**Grant No. 57**

**160 - Technical and Madrasah Education Division**

**Medium Term Expenditure**

(Taka in Thousands)

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Budget**  **2020-21** | **Projection** | |
| **2021-22** | **2022-23** |
| Operating Expenditure |  |  |  |
| Development Expenditure |  |  |  |
| **Total** |  |  |  |
|  | | | |
| Recurrent |  |  |  |
| Capital |  |  |  |
| Financial Asset |  |  |  |
| Liability |  |  |  |
| **Total** |  |  |  |

**1.0 Mission Statement and Major Functions**

**1.1 Mission Statement**

To create efficient and skilled human resources with moral values through combination of technical and vocational, science and technology-based education and training.

**1.2 Major Functions**

* + 1. Conducting research, training, project formulation, implementation, monitoring and evaluation for improving the quality of technical and Madrasah education;
    2. Formulation of administrative policy and conduct reform activities related to technical and Madrasah education;
    3. Registration and recruitment of teachers for non-government educational institutions and provide financial support ;
    4. Develop and update curriculum for different levels of technical and Madrasah education;
    5. Printing and distribution of free textbooks for several levels of technical and Madrasah education;
    6. Provide broad-band connections, multi-media books to educational institutions, ensuring use of ICT in class rooms and application of ICT in education management;
    7. Implementation of recommendations of the Education Policy.

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

| **Medium Term Strategic Objectives** | **Activities** | **Implementing Departments/Agencies** |
| --- | --- | --- |
| **1** | **2** | **3** |
| * 1. Expansion of access to quality technical and Madrasah education. | * Providing training to teachers, members of the School Management Committee (SMC) and others. | * Directorate of Technical Education (DTE) * Directorate of Madrasah Education (DME) * National Academy for Computer Training and Research(NACTAR) * Bangladesh Madrasah Teachers' Training Institute(BMTTI) |
| * Conducting all public examinations and publishing the results in time | * Directorate of Technical Education (DTE) * Directorate of Madrasah Education (DME) |
| * Establishing new educational institutions in underserved areas | * Directorate of Madrasah Education (DME) |
| * Constructing new and extending the existing buildings of educational institutions (Technical & Madrasah) and supplying furniture | * Directorate of Technical Education (DTE) * Directorate of Madrasah Education (DME) |
| 1. Ensure equity and equality at all levels of education | * Providing stipends and scholarships to eligible female-male students at different levels of Technical & Madrasah Education | * Directorate of Technical Education (DTE) * Directorate of Madrasah Education (DME) |
| 1. Generate skilled human resources for domestic and international labor market | * Imparting technical and vocational education and training | * Directorate of Technical Education (DTE) |
| * Rendering professional training and Competency- Based Training (CBT) to teachers of technical education. |
| * Introducing emerging trade and technology courses by modernizing curriculum |
| 1. Strengthening governance in education management | * Conducting research , evaluation of educational Scheme, facilitating training and discussion through international and national seminars/workshops | * 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 Improve access to quality technical and madrasah education**

**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:** 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 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 Ensure equity & equality at all levels of education**

**Impact on Poverty Reduction:** Poverty level in poor families will be decreased by ensuring gender parity in income and education through providing stipend to poor students.

**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**: No direct impact.

**3.1.3 Generation of skilled human resources for domestic and international labour markets**

**Impact on Poverty Reduction:** Imparting necessary vocational and technical skills to beneficiaries from the disadvantaged families annually will ensure employment opportunities and will increase access to both domestic and international job market .This has a direct impact on poverty alleviation.

**Impact on Women’s Advancement:** Technical, vocational, professional and higher education will enhance skill and efficiency of women. They will enjoy social dignity by engaging themselves in different productive sectors.

**Impact on Climate Change Adaptation and Mitigation**: Providing technical, vocational and professional training creates opportunities for the expansion of climate resilient professions.

## 3.1.4 Strengthening governance in education management

**Impact on Poverty Reduction:** Promotion of good governance in education management will ensure quality education. This contributes in expanding skilled human resources and reducing poverty.

**Impact on Women’s Advancement:** Good governance in education management ensures gender equality in different areas of education which has a supportive role in women’s advancement.

**Impact on Climate Change Adaptation and Mitigation:** No direct impact.

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

(Taka in Thousand)

|  |  |  |  |
| --- | --- | --- | --- |
| **Description** | **Budget**  **2020-21** | **Projection** | |
| **2021-22** | **2022-23** |
| 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. | * + Expansion of access to quality Technical & Madrasah education |
| 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. | * + To generate skilled human resources for domestic and international labour markets |
| 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 needs to be introduced in different technical and madrasah institutions. Therefore these activities have been given priority. | * + To generate skilled human resources for domestic and international labour markets |
| 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 | * + Expansion of access to quality Technical and Madrasah education |
| 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 (2020-21 to 2022-23)**

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

(Taka in Thousands)

| **Description** | **Budget** | **Revised** | **Budget**  **2020-21** | **Projection** | |
| --- | --- | --- | --- | --- | --- |
| **2019-20** | | **2021-22** | **2022-23** |
|  |  |  |  |  |  |

**4.2.2 Expenditure by Economic Group Wise**

(Taka in Thousands)

| **Economic**  **Group** | **Description** | **Budget** | **Revised** | **Budget**  **2020-21** | **Projection** | |
| --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | | **2021-22** | **2022-23** |
|  |  |  |  |  |  |  |

**5.0 Key Performance Indicators (KPIs)**

| **Indicator** | **Related Strategic Objectives** | **Unit** | **Revised**  **Target** | **Actual** | **Target** | **Revised Target** | **Medium Term Targets** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018-19** | | **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** |
| **Technical Education** |  |  |  |  |  |  |  |  |  |
| 1. Student enrolment at secondary level (9th-10th grade) | 1-3 | % | 4.23 |  | 4.35 |  | 4.47 | 4.59 |  |
| 1. Drop out at secondary level (9th-10th grade) | 1-3 | % | 38-61 |  | 38.00 |  | 37.25 | 36.50 |  |
| 1. Ratio of male-female students at secondary level (9th-10th grade) | 1-3 | ratio | 68:32 |  | 66:34 |  | 64:36 | 62:38 |  |
| 1. Enrolment of male-female students(11th-12th grade) | 1-3 | % | 5.77 |  | 5.96 |  | 6.15 | 6.34 |  |
| 1. Drop out at higher secondary level (11th-12th grade) | 1-3 | % | 28.76 |  | 27.99 |  | 27.22 | 26.45 |  |
| 1. Ratio of male-female students at higher secondary level (11th-12th grade)\* | 1-3 | Ratio | 70:30 |  | 69:31 |  | 68:32 | 67:33 |  |
| 1. Enrolment of male-female students in Diploma engineering of Polytechnic institutes | 1,3,4 | % | 2.55 |  | 2.75 |  | 2.95 | 3.15 |  |
| 1. Ratio of male-female students at Technical Education | 1-4 | Ratio | 69:31 |  | 68:32 |  | 67:33 | 65:35 |  |
| **Madrasah** |  |  |  |  |  |  |  |  |  |
| 1. Student Enrolment at Dakhil level (6th-10th grade) | 1,2,3 | % | 12.38 |  | 12.44 |  | 12.50 | 12.56 |  |
| 1. Drop out at Dakhil level (6th-10th grade) | 1,2,3 | % | 44.84 |  | 44.23 |  | 43.62 | 43.01 |  |
| 1. Ratio of male-female students at Dakhil level (6th-10th grade) | 1,2,3 | Ratio | 48:52 |  | 49:51 |  | 50:50 | 50:50 |  |
| 1. Student Enrolment at Alim level (11th-12th grade) | 1,3 | % | 3.63 |  | 3.67 |  | 3.75 | 3.81 |  |
| 1. Drop out at Alim level (11th-12th grade) | 1,3 | % | 27.89 |  | 26.88 |  | 26.02 | 25.00 |  |
| 1. Ratio of male-female students at Alim Level (11th-12th grade) | 1,3 | Ratio | 50:50 |  | 50:50 |  | 50:50 | 50:50 |  |
| 1. Student Enrolment at Fazil level (13th-15th grade) | 1,3,4 | % | 1.63 |  | 1.81 |  | 2.02 | 2.25 |  |
| 1. Enrolment male-female ratio in Madrasah Education | 1,2,3,4 | Ratio | 49.5:50.5 |  | 50:50 |  | 50:50 | 50:50 |  |

\* 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**

**6.2.1 Recent Achievements:** On 30th November, 2016 the department was created as a separate division. Recruitment of manpower, procurement of furniture, computer equipment, vehicle etc. were done for initiation of the activities as a newly created division. Necessary training including in-house training of officers and employees has been conducted. Digital Attendance of the staff of the division was introduced. TVET plan was approved in this period.

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

Not Applicable.

| **Activities** | **Output Indicator** | **Related Strategic Objectives** | **Unit** | **Revised Target** | **Actual** | **Target** | **Revised Target** | **Medium Term Targets** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018-19** | | **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
|  |  |  |  |  |  |  |  |  |  |  |

**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**  **2018-19** | **Budget** | **Revised** | **Medium Term Expenditure Estimates** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
|  |  |  |  |  |  |  |  |

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

**6.2.1 Recent Achievements:** Enrollment in technical education has been increased from 1% to 15.09. Under the ‘Skills and Training Enhancement Project’, 2000 trainees and 581 teachers were provided pedagogy / subject-based trainings in Singapore and China respectively and 30021 trainees were provided apprenticeship training. In the diploma phase, 5,82,772 people have been given Tk 800 and 4,37,598 have been given semester-wise stipend of Tk 1650. 27400 people were trained through ‘Bangladesh Skills for Employment and Productivity’ Project. Under the ‘Skills and Employment Program in Bangladesh’ project 33924 people have been given KPTP-based and 15285 were provided industrial-based training. In China Scholarship, 428 students have been sent to China for diploma / equivalent education.

**6.2.2 Activities, Output Indicators and Targets**

| **Activities** | **Output Indicator** | **Related Strategic Objectives** | **Unit** | **Revised Target** | **Actual** | **Target** | **Revised Target** | **Medium Term Targets** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018-19** | | **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **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 Teachers | 1 | person | 9000 |  | 9500 |  | 10000 | 10000 |  |
| 1. Conducting all public examinations and publishing the results in time | Time spent for SSC examination and result publication | 1 | Day | 60 |  | 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 | 20 |  | 22 |  | 25 | 26 |  |
| 1. Providing stipends and scholarships to eligible female-male students at different levels of Technical & Madrasah Education | Students received stipend | 2 | Person  Thousand) | 206.5 |  | 207 |  | 207.5 | 208 |  |
| 1. Imparting technical and vocational education and training | Trained students | 3 | Person Thousand | 77 |  | 80 |  | 83 | 85 |  |
| 1. Rendering professional training and Competency- Based Training (CBT) to teachers. | Trained teacher | 3 | Person | 300 |  | 350 |  | 400 | 400 |  |
| 1. Introducing emerging trade and technology courses by modernizing curriculum | Emerging trade & technology course introduced | 3 | Number  (cumulative) | 10 |  | 11 |  | 12 | 12 |  |
| 1. Conducting research and evaluation of educational Scheme, facilitating training and discussion through international and national seminars/workshops | Conducted Research | 4 | Number | 5 |  | 6 |  | 7 | 8 |  |
| Conducted Workshops | 4 | Number | 14 |  | 15 |  | 16 | 17 |  |

**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**  **2018-19** | **Budget** | **Revised** | **Medium Term Expenditure Estimates** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
|  |  |  |  |  |  |  |  |

**6.3 Directorate of Madrasah Education**

**6.3.1 Recent Achievements:** Madrasa Education Directorate has been established for the purpose of updating and modernization of madrasa education. The implementation of ‘Development of Selected madrasahs (1800 madrasah)’, ‘initiation of multimedia in 653 approved madrasah’ has started. The Bangabandhu corner has been established in all the madrasa libraries. 35 model madrasas have been established. Labs have been set up in 31 madrassas. Honors courses have been started in 52 Model Madrasas under Islamic University and Islamic Arabic University.

**6.3.2 Activities, Output Indicators and Targets**

| **Activities** | **Output Indicator** | **Related Strategic Objectives** | **Unit** | **Revised Target** | **Actual** | **Target** | **Revised Target** | **Medium Term Targets** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018-19** | | **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** |
| 1. Provide training to teachers, members of School Management Committee (SMC) and others. | Trained Teachers and trained Students in Arabic proficiency | 1 | Person | 1500 |  | 1800 |  | 2000 | 2000 |  |
| 1. Conducting all public examinations and publishing the results in time | Dakhil Examination and publication Result | 1 | Day | 60 |  | 60 |  | 60 | 60 |  |
| Alim Examination and publication Result | 60 |  | 60 |  | 60 | 60 |  |
| 1. Establishing new educational institutions in underserved areas. | Construction classrooms and Expansion | 1 | Number | 5 |  | 32 |  | 33 | 33 |  |
| 1. Constructing new and extending the existing buildings of educational institutions (School. College & Madrasah) and supplying furniture | Construction classrooms in Madrasah | 1 | Number | 5 |  | 32 |  | 33 | 33 |  |
| Supply of Furniture in Madrasah | 800 |  | 800 |  | 900 | 1000 |  |
| 1. Providing stipends and scholarships to eligible female-male students at different levels of Technical & Madrasah Education | Stipend benefited Students | 2 | Person | 0 |  | 400 |  | 500 | 600 |  |
| Scholarship BenefitedStudents | 33975 |  | 34000 |  | 34500 | 35000 |  |
| 1. Conducting research and evaluating educational Scheme; facilitating training and discussion through international and national seminars/ workshops. | Research Conduct | 4 | Number | 1 |  | 2 |  | 2 | 2 |  |
| Workshop | 4 | Number | 3 |  | 4 |  | 4 | 4 |  |

**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**  **2018-19** | **Budget** | **Revised** | **Medium Term Expenditure Estimates** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **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 3 years, computer training was provided to 5468 person . At the same time 241 persons were provided with SCEOs training, 312 persons with web page design, 95 persons with database management systems , 300 persons with graphics designs, 501 persons with freelancing and SEO courses, 628 persons with special Basic courses, 353 persons with C programming, 1804 persons with Advanced Certificate Course on computer courses. In the fiscal year (2017-18), 855 teachers of government, non-government secondary and higher secondary level of 8 divisions were given training in ICT.

**6.4.2 Activities, Output Indicators and Targets**

| **Activities** | **Output Indicator** | **Related Strategic Objectives** | **Unit** | **Revised Target** | **Actual** | **Target** | **Revised Target** | **Medium Term Targets** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018-19** | | **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **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 Teachers at School Level (ICT) | 1 | Person | 780 |  | 785 |  | 795 | 800 |  |
| Trained Teachers at College Level (ICT) | Person | 180 |  | 195 |  | 200 | 200 |  |
| Trained Young People (ACC) | Person | 600 |  | 735 |  | 750 | 760 |  |
| Trained Young People(Freelancing) | Person | 840 |  | 850 |  | 860 | 870 |  |
| Special Basic Course | Person | 280 |  | 300 |  | 310 | 320 |  |

**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**  **2018-19** | **Budget** | **Revised** | **Medium Term Expenditure Estimates** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
|  |  |  |  |  |  |  |  |

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

**6.5.1** **Recent achievement:** 111 trainees were provided with B.M.ED Course. 5 computer labs with 81 laptops and 66 desktops, 8 classrooms with smart boards and smart TVs and multimedia enrichment, 1 science lab were established. A public awareness rally, human chain and discussion meeting against militancy and terrorism were organized. Special motivation programs have been taken to establish a corruption-free society.

**6.5.2 Activities, Result indicators and Targets**

| **Activities** | **Output Indicator** | **Related Strategic Objectives** | **Unit** | **Revised Target** | **Actual** | **Target** | **Revised Target** | **Medium Term Targets** | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **2018-19** | | **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **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 | 290 |  | 210 |  | 220 | 230 |  |
| Trained Teachers (Dakhil Level) | Person | 1400 |  | 1420 |  | 1450 | 1480 |  |
| Trained Teachers (Superintendent /Asst. Superintendent at Dakhil Level) | Person | 300 |  | 360 |  | 380 | 400 |  |
| Trained Teachers (Lecturer/ Asst. Professor of Senior Madrasah) | Person | 250 |  | 280 |  | 300 | 320 |  |
| Trained Teachers (Principal / Vice-Principal of Senior Madrasah) | Person | 160 |  | 190 |  | 200 | 220 |  |

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

Not Applicable

(Taka in Thousands)

| **Name of the Institutional Unit/Scheme/ Project** | **Related Activity** | **Actual**  **2018-19** | **Budget** | **Revised** | **Medium Term Expenditure Estimates** | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **2019-20** | | **2020-21** | **2021-22** | **2022-23** |
| **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** |
|  |  |  |  |  |  |  |  |