**Grant No. 57**

**160 - Technical and Madrasah Education Division**

**Medium Term Expenditure**

(Taka in Thousands)

|  |  |  |  |
| --- | --- | --- | --- |
| Description | Budget  2024-25 | Projection | |
| 2025-26 | 2026-27 |
| Operating Expenditure |  |  |  |
| Development Expenditure |  |  |  |
| **Total** |  |  |  |
|  | | | |
| Recurrent |  |  |  |
| Capital |  |  |  |
| Financial Asset |  |  |  |
| Liability |  |  |  |
| **Total** |  |  |  |

**1.0 Mission Statement and Major Functions**

**1.1 Mission Statement**

To create a well-educated, efficient and skilled human resource with moral values through a combination of technical and vocational, madrasah and science and technology based education and training

**1.2 Major Functions**

* + 1. Curriculum formulation, implementation, evaluation and development of different levels of technical and madrasah education to create need-based, skilled and well-trained human resources for both home and abroad.
    2. Formulation of administrative policy and conducting reform activities related to technical and madrasah education and registration and recruitment of teachers for non-government educational institutes and providing financial support to them.;
    3. Conducting research, training and formulation of Laws and Rules for the quality improvement of technical and madrasah education;
    4. Formulation, Printing and Distribution of text books for different levels of technical and madrasah education;
    5. Providing broadband internet connection and multimedia classrooms in the educational institutions and introducing ICT education management;
    6. Implementation of the recommendation of the education policy; and
    7. Standardization of the educational institutes for improving the quality of education.

**2.0 Medium Term Strategic Objectives and Key Activities**

| Medium Term Strategic Objectives | Activities | Implementing Departments/Agencies |
| --- | --- | --- |
| 1 | 2 | 3 |
| * 1. Expanding the opportunity of access in quality education of technical and Madrasah. | * Formulation and amendment of laws, rules and regulations. * Organizing meetings/seminars on technical education. | * Secretariat |
| * Introducing emerging trade and technology with updating curriculum. | * Board of Technical Education. |
| * Construction, expansion and modernization of buildings of technical educational institutions. | * Engineering Education Department (EED). |
| * Construction, expansion and modernization of Madrasa educational institutions. | * Directorate of Madrasah Education (DME) |
| * Conducting all public examinations and publishing the results in time | * Directorate of Technical Education (DTE) * Directorate of Madrasah Education (DME) |
| 1. Enhancing institutional capacity and skills of teachers | * Capacity building through ICT training of officers/ staffs of technical and madrasa education division * [Organizing learning sessions for capacity building of officers and employees | * Secretariat |
| * Training of teachers and staffs. * Conducting educational research, organizing meetings and workshops | * Directorate of Technical Education (DTE) * Directorate of Madrasah Education (DME) |
| * Providing training to students in technical and vocational subjects | * Directorate of Technical Education (DTE) |
| * Providing training to officers/teachers/employees of schools, colleges and madrasas * Providing training to freelancers and entrepreneurs through various ICT courses | * National Academy for Computer Training and Research(NACTAR) |
| * Training of Madrasa teachers and others | * Bangladesh Madrasah Teachers' Training Institute(BMTTI) |
| 1. Ensuring equity & equality in education | * Providing special grants to educational institutions, teachers and students | * Secretariat |
| * Providing stipends/scholarships to the students of SSC (Voc), HSC (Voc), Diploma and Degree level. | * Directorate of Technical Education (DTE) |
| * Providing scholarships to meritorious students at various levels of Madrasas | * Directorate of Madrasah Education (DME) |
| * Establishing of new educational institutions in under developed areas | * Directorate of Technical Education (DTE) * Directorate of Madrasah Education (DME) |

**3.0 Poverty, Gender and Climate Change Reporting**

**3.1 Impact of Medium Term Strategic Objectives on Poverty Reduction, Women's Advancement and Climate Change**

**3.1.1 Expanding the opportunity of access in quality education of technical and Madrasah**

**Impact on Poverty Reduction:** Interventions, such as, establishment of technical schools and colleges, polytechnic institutes, model madrasahs and inspection of institutions etc. are expected to reduce existing disparity in quality of education and imbalanced competition in higher education. In addition, stipend/financial assistance to the students of technical and madrasah levels and Monthly Payment Order (MPO) to non-government teachers and staffs of technical and madrasah levels will help reduce poverty among the poor beneficiary families.

**Impact on Women’s Advancement:** In case of enrolment in technical education female students’ quota has been increased from 10% to 20%. As a result, the improved quality and access to technical and madrasah education will increase participation of women at higher education. This will, in turn, create more opportunities for the women in labor market and economic activities.

**Impact on Climate Change Adaptation and Mitigation:** New secondary level school buildings set up in areas affected by climate change can be used as emergency shelter during natural disasters. They can also be used as a permanent communication center for climate change preparations. Apart from this, water reservoirs, plantation and environment friendly infrastructure are being developed in educational institutions.

**3.1.2 Enhancing institutional capacity and skills of teachers**

**Impact on Poverty Reduction:** By imparting the necessary technical and vocational education to the backward and disadvantaged poor students, employment opportunities in the domestic and international labor market will increase, which will directly contribute to poverty alleviation.

**Impact on Women’s Advancement**: Providing stipends & scholarship to the female students of different levels of madrasah and technical education creates opportunities for the women to enter into income generating activities and also enhances their social dignity.

**Impact on Climate Change Adaptation and Mitigation**: Technical, Vocational and Occupational training shall increase the scope of climate adapted livelihood.

**3.1.3 Ensuring equity & equality in education**

**Impact on Poverty Reduction:** Education and income equalization through scholarship/scholarship/ financial assistance programs to poor students will play an effective role in poverty alleviation of poor families.

**Impact on Women’s Advancement:** A huge number of female students of Ebtedayee, Dakhil, Alim and Fazil level of madrasah education and secondary/higher secondary level at technical education get the benefit of stipend/scholarship/other financial assistance. Which will later help them to participate in income-generating activities in the labor market and will also increase women's empowerment and dignity of women in the society.

## Impact on Climate Change Adaptation and Mitigation: There is no direct impact.

**3.2 Poverty Reduction, Women’s Advancement and Climate Change Related Allocation**

(Taka in Thousand)

| Description | Budget  2024-25 | Projection | |
| --- | --- | --- | --- |
| 2025-26 | 2026-27 |
| Poverty Reduction |  |  |  |
| Gender |  |  |  |
| Climate Change |  |  |  |

**4.1 Priority Spending Areas/Scheme**

| Priority Spending Areas/Scheme | Related Medium Term Strategic Objectives |
| --- | --- |
| 1. **Improving quality of the Technical & Madrasah Education**   Key initiatives to improve the quality of education including various study, baseline survey, curriculum development, decentralization of the education management and establishment of new Technical & Madrasah institutions in underserved areas and creating more opportunities for secondary education ensures quality education. Hence, this has been given top priority. | * + Expanding the opportunity of access in quality education of technical and Madrasah   + Enhancing institutional capacity and competency of the teachers |
| 1. **Modernization of existing technical and vocational institutions and establishing new ones**   Removing unemployment problem and creating productive human resources by imparting technical and vocational education are very important for our country. Hence it has been given priority. | * + Expanding the opportunity of access in quality education of technical and Madrasah   + Enhancing institutional capacity and the competency of the teachers. |
| 1. **Creating facilities for education and training in different need-based trades and technologies**   In order to respond to the demand of labor market for both home and abroad, traditional curriculum has been revised by introducing emerging trades/technologies. More new trades need to be introduced in different technical and madrasah institutions. Therefore, these activities have been given priority. | * + Expanding the opportunity of access in quality education of technical and Madrasah   + Enhancing institutional capacity and the competency of the teachers. |
| 1. **Development of physical infrastructure for Government and non-Government education institutions**   Construction of new buildings for different educational institutions (Technical and madrasah), repair and renovation of existing institutions and establishment of new institutions in underserved areas will directly contribute to the expansion of education opportunities. Hence, these activities have been identified as priority | * + Expanding the opportunity of access in quality education of technical and Madrasah |
| 1. **Provision of stipends to female students at Ebtadyee, secondary and higher secondary levels**   Stipend program for female students will contribute to reducing dropout rate and ensuring gender equality. Hence, this initiative has been given priority. | * + To ensure equity & equality at all levels of education |

**4.2 Medium Term Expenditure Estimates and Projection (2024-25 to 2026-27)**

**4.2.1 Expenditure by Department/Agencies/Institutional Units**

(Taka in Thousands)

| Description | Budget | Revised | Budget  2024-25 | Projection | |
| --- | --- | --- | --- | --- | --- |
| 2023-24 | | 2025-26 | 2026-27 |
|  |  |  |  |  |  |

**4.2.2 Expenditure by Economic Group Wise**

(Taka in Thousands)

| Economic  Group | Description | Budget | Revised | Budget  2024-25 | Projection | |
| --- | --- | --- | --- | --- | --- | --- |
| 2023-24 | | 2025-26 | 2026-27 |
|  |  |  |  |  |  |  |

**5.0 Key Performance Indicators (KPIs)**

| Indicator | Related Strategic Objectives | Unit | Revised  Target | Actual | Target | Revised Target | Medium Term Targets | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-23 | | 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| Technical Education |  |  |  |  |  |  |  |  |  |
| 1. Student enrolment at secondary level (9th-10th grade) | 1-3 | % | 5.07 |  | 5.62 |  | 6.17 | 6.73 |  |
| 1. Drop out at secondary level (9th-10th grade) | 1-3 | % | 29.32 |  | 28.25 |  | 27.18 | 26.11 |  |
| 1. Ratio of male-female students at secondary level (9th-10th grade) | 1-3 | ratio | 67:33 |  | 66:34 |  | 65:35 | 64:36 |  |
| 1. Ratio of male-female students and teachers at secondary leve | 1-3 | ratio | 21.5:1 |  | 21:1 |  | 20.6:1 | 20:1 |  |
| 1. Enrolment of male-female students in higher secondary level (11th-12th grade) | 1-3 | % | 7.77 |  | 8.18 |  | 8.79 | 9.40 |  |
| 1. Drop out at higher secondary level (11th-12th grade) | 1-3 | % | 44.57 |  | 43.62 |  | 42.50 | 42.02 |  |
| 1. Enrolment of male-female students in Diploma engineering of Polytechnic institutes | 1,-3 | % | 2.48 |  | 3.32 |  | 3.72 | 4.52 |  |
| 1. Enrollment rate of female students in technical education in proportion to student enrollment rate at various levels of education at secondary leve | 1-3 | % | 12.11 |  | 12.83 |  | 13.55 | 14.22 |  |
| 1. Proportion of students graduating from secondary level in technical education each year | 1-3 | ratio | 75.8:24.2 |  | 75.1:24.9 |  | 74:26 | 73:27 |  |
| Madrasah Education |  |  |  |  |  |  |  |  |  |
| 1. Student Enrolment at Dakhil level (6th-10th grade) | 1,2,3 | % | 13.46 |  | 13.82 |  | 14.19 | 14.55 |  |
| 1. Drop out at Dakhil level (6th-10th grade) | 1,2,3 | % | 41.58 |  | 40.11 |  | 38.64 | 37.17 |  |
| 1. Ratio of male-female students at Dakhil level (6th-10th grade) | 1,2,3 | Ratio | 43.8:56.2 |  | 44.6:55.4 |  | 46:54 | 47:53 |  |
| 1. Ratio of male-female and teachers at Dakhil level | 1,3 | Ratio | 23.3:1 |  | 23.7:1 |  | 24.1:1 | 24.4:1 |  |
| 1. Student enrolment at Alim level (11th-12th grade) | 1,3 | % | 3.91 |  | 4.18 |  | 4.38 | 5.50 |  |
| 1. Drop out at Alim level (11th-12th grade) | 1,3 | % | 23.30 |  | 22.02 |  | 24.54 | 24.47 |  |

\* Enrolment rate of male-female students is calculated as percentage of total number of students of that age group of total population.

**6.0 Recent Achievements, Activities, Output Indicators and Targets and Expenditure Estimates of the Departments/Agencies**

**6.1 Secretariat**

**6.1.1 Recent Achievements:** In the last 03 years in 329 Upzilas, in each to establish one technical school and college, some of those already have been established and some are running through 7 new projects of technical education. Establishment of polytechnic institutes in 23 districts; 4 Women Polytechnic Institutes have been set up and running in Barisal, Sylhet, Rangpur and Mymensingh divisions. Two new land survey institutes have been set up and running at Jessore and Patuakhali. 1 engineering college each in Chittagong, Khulna, Rajshahi and Rangpur divisions has been set up and running. Infrastructure development of existing land survey institutes in Comilla and Rajshahi and capacity building of 64 technical schools and colleges under the Directorate of Technical Education have been undertaken. Through the project of setting up 100 technical schools and colleges, the education program has started in 70 newly constructed TSCs. Also, the Accelerating and Strengthening Skills for Economic Transformation (ASSET) project has been taken up for upgradation of technical education. Multi-storied (4/6 storey) building construction program has been undertaken in 1800 madrasas for development and modernization of madrasa education. The enrollment rate of students in technical education increased from 15.69% to 17.25%. Female enrollment quota increased from 10% to 20%. Amendment of Bangladesh Technical Education Board (BTEB) Act 2018; Bangladesh Madrasa Education Board Law Amendment and Gazette Publication; Formulation of Polytechnic and TSC Student Admission Policy 2020; In 2020, 503 private madrasas and 485 private technical educational institutions and in 2022, 368 private madrasas and 299 private technical educational institutions have been included in the MPO. About 2700 people of 10th-20th grade have been appointed in technical and madrasa education department and its affiliated departmental organizations.

**6.1.2 Activities, Output Indicators and Targets:**

| Activities | Output Indicator | Related Strategic Objectives | Unit | Revised Target | Actual  Achieved | Target | Revised Target | Medium Term Targets | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-23 | | 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Formulation of laws, rules and regulations | Law/Rules | 1 | No. | 4 |  | 1 |  | 1 | 1 |  |
| 1. Organization of meetings/seminars on technical education | Meeting/Seminar | 1 | No. | 3 |  | 4 |  | 4 | 4 |  |
| 1. Capacity building of Technical and Madrasa Education Officers through ICT training | Training | 2 | Man Hour | 50 |  | 50 |  | 50 | 50 |  |
| 1. Organization of learning sessions to improve the skills of officers and employees | Session | 2 | No. | 10 |  | 6 |  | 7 | 8 |  |
| 1. Providing special grants to educational institutions, teachers and students | Institution | 3 | No. | 350 |  | 400 |  | 450 | 500 |  |
| Teacher | 600 |  | 700 |  | 750 | 800 |  |
| Student | 8500 |  | 9500 |  | 10000 | 11000 |  |

**6.1.3 Medium Term Expenditure Estimates by Institutional Unit, Scheme and Projects**

(Taka in Thousands)

| Name of the Institutional Unit/Scheme/ Project | Related Activity | Actual  2022-23 | Budget | Revised | Medium Term Expenditure Estimates | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|  |  |  |  |  |  |  |  |

**6.2 Department of Technical Education (DTE)**

**6.2.1 Recent Achievements:** In the last three years the enrolment rate in technical education was increased upto 15.69% and the rate of female student enrolment was increased to 26.38%. The quota for female students in admission was increased from 10% to 20%. A total number of 14,34,649 students were given stipends. Academic activities have been started in newly established 70 government Technical School and College (TSCs) and pre-vocational courses were introduced in class six to eight. Trades and technologies in diploma in engineering and vocational education have been re-organized and re-modulled to face the challenge of 4th industrial revolution. A total number of 8393 teacher were given capacity development training; 1919 pushed back labors were provided with skill development training; 2684 youths were trained on entrepreneurship development and 6915 youths on NTVQF training. 3907 persons were certified through Recognition of Prior Learning (RPL). With a view to introducing blended system of education, learning management system (LMS) has been developed and a number of 850 teachers were trained on LMS. In the last two years, 20 research work were conducted and the research policy-2021 was approved. The Bangladesh National Qualification Framework (BNQF) has already been approved.

**6.2.2 Activities, Output Indicators and Targets**

| Activities | Output Indicator | Related Strategic Objectives | Unit | Revised Target | Actual | Target | Revised Target | Medium Term Targets | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-23 | | 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Providing training to teachers and staffs | Trained Teachers | 1 | person | 4500 |  | 5000 |  | 5500 | 6000 |  |
| Trained Staffs | 1 | person | 1000 |  | 1100 |  | 1200 | 1300 |  |
| 1. Conducting all public examinations and publishing the results in time | Time spent for SSC examination and result publication | 1 | Day | 58 |  | 60 |  | 60 | 60 |  |
| Time spent for HSC examination and result publication | 1 | Day | 60 |  | 60 |  | 60 | 60 |  |
| 1. Constructing new and extending the existing buildings of educational institutions (Technical & Madrasah) and supplying furniture | Constructed Classrooms of institute | 1 | Number | 350 |  | 380 |  | 400 | 420 |  |
| Modernization of Lab/Workshops | 1 | Number | 398 |  | 400 |  | 420 | 450 |  |
| 1. Providing stipends and scholarships to eligible female-male students at different levels of Technical & Madrasah Education | Students received stipend | 3 | Person  Thousand) | 628.68 |  | 830.74 |  | 850.00 | 860.00 |  |
| 1. Imparting technical and vocational education and training | Trained students | 2 | Person Thousand | 142.883 |  | 143.00 |  | 143.00 | 145.00 |  |
| 1. Conducting research and evaluation of educational Scheme, facilitating training and discussion through international and national seminars/workshops | Conducted Research | 4 | Person | 10 |  | 11 |  | 12 | 13 |  |
| Workshops | 4 | Number | 6 |  | 6 |  | 6 | 6 |  |

**6.2.3 Medium Term Expenditure Estimates by Institutional Unit, Scheme and Projects**

(Taka in Thousands)

| Name of the Institutional Unit/Scheme/ Project | Related Activity | Actual  2022-23 | Budget | Revised | Medium Term Expenditure Estimates | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|  |  |  |  |  |  |  |  |

**6.3 Directorate of Madrasah Education**

**6.3.1 Recent Achievements:** For the construction of multi-stored (4/6 story) building, the tender process of 1695 madrasahs was completed under the project titled ‘Selected 1800 madrasah development Project’ in the last three years. Among those, work orders were given in the construction of 1642 madrasah building and in 1566 madrasahs building construction work is going on. Building construction work has already been completed in 347 madrasahs. Almost 350 crores of taka are disbursed in every month as salaries and allowances of 1,63,000 teachers/staffs of 8,221 madrasahs under MEMIS project and their MPO related applications are disposed of online. In the last three years, 7141 teachers were given training for their subject-wise competency development. Thirteen crore taka is released per year for 4529 teachers of 1519 independent ebtedayee madrasahs of the country. Multi-media classrooms were established in 322 madrasahs under the project named “Establishment of multi-media class-rooms in 653 madrasah” 10 staffs of 16 to 14 grade were recruited under revenue budget of Madrasah Education Directorate (DTE). Class-rooms in 653 madrasah” 10 staffs of 16 to 14 grade were recruited under revenue budget of Madrasah Education Directorate (DTE).

**6.3.2 Activities, Output Indicators and Targets**

| Activities | Output Indicator | Related Strategic Objectives | Unit | Revised Target | Actual | Target | Revised Target | Medium Term Targets | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-23 | | 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Provide training to teachers and staffs. | Trained Teachers | 1 | Person | 3010 |  | 4000 |  | 4500 | 5000 |  |
| 1. Conducting all public examinations and publishing the results in time | Dakhil Examination and publication Result | 1 | Day | 58 |  | 60 |  | 60 | 60 |  |
| Alim Examination and publication Result | 53 |  | 60 |  | 60 | 60 |  |
| 1. . Conducting educational research, organizing meetings and workshops | Organized workshops | 2 | Number | 4 |  | 4 |  | 4 | 4 |  |
| 1. Construction, expansion and modernization of Madrasah educational institutions | Madrasah building built | 1 | Number | 200 |  | 600 |  | 846 | 0 |  |
| Furniture provided by the organization | 16740 |  | 167400 |  | 111600 | 0 |  |
| 1. Providing stipends to deserving students at various levels of Madrasah | Stipend benefited Students | 3 | Person | 23475 |  | 2475 |  | 2475 | 2475 |  |

**6.3.3 Medium Term Expenditure Estimates by Institutional Unit, Scheme and Projects**

(Taka in Thousands)

| Name of the Institutional Unit/Scheme/ Project | Related Activity | Actual  2022-23 | Budget | Revised | Medium Term Expenditure Estimates | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|  |  |  |  |  |  |  |  |

**6.4 National Academy for Computer Training and Research**

**6.4.1 Recent Achievements:** In the last three years a total number of 2296 teachers of government and non-government schools, madrasah and technical educational institutes were given training on information and communication Technology (ICT). With a view to entrepreneurship development, 2929 unemployed educated youths were imparted training on freelancing. Besides these, 2885 youths were trained on different courses on ICT. Moreover 50 hours training was given to the officers and staffs of the academy for their skill development. Three research works were conducted on the quality development of training.

**6.4.2 Activities, Output Indicators and Targets**

| Activities | Output Indicator | Related Strategic Objectives | Unit | Revised Target | Actual | Target | Revised Target | Medium Term Targets | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-23 | | 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Providing training to officers/teachers/employees of educational institutions. | Trained teachers in ICT in public and private schools, colleges, madrasas and technical institutes) | 2 | Person | 520 |  | 525 |  | 530 | 535 |  |
| 1. Training of freelancers and entrepreneurs through various ICT courses | Advanced Certificate Training Course in ICT for Skilled Human Resource Development | Person | 200 |  | 210 |  | 215 | 220 |  |
| Trained youth (Freelancing) | Person | 1915 |  | 1920 |  | 1925 | 1930 |  |
| 1. Training to acquire programming skills | Trained trainers | 2 | Person | 155 |  | 160 |  | 165 | 170 |  |

**6.4.3 Medium Term Expenditure Estimates by Institutional Unit, Scheme and Projects**

(Taka in Thousands)

| Name of the Institutional Unit/Scheme/ Project | Related Activity | Actual  2022-23 | Budget | Revised | Medium Term Expenditure Estimates | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Not Applicable |  |  |  |  |  |  |  |

**6.5 Bangladesh Madrasah Teachers' Training Institute (BMTTI)**

**6.5.1** **Recent achievement:** Training manuals for all courses including newly prepared six new training manuals were printed in the last three years. Four ICT labs and one E-lab was established, one smart inter-active board and 07 smart TV in seven classrooms were installed, two conference rooms were modernized and 18 ACs installed. Besides these, one auto-generator was installed to keep the training activities uninterrupted. Subject wise training was provided to 1700 junior teachers of Ebtedayee level, 2802 assistant teachers of Dakhil level and 673 lecturer/assistant professors of senior Madrasahs. In addition administration and management training was given to 552 head moulovis of Ebtedayee madrasahs, 865 supers/assistant supers of Dakhil madrasah and 364 principals/vice principals of senior madrasahs. Moreover, 1506 madrasah teachers were imparted Arabic language training on online platform and 317 teachers were given one-year long BMED training. In all courses mentioned above, altogether 8779 persons were given training.

**6.5.2 Activities, Result indicators and Targets**

| Activities | Output Indicator | Related Strategic Objectives | Unit | Revised Target | Actual | Target | Revised Target | Medium Term Targets | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 2022-23 | | 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| 1. Providing training to teachers, members of the School Management Committee (SMC) and others. | Trained Teacher (Chief of Ebtedayee) | 1 | Person | 180 |  | 200 |  | 250 | 300 |  |
| Trained Teachers (Dakhil Level) | Person | 500 |  | 600 |  | 720 | 900 |  |
| Trained Teachers (Superintendent /Asst. Superintendent at Dakhil Level) | Person | 1200 |  | 1300 |  | 1400 | 1500 |  |
| Trained Teachers (Lecturer/ Asst. Professor of Senior Madrasah) | Person | 300 |  | 320 |  | 350 | 380 |  |
| Trained Teachers (Lecturer/Asst. professor of Senior Madrasah) | Person | 250 |  | 250 |  | 300 | 350 |  |
| Trained Teachers (Principal/Vice-principal of Senior Madrasah) | Person | 180 |  | 200 |  | 230 | 250 |  |
| Trained Teachers (Online Arabic Language) | Person | 1300 |  | 1300 |  | 1300 | 1300 |  |
| Trained Teachers (Principal / Vice-Principal of Senior Madrasah) | Person | 110 |  | 100 |  | 100 | 100 |  |

**6.5.3 Medium Term Expenditure Estimates by Institutional Unit, Scheme and Projects**

(Taka in Thousands)

| Name of the Institutional Unit/Scheme/ Project | Related Activity | Actual  2022-23 | Budget | Revised | Medium Term Expenditure Estimates | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| 2023-24 | | 2024-25 | 2025-26 | 2026-27 |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Not Applicable |  |  |  |  |  |  |  |