

## Annex 1: Results matrix of module

Title of module

**Professional Education for Industrial and Environmental Safety**

Country/region/global

**Bangladesh**

Project number

**G-012114 (former 2022.2161.2)**

Term

**July 2025 to June 2029**

Results matrix created on

**12 September 2024**

Objectives	Indicators	Sources and date of data collection	Assumptions
<p><b>Programme objective</b></p> <p>The value-based principles of a socially just, gender-responsive green transition have been mainstreamed into the country's economy.</p>	<p><b>Programme objective indicator 1</b></p> <p>1,200 participants, 40% of them women, who have completed initial and/or continuing vocational education and training in line with the value-based principles of a socially just, gender-responsive and green transformation of the economy confirm that their employment prospects on the national and/or international labour market have improved.</p> <p>Baseline value: 480 participants, 40% of them women</p> <p>Target value: 1,200 participants, 40% of them women (December 2027)</p>	<p>Annual, representative, gender-disaggregated survey of participants who have successfully completed initial and continuing vocational education and training measures supported by German DC on their perception of their job prospects. The extent to which value-based principles of a socially just, gender-responsive and green transformation of the economy are incorporated into continuing vocational education and training measures (e.g. curricula) is also analysed. Data are collected in the fourth quarter of each year.</p> <p>Employment prospects are deemed to have improved if participants of the initial and continuing vocational education and training measures supported by German DC notice improved competitiveness on the internal and external labour market. Documentation is based on specific case studies that describe the original situation, the knowledge acquired as part of the initial and continuing vocational education and training</p>	

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		<p>measures and new/improved career opportunities on the labour market.</p> <p>Value-based principles are benchmarked by the values defined by BMZ for German DC, such as democracy, rule of law, sustainability, social standards and gender equality. 'Economy' refers to the typical structure of a country's economic activity. In addition to the framework conditions of the economic system, elements of the system include the mindset of the economic agents (e.g. employees, entrepreneurs), historic structures and behaviours as well as the technical and organisational status of the economy.</p>	
<p><b>Module objective</b></p> <p>The TVET sector in Bangladesh offers practice-oriented, demand-based initial and continuing vocational education and training courses in the field of industrial and environmental safety, in line with EU sustainability requirements.</p>	<p><b>Module objective indicator 1</b></p> <p>Ten demand-based initial and continuing vocational education and training courses in the field of industrial and environmental safety, which are aligned with EU sustainability requirements and accredited by BTEB or other relevant authorities, have been introduced at 13 selected TVET institutions as part of cooperative TVET models.</p> <p>Baseline value: Two demand-based, accredited initial and continuing vocational education and training courses at eight selected TVET institutions (in the HELD TC project, the (four-year) Diploma in Textile Engineering course was updated, accredited by BTEB and implemented at seven model TVET institutions; one accredited post-diploma further training course in Sustainability</p>	<p>Annual analysis of participant lists to document the use of/participation in new/further developed initial and continuing vocational education and training courses, along with documents on formalised cooperation models between selected TVET institutions and companies, based on memoranda of understanding (MoUs) to clarify the roles and responsibilities of TVET institutions and their partner companies regarding implementation.</p> <p>A further eight initial and continuing vocational education and training courses in the field of industrial and environmental safety include three long-term training programmes that have been established or further</p>	<p>There is a need for well-trained industrial and environmental health and safety specialists, so that companies in Bangladesh are hiring graduates of the supported programmes.</p> <p>Graduates are actively seeking jobs in the fields of industrial health and safety/maintenance and environmental protection in companies in Bangladesh.</p> <p>Companies recognise the added value of cooperative training and hire trainees after they have completed their initial and continuing vocational education and training.</p>

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	<p>Management was also developed, and is being implemented at the Bangladesh Institute of Management (BIM).</p> <p>Target value: Ten demand-based, accredited initial and continuing vocational education and training courses at 13 selected TVET institutions (December 2026)</p>	<p>developed by the project (Diploma level, BNQF level 6, four years), as well as five short-term courses that have been established or further developed by the project (at BNQF level 4 to 6, up to one year).</p> <p>Industrial safety includes, in particular, requirements for improving occupational health and safety, maintenance and servicing; environmental safety refers to requirements in the areas of environmental and climate protection and resource efficiency.</p> <p>EU sustainability requirements include above all the EU Corporate Sustainability Due Diligence Directive (CSDDD) for realising human rights and environmental due diligence obligations (see output indicator 1.1).</p> <p>'Introduced at selected TVET institutions' for long-term implementation means that at least one cohort of trainees is enrolled and long-term implementation is ensured through the accreditation of TVET programmes and capacity development at TVET authorities and institutions.</p> <p>Models of cooperative vocational training can be established both between TVET institutions (such as polytechnics) and companies and between companies themselves and</p>	

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		<p>the TVET institutions themselves.                      'Established' in this case refers to the fact that cooperative TVET programmes are being implemented in a didactically structured manner both at TVET schools and companies, based on MoUs, by trained TVET and in-company trainers.</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	
	<p><b>Module objective indicator 2</b>                      150 participants, including 45 women and 20 people from marginalised groups, who have completed cooperative initial and continuing vocational education and training in the field of industrial and environmental safety, confirm that their job prospects on the national and international labour market have improved.</p> <p>Baseline value: 0 participants (the TC modules in the programme 'Socially just and green transformation of the economy in Bangladesh' have not conducted any surveys so far)                      Target value: 150 people, including 45 women and 20 people with disabilities (December 2028)</p>	<p>Evaluation of a representative, gender-disaggregated survey of all participants at the end of each initial and continuing vocational education and training course, using standardised questionnaires.                      Assessment of the improvement in personal job prospects is based on a five-point Likert scale: 1 = disagree, 2 = slightly disagree, 3 = neither disagree nor agree 4 = slightly agree 5 = agree. Levels 4 or 5 are deemed to quality as 'improved'.</p> <p>As these initial and continuing vocational education and training courses still need to be established or further developed, this indicator refers to short courses (four-year diploma programmes cannot be included in this indicator due to the duration of the project).</p> <p>Marginalised persons in the context of the project include people with</p>	

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		<p>disabilities and ethnic or religious minorities.</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	
	<p><b>Module objective indicator 3</b> 15 of 20 companies that train or employ trainees or graduates of cooperative TVET courses have confirmed that skills meet their needs.</p> <p>Baseline value: 1 of 1 company (in the HELD TC module, KiK Textilien und Non-Food GmbH is involved in updating the Diploma in Textile Engineering programme, based on a memorandum of understanding (MoU) and has confirmed during module development that the skills taught meet its needs). Target value: 15 of 20 companies (December 2027)</p> <p>The baseline and target values for module objective indicators 1–3 are provisional. They will be reviewed during the first year of implementation and adjusted in the first report, where necessary.</p>	<p>Evaluation of a competence assessment in the third and fourth year of project implementation, based on a random company survey using standardised questionnaires (evaluation on a Likert scale of 1 to 5, with 1 = disagree to 5 = agree).</p> <p>Trainee and graduate skills are deemed to meet company needs if the companies' assessments achieve an average (median) score of at least 4 (threshold value).</p> <p>Company assessments are also used to continuously develop established TVET programmes, including their curricula.</p> <p>Dates of data collection: November 2027, November 2028</p>	
<p><b>Output 1</b> The capacities of MoE and its subordinate TVET authorities have been strengthened with regard to improve coordination of cooperation between TVET institutions and industry in the field of industrial and environmental safety.</p>	<p><b>Output indicator 1.1</b> Interministerial working groups between MoE and the ministries of labour and employment, industry, and for environment, forest and climate, along with subordinate TVET authorities, have submitted ten strategic guidelines (four of which are gender-responsive) for managing the TVET sector and for the cooperative and practice-oriented design of initial and continuing TVET to MoE or its subordinate TVET authorities.</p>	<p>Annual document analysis of the strategic guidelines for planning and implementing cooperative and practice-oriented initial and continuing vocational education and training in collaboration with companies, e.g. with regard to new or adapted occupational standards and curricula and certification standards that are based on them, cooperation agreements between TVET institutions and</p>	<p>Stakeholders at management level of the TVET system (ministries, TMED, DTE, BTEB, coordination with NSDA) are prepared to develop recommendations for action for the increasingly cooperative and practice-oriented design of TVET and support the development, accreditation and introduction of training programmes developed by the project.</p>

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	<p>Baseline value: Five guidelines, two of which are gender-responsive (1. Making TVET in Bangladesh future-proof [GIZ, 2022], 2: Academia-Industry Nexus workshop reports (GIZ, 2023), 3: Development of Technical and Vocational Education System in Bangladesh (FES, 2021), 4: Breaking the Glass Ceiling: Challenges to Female Participation in Technical Diploma Education in Bangladesh (World Bank, 2017), 5: Draft National Strategy on Gender Equality in TVET [ILO, 2012]).</p> <p>Target value: Ten guidelines, four of which are gender-responsive</p>	<p>companies. Evaluation of the minutes of working group meetings with regard to developing guidelines and taking concrete action for implementation.</p> <p>The guidelines are developed in interministerial working groups between the ministries responsible for and involved in managing the TVET sector. Subordinate TVET authorities include BTEB, DTE and school advisory boards (such as governing boards of selected polytechnics) that work with representatives of industry associations, the ISCs and companies).</p> <p>The guidelines specify roles, responsibilities and processes and aim to design increasingly practice-oriented TVET programmes that are geared to the needs of the industry and to integrate elements of industrial and environmental safety into TVET requirements. This means that initial and continuing vocational education and training courses are based on the EU sustainability requirements and, in particular, on the draft CSDDD, which stipulates human rights and environmental due diligence obligations. The CSDDD is an important initiative of the European Green Deal.</p> <p>Gender-responsive recommendations for action are aimed at designing TVET courses that are geared</p>	<p>There is a political will in Bangladesh to continue to prioritise reform of the TVET system and to clearly delineate responsibilities between MoE and its subordinate authorities (TMED, DTE, BTEB) and the NSDA when implementing further reform.</p> <p>Industrial companies in Bangladesh are willing to enter into formalised partnerships with TVET institutions.</p> <p>Vocational school teachers and in-company trainers are prepared to expand their practical and didactic skills and adapt their teaching and learning methods to act gender-responsively with heterogeneous groups.</p>

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		<p>towards the rights and needs of women, e.g. based on advocacy by agents of change.</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	
	<p><b>Output indicator 1.2</b></p> <p>Based on a case study, 20 of 26 trained employees of MoE and the ministries of labour and employment, industry, and for environment, forest and climate and their subordinate authorities state that they apply their acquired skills to further develop the TVET system.</p> <p>Baseline value: Six employees (in the HELD and Skills4SE TC projects, six employees, including two from MoE, one from NSDA and three from the Ministry of Industry, have been specifically trained to further develop the TVET system)</p> <p>Target value: 20 of 26 trained employees (December 2026)</p>	<p>Survey of selected trained employees (representative sample) using a standardised questionnaire, criteria-based evaluation of the case studies on application of newly acquired skills to improve management of TVET, in particular regarding the further development of cooperation with the private sector and implementation of guidelines (see output indicator 1.1).</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	
<p><b>Output 2</b></p> <p>TVET institutions and companies have strengthened their capacities for implementing demand-based, cooperatively designed TVET courses in the fields of industrial and environmental safety.</p>	<p><b>Output indicator 2.1</b></p> <p>Ten demand-based initial and continuing vocational education and training training courses are available in the field of industrial and environmental safety for implementation in cooperative TVET models between vocational training institutions and companies.</p> <p>Baseline value: Two demand-based initial and continuing vocational education and training courses (one in Textile Diploma Engineering and one post-diploma further training course in</p>	<p>Annual document analysis to evaluate the content of curricula, teaching/learning materials, occupational standards (where applicable), new or further developed initial and continuing education and training courses with regard to their needs orientation and feasibility within the framework of cooperative TVET models of institutions with companies (e.g. by defining didactically structured phases of in-company training) and</p>	

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	<p>Sustainability Management were developed and implemented in the HELD TC project)</p> <p>Target value: Ten demand-based initial and continuing vocational education and training courses (June 2027)</p>	<p>the inclusion of industrial safety and environmental protection elements.</p> <p>Eight initial and continuing vocational education and training courses in the field of industrial and environmental safety include three new or further developed long-term training programmes (diploma level, BNQF level 6, four years), as well as five new or further developed short-term courses (at BNQF level 4 to 6, up to one year).</p> <p>Demand-based initial and continuing vocational education and training courses include training modules with at least 25% of the training duration in companies for which MoUs between TVET institutions and companies exist for joint implementation.</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	
	<p><b>Output indicator 2.2</b></p> <p>167 teaching, training and management staff, 30% of them women, are trained at TVET institutions and partner companies to implement cooperative initial and continuing vocational education and training courses in the field of industrial and environmental safety.</p> <p>Baseline value: 67 teachers (in the HELD TC project, 67 teachers, including 7 women, have completed the Diploma in Textile Engineering</p>	<p>Annual analysis of the training documentation as regards relevance of the training content for implementing the cooperative initial and continuing vocational education and training courses, as well as the number of qualified teaching, training and management staff</p> <p>'Completed' means that participants have finished the training measures and acquired a certificate.</p>	



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	<p>programme (four years) in the following subjects: 1. Sustainability, 2. Compliance, 3. Environmental Studies and 4. Industrial Management)</p> <p>Target value: 167 teaching, training and management staff, 30% of them women (December 2027)</p>	<p>Teaching and training staff includes vocational school teachers and employees of the partner companies who are trained as in-company trainers.</p> <p>Training teachers in the fields of industrial and environmental safety includes:</p> <ul style="list-style-type: none"> <li>- Introducing new training content in the areas of industrial safety/maintenance and repair as well as environmental protection.</li> <li>- Specialist didactics in the areas of industrial safety/maintenance and repair as well as environmental protection.</li> </ul> <p>Dates of data collection: following the completion of each training measure; four training measures are planned.</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	
<p><b>Output 3</b></p> <p>Measures to improve the transition to practical TVET and employment, especially for women and marginalised groups, have been implemented.</p>	<p><b>Output indicator 3.1</b></p> <p>Seven formalised mentoring programmes, jointly developed by TVET institutions and the private sector in a participatory manner, have been implemented to support the transition from TVET to employment, with particular focus on women and marginalised groups.</p> <p>Baseline value: One mentoring programme (ILO's Skills 21 project has established start-up</p>	<p>Annual analysis of participant lists and document analysis of the training/advisory plans of the mentoring programmes.</p> <p>Mentoring programmes include measures aimed particularly at women and marginalised groups to support them in career planning, overcoming barriers, enabling reflection on professional and personal/family experiences and problem-solving and</p>	

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	<p>incubators with mentoring components at seven TVET institutions) Target value: Seven mentoring programmes (December 2026)</p>	<p>building professional networks. The programmes offer individual mentoring as well as seminars on topics such as leadership and negotiation skills and personal development.</p> <p>'Implemented' means that at least one cohort of trainees has participated in and completed a mentoring programme.</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	
	<p><b>Output indicator 3.2</b> Seven career guidance formats for women and marginalised groups have been carried out at selected TVET institutions.</p> <p>Baseline value: Two career guidance formats (ILO's Skills 21 project has established one career guidance format at seven TVET institutions, BRAC has established the PROMISE programme nationwide) Target value: Seven career guidance formats (December 2028)</p> <p>The baseline and target values of all the output indicators are provisional. They will be reviewed in the first year of implementation and adjusted, if necessary, in the first report.</p>	<p>Evaluation of career guidance formats in relation to strategic and technical guidance to change society's perception of women in TVET and formal employment and to reduce discriminatory and stereotypical views of women and marginalised groups.</p> <p>Annual document analysis of participant lists to document the introduction of career guidance at selected TVET institutions.</p> <p>Career guidance formats are developed in consultation with the selected TVET institutions and can include career fairs, talent scouts, application coaching, etc</p> <p>Dates of data collection: November 2025, November 2026, November 2027, November 2028</p>	

Outputs	Core activities for outputs	Inputs/planned instruments	Assumptions
<b>Output 1</b>	<ul style="list-style-type: none"> <li>• Technical, organisational and methodological support to TVET institutions to set up and expand committees and dialogue formats for involving the private sector in planning, implementing and accrediting TVET</li> <li>• Expert advice to the ministries of labour and employment, industry, and for environment, forest and climate on implementing an overall strategy to improve industrial and environmental safety in Bangladesh's industrial sectors</li> <li>• Support to BTEB in accrediting new and further developed initial and continuing vocational education and training courses</li> <li>• Awareness-raising to increase the attractiveness of TVET and associated career paths, including the gender-responsive design of training courses at the macro level</li> <li>• Specialised further training of teaching and management staff of the relevant TVET authorities (responsible ministries, TMED, DTE, BTEB)</li> </ul>		<p>Although responsibilities in the TVET sector are still fragmented, establishment of coordination bodies and the selection of TVET institutions is progressing rapidly.</p> <p>Sufficient companies can be persuaded to participate in longer-term joint TVET activities, despite the business landscape in Bangladesh having a high percentage of micro and small enterprises, especially outside the textile and clothing sector.</p> <p>Selected TVET institutions (in particular <i>polytechnics</i>) provide teaching staff (human resources) to implement the further training modules.</p> <p>Selected TVET institutions (in particular <i>polytechnics</i>) allow teaching staff to participate in activities for introducing and implementing the supported cooperative initial and continuing vocational education and training courses.</p>
<b>Output 2</b>	<ul style="list-style-type: none"> <li>• Development of occupational standards, curricula, initial and continuing vocational education and training materials with the involvement of industry as part of the new and further development of existing TVET programmes and short courses as well as the criteria-based selection of TVET institutions</li> <li>• Establishment of formalised cooperation models between companies and TVET institutions and clarification of roles and responsibilities for optimised linkage learning environments</li> <li>• Implementation of awareness-raising measures to encourage participation in cooperative vocational education and training models</li> <li>• Skills development for teaching, training and management staff at selected TVET institutions and in cooperating companies</li> <li>• Skills development for teaching, training and management staff at TVET institutions with regard to the green transition,</li> </ul>		<p>There is a need in the private sector in Bangladesh and the political will at responsible TVET authorities to modernise existing initial and continuing vocational education and training courses.</p>

	occupational health and safety and gender equality in training and facility management		
<b>Output 3</b>	<ul style="list-style-type: none"> <li>• Technical and strategic involvement of civil society for a transformative approach to gender equality and implementing feminist development cooperation in TVET and the labour market</li> <li>• Involvement of civil society organisations as implementation/cooperation partners, for example using financing agreements</li> <li>• Piloting of target group-oriented mentoring programmes and career guidance formats for women in male-dominated occupations</li> <li>• Establishment of career guidance geared specifically towards women and marginalised groups</li> <li>• Development of guidelines and mentoring programmes for transitioning from vocational training to employment, especially for women and marginalised groups</li> </ul>		