	0	0	0	1,600
3.1.08.03	Gov	Promotional activities	3211	3211125	LS	1	1	1	1	1	5	1,000	1,000	1,000	1,000	1,000	1,000	5,000
3.1.08.04	Gov		0	0		0	0	0	0	0	0	0	0	0	0	0	0	0
3.1.09	Gov										0		6,698	6,698	6,698	6,698	6,698	33,488

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.1.09.01	Gov	Institutionalize the current ASPR development system including provision of focal persons at every ministry and department, steering committee at TMED	Honorarium	3257	3257206	No of Meeting	85	85	85	85	85	425	3.5	298	298	298	298	298	1,488
3.1.09.02	Gov	Establishment of national steering committee at TMED	Workshop= 51-100	3211	3211111	No of Workshop	2	2	2	2	2	10	200	400	400	400	400	400	2,000
3.1.09.03	Gov	Carryout research activities and data/information collection tasks to prepare ASPR annually	Study/ Research	3257	3257103	No of Research	5	5	5	5	5	25	1000	5,000	5,000	5,000	5,000	5,000	25,000
3.1.09.04	Gov	Routine Activity	Printing	3255	3255102	No of Printed Copies	500	500	500	500	500	2,500	2	1,000	1,000	1,000	1,000	1,000	5,000
3.2.01	Gov	Capacity strengthening of Govt./Non-Govt. TVET institute through initiating Technical Institute Improvement Plan (TIIP)										0		6,000	4,017	4,017	8,517	2,600	25,150
3.2.01.01	Gov	Prepare guideline for the preparation and implementation of TIIP with provision of grant funding based on proposal from TVET Institute	Consultant (Individual)	3257	3257101	Person-Month	12			4		16	500	6,000	0	0	2,000	0	8,000
3.2.01.02	Gov	Implement of TIIP	Workshop= 51-100	3211	3211111	No of Workshop		6	6	6	6	24	200	0	1,200	1,200	1,200	1,200	4,800
3.2.01.03	Gov	Routine Activity	Training	3231	3231301	No of Training		140	140	140	140	560	10	0	1,400	1,400	1,400	1,400	5,600
3.2.01.04	Gov	Assessment of TIIP implementation	Consultant (Firm)	3257	3257101	Person-Month				1		1	2,500	0	0	0	2,500	0	2,500

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.2.01.05	Gov	Routine Activity	Grants (Cash)	3721	3721108	No of Institute		70	70	70		210	20	0	1,417	1,417	1,417	0	4,250
3.2.02	Gov	Creation of new posts and recruitment of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice-Principal (Technical) at Govt. and Non-Govt. school-college-madrasah Level										0		900	0	0	0	0	900
3.2.02.01	Gov	Review the scope of academic and administrative activities of existing Govt.-Non-Govt. schools-colleges-madrasahs and prepare a proposal	Meeting= 31-50	3211	3211111	No of Meeting	5					5	60	300	0	0	0	0	300
3.2.02.02	Gov	Approval of proposals for creation of posts of Assistant Headmaster (Technical) / Assistant Superintendent (Technical) / Vice Principal (Technical) and recruitment of approved new position	Workshop= 51-100	3211	3211111	No of Workshop	3					3	200	600	0	0	0	0	600
3.2.03	Gov	Conducting equipment and machinery need assessment study for Government Polytechnic Institutions to provide quality education										0		3,000	250,000	250,000	250,000	0	753,000
3.2.03.01	Gov	Procurement and deployment of consulting firm for the study	Consultant (Firm)	3257	3257101	Person-Month	6					6	500	3,000	0	0	0	0	3,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.2.03.02	Gov	Conduct need assessment and prepare the procurement plan		0	0							0		0	0	0	0	0	0
3.2.03.03	Gov	Procurement of necessary equipment and machineries for workshops/labs in Government Polytechnic Institutes based on the need assessment study	Equipments	4112	4112304	No of Institute		50	50	50		150	5,000	0	250,000	250,000	250,000	0	750,000
3.2.04	Gov	Ranking and awarding of Govt. and Non-Govt. TVET institutions periodically based on the quality of technical education										0		460	10,000	10,000	10,000	10,000	40,460
3.2.04.01	Gov	Formation of a committee at Directorate level and designing of evaluation criteria including its guideline for administering ranking and awarding of TVET institutions	Meeting= 31-50	3211	3211111	No of Meeting						1	60	60	0	0	0	0	60
3.2.04.02	Gov	Inclusion a module for institute evaluation in MIS of Directorate of Technical Education	Workshop= 51-100	3211	3211111	No of Workshop						2	200	400	0	0	0	0	400
3.2.04.03	Gov	Conducting evaluation program of technical institutions for ranking and giving annual awards	Software / Cloud Server (National) VPS purchase	4113	4113301	No of Software / Server						0		0	0	0	0	0	0
3.2.04.04	Gov	Routine Activity	Ceremonies	3257	3257301	No of Ceremonies		1	1	1	1	4	10,000	0	10,000	10,000	10,000	10,000	40,000

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.2.05	Gov	Setting up of modern labs/workshops in TVET institutes in collaboration with renowned companies and industrial entrepreneurs									0		2,240	2,080	2,560	3,360	3,960	14,200
3.2.05.01	Gov	Formulating policies/ guidelines for setting up modern labs/workshops in TVET institutes in collaboration with companies/industrial entrepreneurs	3211	3211111	No of Workshop	1					1	200	200	0	0	0	0	200
3.2.05.02	Gov	Arranging partnership agreements to enhance collaboration with renowned companies and industrial entrepreneurs	3211	3211111	No of Meeting	2	4	8	8	8	30	20	40	80	160	160	160	600
3.2.05.03	Gov	Setting up of modern labs/workshops in TVET institutes by renowned industries	3258	3258102	Repairs- Furniture	2	2	2	2	2	10	1,000	2,000	2,000	2,000	2,000	2,000	10,000
3.2.05.04	Gov	Conducting training programs in modern labs/workshops set up in the institute in collaboration with industry partners	4112	4112312	Teaching and learning materials	0	0	4	12	18	34	100	0	0	400	1,200	1,800	3,400
3.2.05.05	Gov	Conducting product design and development activities in TVET institutions suitable for industry.									0		0	0	0	0	0	0
3.2.06	Gov	Development of Quality Assurance Manual for TVET institutions for effective academic and administrative performance									0		0	9,000	2,000	10,600	0	21,600

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.2.06.01	Gov	Preparing a ToR for development of Quality Assurance Manual for TVET institutes	Consultant (Individual)	3257	3257101	Person-Month		18				18	500	0	9,000	0	0	0	9,000
3.2.06.02	Gov	Engaging a TVET specialist as per ToR and developing a draft Quality Assurance Manual	Workshop= 51-100	3211	3211111	No of Workshop			6			6	200	0	0	1,200	0	0	1,200
3.2.06.03	Gov	Finalizing draft manuals through stakeholder workshops and printing of manual	Workshop= 51-100	3211	3211111	No of Workshop			4			4	200	0	0	800	0	0	800
3.2.06.04	Gov	Arranging dissemination workshop on manual for the Principals, Head of the Departments and teachers	Meeting= 31-50	3211	3211111	No of Meeting				10		10	60	0	0	0	600	0	600
3.2.06.05	Gov	Software base monitoring system develop	Software / Cloud Server (National) VPS purchase	4113	4113301	Package				1		1	10,000	0	0	0	10,000	0	10,000
3.2.06.06	Gov	Implementing and monitoring of the activities as per manual		0	0							0		0	0	0	0	0	0
3.2.07	Gov	Introducing career guidance and counseling in Govt. and Non-Govt. TVET institutes										0		2,000	16,700	10,700	10,700	10,700	50,800
3.2.07.01	Gov	Formulation of policy/guideline for career guidance and counselling in TVET institutes	Consultant (Individual)	3257	3257101	Person-Month						4	500	2,000	0	0	0	0	2,000
3.2.07.02	Gov	Deployment of teachers/staffs to facilitate career guidance and counselling, and job	Training	3231	3231301	Per Person		600				600	10	0	6,000	0	0	0	6,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
		placement in Govt. and Non-Govt. technical institutes and training of career guidance counsellor																	
3.2.07.03	Gov	Maintaining database regarding employment demands for the TVET graduates		0	0							0		0	0	0	0	0	0
3.2.07.04	Gov	Provide career guidance and job counselling and job related information to students through digital help assistance	Meeting=<30	3211	3211111	Per Institute		214	214	214	214	856	50	0	10,700	10,700	10,700	10,700	42,800
3.2.08	Gov	Setting up job placement cell (JPC) with complete database in Govt. and Non-Govt. technical education institutes										0		2,000	111,000	8,480	8,480	8,480	138,440
3.2.08.01	Gov	Preparation of policy/ guideline for setting up job placement cells in every technical institute;	Consultant (Individual)	3257	3257101	Person-Month	4	2	0	0	0	6	500	2,000	1,000	0	0	0	3,000
3.2.08.02	Gov	Setting up of cells including infrastructural facilities; procurement of furniture and equipment	Training	3231	3231301	Per Person	0	200	0	0	0	200	10	0	2,000	0	0	0	2,000
3.2.08.03	Gov	Collecting demand in the job market at regular intervals and creating a database of trade/technology wise graduates in the organization	TA/DA	3244	3244101	Per Person	0	0	4,000	4,000	4,000	12,000	0.5	0	0	2,000	2,000	2,000	6,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.2.08.04	Gov	Linking students/ graduates with industries for job placement	Meeting=<30	3211	3211111	No of Meeting	0	0	216	216	216	648	30	0	0	6,480	6,480	6,480	19,440
3.2.08.05	Gov	Arrangement of graduate tracking, publication of quarterly reports and maintaining linkage with DTE job portal	Block	5555	5555555	No of set up	0	216	0	0	0	216	500	0	108,000	0	0	0	108,000
3.2.09	Gov	In-house subject based skills training for teachers and craft instructors in each department of Polytechnic Institute and TSC with own resource persons/ retired experienced teachers/industry expert										0		21,600	21,600	21,600	21,600	21,600	108,000
3.2.09.01	Gov	Prepare a trade/ technology wise annual in-house training plan including resource person	Training	3231	3231301	Per Institute	216	216	216	216	216	1,080	100	21,600	21,600	21,600	21,600	21,600	108,000
3.2.09.02	Gov	Prepare a budget and training time plan for each subject approved by principals		0	0							0	1	0	0	0	0	0	0
3.2.09.03	Gov	Implementation of the in-house training program including necessary repair and renovation of required equipments		0	0							0	1	0	0	0	0	0	0
3.2.09.04	Gov	Prepare a training report		0	0							0	1	0	0	0	0	0	0
3.3.01	Gov	Establishment of a Integrated Management										0		0				13,750	27,500

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
		Information System (MIS) for Education and Skills in Technical Institutions																	
3.3.01.01	Gov	Reviewing existing MIS systems	Grants (Cash)	3721	3721108	No of Institution	0	50	100	100	250	500	50	0	2,500	5,000	5,000	12,500	25,000
3.3.01.02	Gov	Developing institute based MIS cell and procurement of necessary equipment, and software and staff deployment including creation of posts	Training	3231	3231301	No of EMIS Teacher	0	50	100	100	250	500	5	0	250	500	500	1,250	2,500
3.3.01.03	Gov	Collecting demand information on Technology/Trade based skilled manpower		0	0		0	0	0	0		0	0	0	0	0	0	0	0
3.3.01.04	Gov	Developing database for Technology/Trade based skilled worker demand and updating every year		0	0		0	0	0	0		0	0	0	0	0	0	0	0
3.3.01.05	Gov	Implementing regular maintenance and updating of software and hardware		0	0		0	0	0	0		0	0	0	0	0	0	0	0
3.3.02	Gov	Assessment of Digital Infrastructure, digital platform, and Digital learning materials in Polytechnic Institutes and TSCs										0		12,380	3,000	0	0	0	15,380
3.3.02.01	Gov	Prepare a TOR for hiring a consultant and estimated budget for the task		0	0							0	1	0	0	0	0	0	0
3.3.02.02	Gov	Hiring of consultant for the task	Consultant (Individual)	3257	3257101	Person Month	10	6				16	500	5,000	3,000	0	0	0	8,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.3.02.03	Gov	Routine Activity	TA/DA	3244	3244101	Per Person	216					216	30	6,480	0	0	0	0	6,480
3.3.02.04	Gov	Preparation of draft Assessment report and validation	Workshop= 51-100	3211	3211111	No of Workshop	3					3	200	600	0	0	0	0	600
3.3.02.05	Gov	Preparation of final report	Meeting = 31-50	3211	3211111	No of Meeting	5					5	60	300	0	0	0	0	300
3.3.03	Gov	Strengthening online admission process in all levels of Govt. and Non-Govt. technical education					0					0		0	0	0	0	0	0
3.3.03.01	Gov	Review and amendment of policy for conducting online admission process in all levels of technical education		0	0		0					0		0	0	0	0	0	0
3.3.03.02	Gov	Capacity building of lower secondary, secondary & higher secondary level vocational institutes for online students admission programme		0	0		0					0		0	0	0	0	0	0
3.3.03.03	Gov	Introducing online admission process in vocational education and training		0	0		0					0		0	0	0	0	0	0
3.3.04	Gov	Establishment of an e-Learning Platform for Technical Education					18454.7	14,361	10,716	7,130	7,130	57,792		21,844	19,746	13,110	7,130	7,130	68,960
3.3.04.01	Gov	E-Learning Platform Facility Development	Major Repair-B&S	3258	3258108	Lump Sum	1216					1,216	1	1,216	0	0	0	0	1,216
3.3.04.02	Gov	Configuration of the LMS and Establishment of National Standards	Equipments	4112	4112304	Lump Sum	7405.7					7,406	1	7,406	0	0	0	0	7,406

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.3.04.03	Gov	Training of Instructors and Module Development	Training	3231	3231301	Lump Sum	6888	8,918	7,145			22,951	1	6,888	8,918	7,145	0	0	22,951
3.3.04.04	Gov	Contracting the production of example high-quality micro-learning modules	Workshop= 51-100	3211	3211111	No of Workshop	5	3				8	200	1,000	600	0	0	0	1,600
3.3.04.05	Gov	Recruitment of specialist staff	Consultant (Individual)	3257	3257101	Person Month	6	12	6			24	400	2,400	4,800	2,400	0	0	9,600
3.3.04.06	Gov	Initiating the communications and M&E strategies	Major Repair-M&E	3258	3258105	Lump Sum	2934	5,428	3,565			11,927	1	2,934	5,428	3,565	0	0	11,927
3.3.04.07	Gov	Extending in HSC (Noc) and sustainable operation	Software / Cloud Server (National) VPS purchase	4113	4113301	Lump Sum				7130	7130	14,260	1	0	0	0	7,130	7,130	14,260
3.3.05	Gov	Introduction of blended learning approach in technical education system										0		8,900	206,000	200,000	0	2,500	417,400
3.3.05.01	Gov	Conducting study on the existing digital infrastructure, digital platform and digital content including teacher's capability in digital teaching-learning	Consultant (Individual)	3257	3257101	Person-Month	12					12	700	8,400	0	0	0	0	8,400
3.3.05.02	Gov	Revision of curriculum for inclusion of 5-10% classes with online teaching-learning approach in selected trade/technology	Block	5555	5555555	Revision of curriculum	1					1	500	500	0	0	0	0	500
3.3.05.03	Gov	Selecting appropriate courses for blended learning	Block	5555	5555555	No of Central System Development		1				1	5,000	0	5,000	0	0	0	5,000

SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.3.05.04	Gov	Ensure blended learning enabling environment such as software, system, teaching learning instruments and learning materials, dedicated high speed internet etc.	Computer Purchase	4112	4112202	No of Computer and other accessories		100	100			200	2,000	0	200,000	200,000	0	0	400,000
3.3.05.05	Gov	Formulation of Teacher's Guide and Student's Guide for implementing Blended Learning	Block	5555	5555555	No of Teachers and Student Guide		1				1	1,000	0	1,000	0	0	0	1,000
3.3.05.06	Gov	Implement the blended learning system and evaluating the effectiveness	Consultant (Firm)	3257	3257101	Person-Month					1	1	2,500	0	0	0	0	2,500	2,500
3.3.06	Gov	Formulation of Policy for Green TVET reflecting links with Green Economy of Bangladesh										0		3,960	0	0	0	0	3,960
3.3.06.01	Gov	Conduct a review and study on existing Green TVET practice, guideline in home and abroad	Consultant (Individual)	3257	3257101	Person-Month						6	500	3,000	0	0	0	0	3,000
3.3.06.02	Gov	Preparation of draft policy for Green TVET and finalization of the draft policy through stakeholder consultation workshop	Workshop= 51-100	3211	3211111	No of Workshop						3	200	600	0	0	0	0	600
3.3.06.03	Gov	Approval of the policy for Green TVET	Meeting= 31-50	3211	3211111	No of Meeting						6	60	360	0	0	0	0	360
3.3.07	Gov	Promotion of green practices (green infrastructure, green technology, paperless system,										0		1,180	6,000	12,000	18,000	24,000	61,180

SL/RA SO	RA	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
		energy saving, solar panels, recycling, tree plantation) in every technical institute and aligning curriculum with green principles																
3.3.07.01	Gov	Formulation of policy on Green Practices in Technical Education Institutions	3211	3211111	No of Meeting	3					3	60	180	0	0	0	0	180
3.3.07.02	Gov	Promotion of green practices through seminars and discussions	3211	3211111	No of Workshops	2					2	500	1,000	0	0	0	0	1,000
3.3.07.03	Gov	Introduction of paperless system, ensuring use of recycled materials and launching tree plantation activities	3721	3721108	No of Institutions		120	240	360	480	1,200	50	0	6,000	12,000	18,000	24,000	60,000
3.3.07.04	Gov	Increasing the use of other renewable energy sources including solar panels	0	0							0		0	0	0	0	0	0
3.3.07.05	Gov	Introduction of sensors to prevent wastage of electricity and water	0	0							0		0	0	0	0	0	0
3.3.07.06	Gov	Use of D-filing for official communication in all institutions	0	0							0		0	0	0	0	0	0
3.3.08	Gov	Formulation of Green skills development plan											17,850	4,020	0	0	0	21,870
3.3.08.01	Gov	Prepare a TOR for hiring a consultant and estimated budget for the task	3257	3257101	Person Month	8					8	1,500	12,000	0	0	0	0	12,000



SL/RA SO	RA	Actions/Activities	Cost Category	Budget Group Code	Budget Eco Code	Cost Category Unit	2025-26	2026-27	2027-28	2028-29	2029-30	Total	Unit Cost (BDT,000)	2025-26 (BDT,000)	2026-27 (BDT,000)	2027-28 (BDT,000)	2028-29 (BDT,000)	2029-30 (BDT,000)	5 year Total (BDT,000)
3.3.08.02	Gov	Reviewing existing curriculum identifying green skills module in technology/trade and inclusion of required green skills modules	Consultant (Individual)	3257	3257101	Person Month	9	6				15	500	4,500	3,000	0	0	0	7,500
3.3.08.03	Gov	Institute visit for identifying infrastructure, tools and equipment for green skills and development	TA/DA	3244	3244101	Per Person	25					25	30	750	0	0	0	0	750
3.3.08.04	Gov	Need assessments of skills for future green jobs	TA/DA	3244	3244101	Per Person	20					20	30	600	0	0	0	0	600
3.3.08.05	Gov	Identifying teacher's training needs for green skills development		0	0							0	1	0	0	0	0	0	0
3.3.08.06	Gov	Draft action plan for green skills development		0	0							0	1	0	0	0	0	0	0
3.3.08.07	Gov	Stakeholder consultation and validation action plan	Workshop= 51-100	3211	3211111	No of workshop		3				3	200	0	600	0	0	0	600
3.3.08.08	Gov	Finalization of action plan for green skill development in TVET system	Meeting= 31-50	3211	3211111	No of meeting		7				7	60	0	420	0	0	0	420
3.3.08.09	Gov	Introduction of Green technology in 3 selected technological areas in polytechnic institutes		0	0														

TVET Implementation Plan (2025-2030)



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