National SDG 4 Strategic Framework

4 QUALITY EDUCATION

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Ministry of Education &
Ministry of Primary and Mass Education,
Government of the People's Republic of Bangladesh

National SDG 4 Strategic Framework for Bangladesh

In cooperation with:

National SDG 4 Strategic Framework

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MESSAGE

Dr. Dipu Moni, MP
Minister
Ministry of Education
Govt. of the People's Republic of Bangladesh

I am delighted to learn that under the leadership of Ministry of Education and Ministry of Primary and Mass Education the SDG 4 Strategic Framework for Bangladesh has been developed. It is encouraging that following a participatory approach, a diverse range of stakeholders from different entities were engaged in the development process of the framework.

The government of Bangladesh acknowledges that the achievement of SDG 4 – "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" – plays a central role in building sustainable, inclusive and resilient societies. Moreover, the government has recognised the crosscutting linkages of SDG 4 across the SDG 2030 Agenda. These insights have essentially led the government to undertake manifold initiatives coordinated by SDGs Affairs Office established at the Prime Minister's Office. SDG 4 has been incorporated in policy frameworks by upholding the constitutional commitment and mandates as well as Vision 2021 while the 7th Five Year Plan, SDG needs assessment and SDG Roadmap are some remarkable initiatives to transform the goal into action.

It has been widely accepted that education, a foundation for peaceful societies and effective institutions, is essential for building the knowledge base. It has been imperative to help youth to be prepared for employment in the high-skill jobs of the fourth industrial revolution. However, in terms of access, equity and quality of education, we are faced with number of challenges in the rapidly changing global scenario. For meeting the 21st century challenges, the government of Bangladesh has taken actions to increase enrolment and reduce dropouts in secondary education. Initiatives have also been launched to promote science education, use of ICT and acquire knowledge on environment, climate change and human rights. I believe that concerted efforts, strengthened solidarity and partnerships around the provision of quality education and lifelong learning for all can go a long way to accomplish the SDG 4 targets.

I am happy that UNESCO has extended its support to Bangladesh under CapED Programme along with 10 other countries in the world to make a meaningful partnership in the journey of implementing SDG 4. On this occasion, I would like to thank all relevant entities involved throughout the process of developing the SDG 4 Strategic Framework for Bangladesh. I expect that the framework would be helpful to strengthen the national capacities to review existing policies and plan in line with the SDG 4 targets.

Dr. Dipu Moni, MP
Minister

MESSAGE

Md. Zakir Hossen, MP
Minister of State
Ministry of Primary and Mass Education
Govt. of the People's Republic of Bangladesh

Primary education is the foundation of human capital. The Government of Bangladesh continues taking great steps to improve the education sector and has indeed already realized commendable successes towards achieving universal primary education and promoting adult literacy over recent years. Quality education reduces poverty, decreases social inequalities, empowers women and helps each individual to reach their full potential. It also brings significant economic returns for an individual, a family and an entire country, helping societies to achieve lasting peace and sustainable development.

Over the past years, enormous efforts have been made in Bangladesh towards achieving the target of universal primary education, and significant progress has been achieved with regard to access to education and gender parity. However, a lot more needs to be done to improve the quality of primary education in order to achieve Sustainable Development Goals 4 (SDG 4): *Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.* It is also our constitutional obligation and commitment to ensure quality primary education for all of our children.

The Government has reiterated its commitment to integrating SDG 4 - Education 2030 through aligning the SDG 4 targets into national education policies and planning processes. The UNESCO supported Capacity Development for Education (CapED) Programme has provided timely support in strengthening national capacities and the contextualizing of SDG 4 in Bangladesh. The SDG 4 Strategic Framework presents the Government's education policy priorities and will contribute to the education sector analysis towards the Education Sector Plan that the MoPME and MOE, together with ELCG, are currently developing. Moreover, the SDG 4 Strategic Framework is useful for education ministries to contribute to preparing their inputs for the forthcoming eighth Five Year Plan, which is under development process

Let me take this opportunity to thank the members of the Steering Committee and the Technical Committee of the SDG 4 and CapED programme for their guidance and contributions in preparing this important framework. I would also extend my sincere appreciation to the UNESCO Dhaka Office for their extensive support to the education ministries to develop the SDG 4 Strategic Framework.

I hope this Strategic Framework will serve as a guiding document for all education stakeholders including policy-makers, academics, researchers and education practitioners for better planning, implementation and monitoring of education development towards achieving SDG 4 in Bangladesh.

Md. Zakir Hossen, MP
Minister of State

MESSAGE

Mohibul Hassan Chowdhoury, MP
Deputy Minister
Ministry of Education
Govt. of the People's Republic of Bangladesh

I am pleased to be informed that the SDG 4 Strategic Framework for Bangladesh supported by UNESCO has been developed under the leadership of Ministry of Education and Ministry of Primary and Mass Education.

Since the adoption of the SDG 4 Education 2030 agenda, the government of Bangladesh has taken initiatives to reform its policies, prioritise actions, and implement strategic interventions to strengthen its service delivery at all levels of education matched with the contemporary job market. It has been observed that Bangladesh is going to experience inevitable changes those are brought about by the fourth industrial revolution. As part of the globalisation process, changes around the world creating impacts in different areas are expected to be continued.

Being a populous country, every year a huge number of the population is joining the labour force not only at home but also in abroad. Increased mechanisation and use of digital technology is changing the employment scenario across the world. As employment is largely dependent on education and skills, it has been crucial for us to rethink about education and employment in the changing global context. Under the Vision 2021, the government of Bangladesh is striving to elevate the country as middle-income country by 2021 and planning to be a developed country by 2041. To meet these goals, decisive actions have been taken to transform the huge population into competent human resources. Ministry of Education is working to device policy and actions in this regard. We hope that following the remarkable success in achieving Millennium Development Goals (MDGs), Bangladesh will also be able to implement the SDG 4 targets along with other SDGs.

On the occasion of the publication of SDG 4 Strategic Framework for Bangladesh, I would like to thank different ministries, divisions and agencies for their seamless effort in developing the framework. I would like to thank UNESCO Dhaka, Bangladesh National Commission for UNESCO (BNCU) and CAMPE for their support and coordination to make the programme successful. Finally, I wish that the strategic framework will be an effective guideline for assessing existing education related policies and plan in accord with the SDG 4 targets

Mohibul Hassan Chowdhoury, MP
Deputy Minister

MESSAGE

Md. Abul Kalam Azad
Principal Coordinator (SDGs Affairs)
Prime Minister's Office
Govt. of the People's Republic of Bangladesh

The Sustainable Development Goals (SDGs) are considered as the 'global blueprint' to lead the world towards a transformational growth with the commitment of "leaving no one behind". The post-2015 international education and development agenda is outlined in the SDGs, specifically in SDG 4. The countries and the international community pledge to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all" through SDG 4. This agenda has been celebrated for its inclusive, collaborative formulation process and signaling the transformative intent of the goal and broader SDG framework.

Since the inception of the 2030 Agenda for Sustainable Development in 2015, Bangladesh has been engaged and playing an active role in implementing the SDGs. We believe that concerted and holistic approach is crucial towards the successful implementation of SDGs. So, the government of Bangladesh has involved various stakeholders in the process of implementing the SDGs. The government has developed mapping documents including all ministries, divisions and agencies and analysed data situation by SDGs and targets for fast track implementation. Moreover, a "SDGs Implementation and Monitoring Committee"

has been formed to follow up the whole process. In the case of achieving the targets of SDG 4 in Bangladesh, Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME) are working as the lead ministries while the office of the Principal Coordinator (SDG Affairs) of the Prime Minister's Office is providing necessary guidance.

I am delighted to learn that under the Capacity Development for Education (CapED) programme in partnership with MoE, MoPME and UNESCO, the SDG 4 Strategic Framework for Bangladesh has been developed through a consultative process involving a wide range of stakeholders nationwide. I would like to thank Bangladesh National Commission for UNESCO (BNCU), UNESCO Dhaka and CAMPE for facilitating the process to the end.

While the National Education Policy 2010 is initially providing strategic guidance for the development and strengthening of education in Bangladesh, I consider that the SDG 4 Strategic Framework for Bangladesh would be of assistance for the stakeholders to underpin the process.

Md. Abul Kalam Azad
Principal Coordinator (SDGs Affairs)

MESSAGE

Md. Sohorab Hossain
Senior Secretary
Secondary and Higher Education Division
Ministry of Education
Govt. of the People's Republic of Bangladesh

Education is one of the most powerful and proven means for sustainable development. Through the Education 2030 agenda, the world has devised its universal and collective commitment towards sustainable development. SDG 4 expresses a vision to 'Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all' while the targets mention expanding opportunities across all phases of education–pre-primary, primary, secondary, vocational, higher and adult education. Since the adoption of the Incheon Declaration for Education 2030, the government of Bangladesh has undertaken multifarious initiatives to contextualise SDG 4. Besides, government has emphasised on developing cooperation and partnership with the non-government organisations, development partners and civil society organizations to implement SDG 4 in Bangladesh.

In line with strengthening this cooperation, the initiative for developing the SDG 4 Strategic Framework for Bangladesh supported by UNESCO under the CapED Programme was taken. Throughout the process Ministry of Education and Ministry of Primary and Mass Education played a guiding role in framing the strategies for better alignment of SDG 4 with the national priorities of Bangladesh. Development of the SDG 4 Strategic Framework for Bangladesh is, therefore, relevant and time befitting task done by Bangladesh.

I am pleased that Secondary and Higher Education Division (SHED) provided the secretariat support to the Steering Committee and the members were actively engaged in offering strategic direction and guidance for developing the framework. Bangladesh National Commission for UNESCO (BNCU), as a secretariat of Technical Committee played a significant role to finalise the document along with the national consultants, UNESCO Dhaka and CAMPE. I take the opportunity to express my sincere thanks and gratitude to the officials and colleagues from different ministries, divisions and agencies for their tremendous contribution.

I firmly believe that the SDG 4 Strategic Framework for Bangladesh document will be used efficiently for reviewing and developing education policies and strategies further in line with SDG 4 targets.

সোহরাব
30-12-2019

Md. Sohorab Hossain
Senior Secretary

MESSAGE

Md. Akram-Al-Hossain
Secretary
Ministry of Primary and Mass Education
Govt. of the People's Republic of Bangladesh

Bangladesh is committed to the 2030 Agenda for Sustainable Development and the SDGs, and deeply committed to SDG 4 to "*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030*". Education aims at the full development of the human personality and promotes mutual understanding, tolerance, friendship, and peace.

Bangladesh has made commendable progress with regard to enrollment at primary level, including achieving gender parity. Primary education has played key roles to human development and is the foundation of lifelong learning. Government has been pursuing all-out efforts to ensure quality education. Honorable Prime Minister reiterates her firm commitments to ensure quality education for all children. As part of lifelong learning and for achieving the SDG 4, the Government has taken initiatives to strengthen Non-Formal Education schemes including to advance literacy, skills training and lifelong learning for out-of-school children, youth and adults.

"The SDG 4 Strategic Framework for Bangladesh" is a timely initiative which encourages to move towards a holistic approach of planning, implementing and monitoring education development in alignment with the SDGs particularly SDG 4. The Strategic Framework is the result of extensive collective work of two education ministries - Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME), the UNESCO Dhaka Office, the Bangladesh National Commission for UNESCO (BNCU), and the Campaign for Popular Education (CAMPE). It is, therefore, a unique concerted effort of Government, UN agencies, Development Partners and CSOs. The Framework elaborates educational priority issues from pre-primary to tertiary level education with strategic directions to achieve SDG 4 in Bangladesh.

This Strategic Framework has been developed in response to the needs of education ministries and their relevant agencies including other education stakeholders. I believe this Strategic Framework will be fully utilized in preparing the Education Sector Plan, which is led by the Ministry of Primary and Mass Education. It will also be an important document for the formulation of the forthcoming 8th Five Year Plan.

My appreciation to the UNESCO Dhaka Office, national experts, technical team members including BNCU and CAMPE for their endless efforts for preparing this important strategic document and contextualization of SDG 4 - Education 2030 in Bangladesh.

Md. Akram-Al-Hossain
Secretary

MESSAGE

Md. Aminul Islam Khan
Technical and Madrasa Education Division
Ministry of Education
Govt. of the People's Republic of Bangladesh

There is no denying the fact that the relationship between education and employment is quite critical. Technical and Vocational Education & Training (TVET) helps the emerging young population of the country to acquire market responsive skills that they need for employment and self-employment. The Government duly emphasizes on the importance of technical education and takes a number of initiatives and programs.

As a result, the enrolment rate in technical education has increased from 1% (2008) to 17.14% (2019). Besides, the Government of Bangladesh has taken initiatives to modernize the Madrasah education through inclusion of vocational subjects. The Government has also taken initiatives to include vocational subjects in general education as well.

In line with the national vision 2041, an **'Integrated TVET Development Action Plan'** has been developed aligning with the SDGs and the 7th Five Year Plan. In order to meet the challenges of the job market both in the local and global market, market responsive trades and technologies have been included in technical education.

I hope that the suggested strategies for TVET education in the SDG 4 Strategic Framework will further reinforce these policy initiatives.

I have the pleasure to place on record that the Technical and Madrasah Education Division (TMED) has been a part in developing the SDG 4 Strategic Framework for Bangladesh with the support of UNESCO, BNCU & CAMPE.

I express my sincere thanks and gratitude to all concerned for their valuable support, guidance and contribution in developing this framework. TMED will extend its all-out support and cooperation for accomplishing the Education 2030 Agenda in Bangladesh.

Md. Aminul Islam Khan
Secretary

MESSAGE

Md. Monjur Hossain
Deputy Secretary General
Bangladesh National Commission for UNESCO
Ministry of Education
Govt. of the People's Republic of Bangladesh

The SDG 4 Strategic Framework for Bangladesh document has been developed with a view to providing strategic guidelines for the ongoing efforts of the Government of Bangladesh regarding the implementation of SDG 4. Under the leadership of Ministry of Education (MoE) and Ministry of Primary and Mass Education (MoPME) and with the support of UNESCO Dhaka Office, Bangladesh National Commission for UNESCO (BNCU), and the Campaign for Popular Education (CAMPE), the framework has been developed using a consultative and participatory approach.

The collaborative work for developing the SDG 4 Strategic Framework for Bangladesh initiated by the Government, UN agencies, Development Partners and CSOs has been exemplary in terms of building partnership for the implementation of SDG 4 in Bangladesh. I would like to thank UNESCO for providing support through CapED Programme in accomplishing the task in Bangladesh along with 10 other countries across the world. I would also like to extend my heartiest thanks to the members of the Technical Committee and the Steering Committee for their guidance, feedback and responses in the process of developing the SDG 4 Strategic Framework. Moreover, my appreciation goes to the officials and colleagues of SHED and BNCU for their hard work in holding series of consultation meetings and coordination among the stakeholders.

Finally, on behalf of BNCU, I take this opportunity to express my sincere thanks and gratitude to our Hon'ble Education Minister Dr. Dipu Moni, MP; Hon'ble State Minister for Primary and Mass Education Mr. Md. Zakir Hossen, MP; Hon'ble Deputy Minister for Education Mr. Mohibul Hassan Chowdhoury, MP; Mr. Md. Abul Kalam Azad, Principal Coordinator (SDG Affairs), Prime Minister's Office; Mr. Md. Sohorab Hossain, Senior Secretary, Secondary and Higher Education Division; Mr. Md. Akram-Al-Hossain, Secretary, Ministry of Primary and Mass Education; Mr. Munshi Shahabuddin Ahmed, Secretary, Technical and Madrasa Education Division for their guidance, support and cooperation.

I believe that the education stakeholders including policy-makers, academics, researchers and education practitioners would be able to explore and utilize the framework as a reference for planning, implementation and monitoring of education development in the context of achieving SDG 4 in Bangladesh.

Md. Monjur Hossain
Deputy Secretary General

Beatrice Kaldun
Head of Office and
UNESCO Representative to Bangladesh

As a basic human right and the foundation on which to build peace and drive sustainable development, education is a top priority for UNESCO. As the United Nations' specialized agency for education, UNESCO is entrusted to lead and to coordinate the Education 2030 Agenda, which is part of a global movement to eradicate poverty through 17 Sustainable Development Goals (SDGs) by 2030.

Education is at the heart of and is essential to achieve all 17 SDGs, and also is its own dedicated goal, SDG 4, which aims to "Ensure Inclusive and Equitable Quality Education and promote Lifelong Learning opportunities for All."

The Education 2030 Framework for Action provides concrete guidance for the implementation of this ambitious goal and stakeholders' commitments. The Government of Bangladesh is fully committed to achieving the 2030 Agenda for Sustainable Development and the Education 2030 Framework for Action and gives great attention to SDG 4.

Within this context, UNESCO is supporting Bangladesh as well as ten other pilot countries in their efforts in translating SDG 4 targets and indicative strategies into national education policy and practice through its global Capacity Development for Education (CapED) Programme.

As part of the CapED Programme, UNESCO in Bangladesh, under leadership of the Ministry of Education (MoE) and the Ministry of Primary and Mass Education (MoPME), as well as in collaboration with the Bangladesh National Commission for UNESCO (BNCU) and the Campaign for Popular Education (CAMPE), initiated the formulation of the SDG 4 Strategic Framework in 2017.

Fully led by the education ministries, the SDG 4 Strategic Framework is the output of a comprehensive review of education policies, programmes and plans, as well as other relevant national and international reports and data from grassroots to policymaking levels, which were collected during broad, comprehensive, and inclusive consultations both at national and sub national levels over a period of two years.

Supported by UNESCO, two national experts guided the multi-stakeholder process while a National Technical Committee, established by the Government, validated, critiqued, and enriched the Framework.

The SDG 4 Strategic Framework was officially approved by the National SDG 4 Steering Committee on 3 October 2019, which is an important achievement.

The SDG 4 Strategic Framework, in the short term, contributes to the 8th Five Year Plan and the Education Sector Plan of Bangladesh. In the long term, the SDG 4 Strategic Framework is expected to guide education development of Bangladesh in line with the Agenda 2030.

I would like to express my sincerest thanks to the Ministry of Education (MoE) and the Ministry of Primary and Mass Education (MoPME) for their leadership in preparing this framework. I further would like to commend the National Technical Committee, the national consultants, as well as BNCU and CAMPE, for coordinating and facilitating the many different consultations and providing inputs at many stages throughout the process of formulating the SDG 4 Strategic Framework.

Beatrice Kaldun
Head of Office and UNESCO
Representative to Bangladesh

MESSAGE

Rasheda K. Choudhury
Executive Director
Campaign for Popular Education (CAMPE)

Basic education is a fundamental human right that contributes to achieving other rights. Quality education contributes to poverty reduction, promotes gender rights, healthy and decent lifestyles and livelihoods.

Bangladesh is responsive to the global declaration of education as a human right and the commitment to "Ensure inclusive and equitable quality education and lifelong learning opportunities for all". It has demonstrated its political commitment through setting up a SDG coordination mechanism within the Prime Minister's Office and appointing a Principal Coordinator for SDGs that is supported by different ministries and divisions including the Ministry of Planning, the Ministry of Education (MoE), and the Ministry of Primary and Mass Education (MoPME), among others. This coordination mechanism has been helping in realizing SDG 4 under the motto of leaving no one behind.

We are delighted to be part a journey for developing the SDG 4 Strategic Framework for Bangladesh, particularly under the guidance of the Government of Bangladesh. We believe that the output will help in developing education sector plans and will be used by concerned government agencies, development partners, academics, and civil society organizations.

Our sincere thanks to the Ministry of Education and the Ministry of Primary and Mass Education for providing their leadership during the entire process. Bangladesh National Commission for UNESCO (BNCU), the co-host of the initiative, Bangladesh

Bureau of Educational Information and Statistics (BANBEIS) and all other concerned ministries, divisions and agencies deserve our appreciation.

We are grateful to Mr. Abul Kalam Azad, the former Principal Coordinator for SDG Affairs at the Prime Minister's Office, for his valuable time and guidance which has helped us in aligning strategic issues and directions with national priorities in the process.

Members of the Steering Committee and the Technical Team for the SDG4 Strategic Framework also deserve our gratitude for their guidance and inputs in preparing this strategic document. Ms. Beatrice Kaldun, Ms. Sun Lei, and Ms. Shereen Akther of the UNESCO Dhaka Office, which has provided both strategic and financial support under the Capacity Development for Education (CapED) Programme deserve our thanks.

Mr. Shaymal Kanti Ghosh, former secretary, Government of Bangladesh and Mr. Zia Us Sabur, Consultant alongwith my colleagues K M Enamul Hoque, Ghiasuddin Ahmed, Mirza Quamrun Naher, Md. Abdur Rouf and Shamson Naher Begum also deserve special thanks for their hard work in the formulation of the SDG 4 Strategic Framework.

This initiative will be considered successful if it is used by the concerned stakeholders and thus contributes to achieving quality education for all in Bangladesh, particularly for the most marginalized. We look forward to achieve this objective.

Rasheda K. Choudhury
Executive Director

ACRONYMS

A2i	Access to Information	**MoHFW**	Ministry of Health and Family Welfare
ASPR	Annual School Performance Report	**MoInd**	Ministry of Industries
BANBEIS	Bangladesh Bureau of Educational Information and Statistics	**MoInf**	Ministry of Information
BB	Bangladesh Bank	**MoLE**	Ministry of Labour and Employment
BBS	Bangladesh Bureau of Statistics	**MoPME**	Ministry of Primary and Mass Education
BIDS	Bangladesh Institute of Development Studies	**MoRA**	Ministry of Religious Affairs
		MoSW	Ministry of Social Welfare
BITAC	Bangladesh Industrial and Technical Assistance Center	**MoTJ**	Ministry of Textile and Jute
		MoWCA	Ministry of Women and Children Affairs
BMET	Bureau of Manpower, Employment and Training	**MoU**	Memorandum of Understanding
		MoYS	Ministry of Youth and Sports
BNCU	Bangladesh National Commission for UNESCO	**NAEM**	National Academy for Educational Management
BNFE	Bureau of Non-Formal Education	**NAPE**	National Academy for Primary Education
BTEB	Bangladesh Technical Education Board	**NCTB**	National Curriculum and Textbook Board
BUET	Bangladesh University of Engineering and Technology	**NEP**	National Education Policy
		NFE	Non-Formal Education
CAMPE	Campaign for Popular Education	**NFEDP**	Non-Formal Education Development Programme
CapED	Capacity Development for Education		
CBO	Community Based Organization	**NGO**	Non-Governmental Organisation
CLC	Community Learning Centre	**NIF**	National Indicator Framework
CRC	Convention on the Rights of the Child	**NSDES**	National Strategy for Development of Education Statistics
CSO	Civil Society Organisation		
DPE	Directorate of Primary Education	**NSDP**	National Skills Development Policy
DSHE	Directorate of Secondary and Higher Education	**NTVQ**	National Technical and Vocational Qualification
		ODA	Official Development Assistance
ECCE	Early Childhood Care and Education	**OECD**	Organisation for Economic Co-operation and Development
ECD	Early Childhood Development		
ECE	Early Childhood Education	**PEDP**	Primary Education Development Programme
EFA	Education for All		
ERD	Economic Relations Division	**PPE**	Pre-Primary Education
FD	Finance Division	**RNGPS**	Registered Non-Government Primary School
FGD	Focus Group Discussion		
FSP	Female Stipend Project	**RPL**	Recognition of Prior Learning
FYP	Five Year Plan	**RTE**	Right to Education
GDP	Gross Domestic Product	**RVA**	Recognition, Validation and Accreditation
GED	General Economics Division	**SDG**	Sustainable Development Goal
GNI	Gross National Income	**SEID**	Society for Education and Inclusion of the Disabled
GO	Governmental Organisation		
GoB	Government of Bangladesh	**SHED**	Secondary and Higher Education Division
GPS	Government Primary School	**SID**	Statistics and Informatics Division
ICT	Information and Communication Technology	**STEM**	Science, Technology, Engineering and Mathematics
		SWAp	Sector Wide Approach
ICTD	ICT Division	**TMED**	Technical and Madrasah Education Division
IE	Inclusive Education		
ILO	International Labour Organization	**TVET**	Technical and Vocational Education Training
LDC	Least Developed Country		
LGD	Local Government Division	**UGC**	University Grants Commission of Bangladesh
M&E	Monitoring and Evaluation		
MIS	Management Information System	**UN**	United Nations
MoCHTA	Ministry of Chattogram Hill Tracts Affairs	**UNESCO**	United Nations Educational, Scientific and Cultural Organisation
MoE	Ministry of Education		
MoEWOE	Ministry of Expatriates Welfare and Overseas Employment	**WEF**	World Education Forum

1 NO POVERTY

7 AFFORDABLE AND CLEAN ENERGY

13 CLIMATE ACTION

2 ZERO HUNGER

8 DECENT WORK AND ECONOMIC GROWTH

14 LIFE BELOW WATER

3 GOOD HEALTH AND WELL-BEING

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE

15 LIFE ON LAND

4 QUALITY EDUCATION

10 REDUCED INEQUALITIES

16 PEACE, JUSTICE AND STRONG INSTITUTIONS

5 GENDER EQUALITY

11 SUSTAINABLE CITIES AND COMMUNITIES

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THE GLOBAL GOALS
For Sustainable Development

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EXECUTIVE SUMMARY

The National SDG 4 Strategic Framework for Bangladesh is the outcome of a consultative process that involved a wide range of stakeholders nationwide. With the purpose to provide a coherent framework that reinforces the Government's ongoing efforts implementing education-related policies and plans, the strategic framework takes a holistic and integrated approach, and is in alignment with the principles of inclusive and equitable quality education and lifelong learning opportunities for all.

Following the global success of the Education for All (EFA) and Millennium Development Goals (MDGs) in expanding access to basic education worldwide, in 2015, the global community came together at the United Nations and agreed upon a new global development framework up to the year 2030: The 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs).

The 2030 Agenda and SDGs are ambitious and represent a global commitment by all nations and their people to advance sustainable development while exemplifying a holistic, integrated, and sustainable approach to development.

The overarching goal of SDG 4 is to "**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030**." SDG 4 aims to ensure that all children, adolescents, and adults are able to acquire the knowledge and skills that enable them to live in dignity, to fulfil their aspirations, and to contribute to global citizenship and sustainable development. While **SDG 4 is an important goal on its own, it is also a crucial enabling goal for the achievement of many other SDGs.**

This National SDG 4 Strategic Framework for Bangladesh has been prepared through an unprecedented, inclusive, and comprehensive inter-governmental process that engaged and involved all major education stakeholders in Bangladesh.

The foundational key principles of the SDG 4 Strategic Framework for Bangladesh include:

- Universality: SDG 4 is a universal goal applicable to all nations irrespective of their stage of development.
- Rights-based and public good: Education is a fundamental human right as well as an enabling right.
- Comprehensive policies, plans, and systems: Building on current policies, the Government of Bangladesh (GoB) is committed to further strengthening its legislation, policies, plans, and systems in order to meet and achieve all SDG 4 goals and targets.
- Emphasis on equity, inclusion and gender equality: SDG 4 provides a renewed focus on equity, inclusion and gender equality.
- Promotion of lifelong learning: SDG 4 is a commitment to ensure equitable opportunities for education through a holistic approach and with a perspective of lifelong learning.
- Effective governance, accountability and partnerships: The implementation of SDG 4 is contingent upon the GoB's leadership towards partnerships and collaboration with all stakeholders.

Major Findings and Strategic Directions

The major findings and strategic directions for each of the seven (7) SDG 4 targets are as following:

SDG 4 Target 1 (SDG 4.1) - Primary and secondary education: The findings highlight access, quality, pedagogical skills and commoditization of education. A noteworthy strategy is to make education free and compulsory through lower secondary up to Grade 12 in the longer term.

SDG 4 Target 2 (SDG 4.2) - Early childhood development (ECD) and pre-primary education: Key findings highlight the increasing public demand for early childhood

development (ECD) and pre-primary education. ECD is important for children's nutritional needs, physical and cognitive development, and enrollment in primary education, as well as for their subsequent continuation in education. A key proposed strategic direction is to gradually expand from the current one year of pre-primary education to two years, as well as to provide more parenting education. The inter-institutional collaboration among the various actors such as the GoB and NGOs is a significant enabler for effective implementation.

SDG 4 Target 3 (SDG 4.3) - TVET and tertiary education: Key findings of the review suggest that the TVET faces critical challenges to deliver market-responsive employment and/or self-employment skills to unemployed and under-employed youth and adults, particularly in rural areas. Interventions such as the establishment of an effective TVET delivery system, reforms in the TVET curriculum, assess of learning needs, increase in outreach and creation of female friendly learning environments would be effective. Overall, tertiary education needs a renewed focus on research and excellence.

SDG 4 Target 4 (SDG 4.4) - Relevant skills for work: SDG 4 Goals 3 and 4 are inter-related and complementary. The current scale of outreach is inadequate. Key strategies are based on the premise that substantial expansion can only be achieved through meaningful public-private partnerships.

SDG 4 Target 5 (SDG 4.5) - Gender equality and equal access for all: While there have been commendable strides made toward gender equality, gains have mainly been confined to parity in enrollment. However, challenges still remain amongst people in low socio-economic groups, ethnic minority communities, and people living in other difficult circumstances, such as those affected by disasters and climate change, slums, choar, haor and migrant populations. Since the introduction of the National Skills Development Policy 2011, the outreach coverage has extended, but not at the desired level. Targeted measures that are needs-based are to be implemented for the sustainable socio-economic empowerment of girls and women, marginalized populations, and people in other difficult circumstances.

SDG 4 Target 6 (SDG 4.6) - Youth and adult literacy: Given the need for literacy, life skills and livelihood skills, it is necessary to establish village-based institutions that are able to reach the rural populations and to meet their literacy as well as other developmental needs. The key strategy calls for evolving a decentralized non-formal education system led by the GoB and implemented by NGOs through community learning centres that are catering to the specific needs of the target populations.

SDG 4 Target 7 (SDG 4.7) - Global citizenship education: The GoB is committed to the educational concept of global citizenship. To this end, the GoB is reviewing the current curriculum with an aim of incorporating relevant global citizenship education content appropriate to the Bangladesh context. While the current curriculum promotes the ideas of democratic and secular principles, it needs to be further aligned with the principles of global citizenship.

Finally, in order to strengthen policy and governance, effective and meaningful measures are to be taken in the following areas:

- Strengthening and aligning legislation and education policies with SDG 4 Goals and Targets;
- Strengthening coordination amongst ministries, directorates and field level implementers, as well as strengthening partnerships with state and non-state education providers;
- Strengthening lifelong learning opportunities by facilitating learner's public participation; and
- Strengthening educational financing both in terms of amounts and operational efficiency.

Chapter 1 : Overview of SDG 4 Strategic Framework: Principles and Strategic Directions

1.1 Global Context of Sustainable Development Goals (SDGs) and SDG 4

By endorsing the 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals (SDGs) in 2015 (see Annex 1), the global community reaffirmed its commitment to sustainable development and to *leaving no one behind*.

Following the 2030 Agenda for Sustainable Development, the Incheon Declaration for Education 2030, which sets out a new vision for education for the period 2015-2030, was adopted by world leaders at the World Education Forum in Incheon, Republic of Korea, in May 2015. The declaration expresses the collective commitment of nations to education.

With the commitment to ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all, UNESCO's 184 Member States adopted the SDG 4 - Education 2030 Framework for Action in November 2015 in Paris, France. The Education 2030 Framework for Action was developed through in-depth and wide-ranging consultations driven and owned by Member States. The Framework reaffirms the achievements of the Jomtien and Dakar Education for All (EFA) Declarations as well as the Millennium Development Goals (MDGs), and provides a roadmap to achieve SDG 4 education goals by providing guidance to governments and other education stakeholders on how to turn commitments into action.

The overarching goal of SDG 4 is to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. The aim of SDG 4 is to ensure that all children, young people, and adults are able to acquire knowledge and skills that enable them to live in dignity, to fulfil their aspirations, and to contribute to global citizenship and sustainable development.

The global SDGs apply to and are relevant for every country and all aspects of life. It is recognized that SDG 4 is an important goal on its own, as well as a crucial enabling goal for the achievement of all other SDGs, given that education is a driver for sustainable development and peace (see Annex 2). Education is central to the achievement of every goal in the 2030 Agenda as it equips people with the knowledge, skills and values to live in dignity, build better lives, and contribute to society.

1.2 Bangladesh's Commitment to SDG 4

As a signatory of the 2030 Agenda for Sustainable Development, the SDGs, and the Incheon Declaration, the Government of Bangladesh (GoB) is making multi-faceted and concerted efforts to implement and achieve all 17 SDGs, including SDG 4, in Bangladesh.

The GoB has placed the SDGs at the core of its national agenda and is systematically putting structures and systems in place to integrate the SDGs within its governance mechanisms and structures. Immediately after the adoption of the SDGs by Bangladesh, Honorable Prime Minister appointed a Principal Coordinator for SDG Affairs. The Principal Coordinator is based at the Office of the Prime Minister and leads the Inter-Ministerial Committee on SDGs Implementation and Review.

1.3 Development of the National SDG 4 Strategic Framework

Background Snapshot: This National SDG 4 Strategic Framework has been developed with the goal to support decision-makers in addressing the challenges and complexities of education in Bangladesh.

The purpose of the strategic framework is to provide a coherent structure to reinforce the GoB's ongoing efforts implementing education-related policies and plans in alignment with SDG 4 principles of inclusive and equitable quality education, as well as in view of lifelong learning opportunities for all.

The strategic framework supports the achievement of each of the seven (7) Targets and three (3) Means of Implementation of SDG 4, measured by global SDG 4 indicators for each target and means of implementation (see Annex 3). The strategic framework is largely implemented through the national education system, complemented by efforts of communities and civil society, based on current and expanded policies and plans.

The strategic framework was prepared under the leadership of the Ministry of Education (MOE) and the Ministry of Primary and Mass Education (MOPME) with support from the SDGs Implementation and Review Committee under the Office of the Prime Minister, as well as with facilitative guidance from the General Economics Division (GED) under the Planning Commission.

A Technical Committee guided technical aspects of the development of the strategic framework, and a Steering Committee provided general oversight including approval of the final National SDG 4 Strategic Framework (see Annex 4).

UNESCO, under the Capacity Development for Education (CapED) programme and in partnership with the Bangladesh National Commission for UNESCO (BNCU) and the Campaign for Popular Education (CAMPE), supported the consultative development of the strategic framework. CapED is a global inter-governmental arrangement for institutional capacity building under the auspices of UNESCO.

The consultative process was qualitative and holistic in nature. Primary data was collected through workshops, key informant interviews (KIIs), and focus group discussions (FGDs) with diverse stakeholders including schools from different education levels and communities at the subnational level, as well as with ministries and their implementing agencies at the national level (see Annex 5). A comprehensive literature review, which included policy and implementation documents, papers, reports and data on formal education institutions, teachers, teacher associations and students (see Annex 6), complemented the process through secondary research.

The analytical frame of reference for the strategic framework consists of two elements, namely:

a. the overall foundational principles and strategic approaches for implementing SDG 4, and

b. the recommended strategic direction for each target under SDG 4 in relation to the Bangladesh context and the existing systems, structures, policies and plans.

The National Education Policy (NEP) 2010 took centre stage during the literature review. Annex 7 of this framework presents the NEP's strategic objectives vis-à-vis to SDG 4 goals and targets.

Important education policies and education sub-sector plans and programmes were also reviewed and the GoB's existing strategies in relation to SDG 4 goals and targets were analysed.

Annex 8 of this framework presents an analysis of the National Skills Development Policy 2011 in relation to SDG 4 goals and targets. Annex 9 looks at the Qualification Framework for Technical, Vocational and Non-Formal Education. Annex 10 presents a review of targets, indicators and milestones for SDG 4 as set by the Planning Commission.

For a comprehensive overview of all documents reviewed, the bibliography (Annex 11) lists all documents, both national and international that had been reviewed.

1.4 Foundational Principles and Strategic Approaches

The Incheon Declaration for Education 2030 sets out principles and approaches as a guideline for countries to follow in planning for and implementing SDG 4. The GoB has adapted defined principles and approaches to the Bangladesh context.

Respecting the nature of the 2030 Agenda and the SDGs as a universal framework that is applicable to all countries, the National SDG 4 Strategic Framework is built on the principle of universality applied to the local Bangladeshi context. The SDGs are rights-based and are a public good. Education is recognised as both a fundamental human right as well as an enabling right.

Bangladesh is fortunate enough to have a strong education policy base which is highly supportive of the achievement of SDG 4 targets. SDG 4 is not meant to replace existing policies and programmes but rather build on the strong policy base which already exists. Both the Constitution of the People's Republic of Bangladesh and the National Education Policy (NEP) 2010 outline the goals and aspirations of Bangladesh to achieve an efficient and effective education system for all. Policies and programmes which are in place to achieve the goals of the NEP also support the achievement of SDG 4 targets.

Further, the Election Manifesto 2018 of the ruling party of Bangladesh gives high priority to education. One of six thematic areas, 'My Village, My Town', addresses disparity and points towards ways to improve quality and efficiency. It is recognized that progress in education is not linear nor confined to discrete sub-sectors.

Addressing cross-cutting issues is crucial to achieving the goals and targets of SDG 4. SDG 4 includes a renewed emphasis on equity, inclusion and gender equality. It targets at eliminating all forms of disparity and promoting equality for all both within the education system and in society at large. SDG 4 also includes a renewed focus on quality, learning outcomes and relevance, all which are areas that require a renewed focus to which the GoB is committed to in all education programmes.

In subscribing to the Education 2030 Agenda, the GoB is committed to ensuring equitable opportunities to education for all through an approach that is holistic and focuses on lifelong learning. Being one of the most disaster-prone countries in the world, the GoB is committed to invest in preparedness for and provision of education in emergency situations.

In order to effectively and efficiently implement the Education 2030 Agenda, the GoB is committed to effective governance, accountability, and partnerships. The Government has established a comprehensive inter-governmental coordination system which is led by the Office of the Prime Minister and has committed to provision of sufficient funds to implement the Education 2030/SDG 4 Agenda. The implementation is supported by a robust monitoring system which informs policies, programme planning and development.

Table 1 lays out the foundational principles and strategic approaches of the GoB that will guide the prioritization of plans and the implementation of SDG 4 in Bangladesh.

Table 1: FOUNDATIONAL PRINCIPLES AND STRATEGIC APPROACHES

	Foundation Principles	Strategic Approaches
1.	**Universality:** The 2030 Agenda for Sustainable Development is a universal agenda, applicable to nations at all stages of development, with the twin objectives of poverty eradication and sustainable development. SDG 4 as part of the 2030 Agenda is a universal goal relevant to all nations including to Bangladesh.	• Continue and strengthen links of education with economic, social and environmental dimensions for Bangladesh to alleviate poverty and to advance sustainable development. • Enhance cooperation between governments, international agencies, and the regional and global community to promote education as a vehicle for sustainable development. • Implement non-formal education and skills policies in order to promote income generation and poverty reduction. • Strengthen policies and plans that promote lifelong learning as part of a holistic approach to achieve sustainable development.
2.	**Rights-based and a public good:** Education is a fundamental human right and an enabling right. Education is a public good with the state being the primary duty bearer and all members of society having significant roles to play to ensure that all citizens and the whole society benefits from education.	• Approve Education Act that recognizes basic education as a fundamental right. • Implement Awami League's Election Manifesto 2018. • Extend and promote free and compulsory basic education for all children with universal coverage in phases to two years of pre-primary and nine years of basic education. • Provide increased access for youth and adults to educational opportunities as a right, as well as for their economic and social advancement. • Involve CSOs and communities in all aspects of educational planning and provision in support of GoB's commitment to provide access to education to all communities and citizens.
3.	**Comprehensive policies, plans, and systems:** Both the Constitution of the People's Republic of Bangladesh and a number of international treaties and conventions, including the Convention on the Rights of the Child (CRC) and Convention Against Discrimination in Education (1960), protect the fundamental human right of education. Bangladesh has enshrined its vision for education in the NEP 2010 and the GoB is committed to the implementation of the NEP and other education-relevant policies, plans and programmes for the education sector. As a signatory of the Incheon Declaration for Education 2030, the GoB is committed to further	• Continue phased implementation of the National Education Policy (NEP) 2010. • Implement the Non-formal Education Policy 2006 and the Non-formal Education Act 2014. • Develop a comprehensive education sector plan covering all education sub-sectors. • Implement the Perspective Plan (2010-2021), the Seventh Five-Year Plan (2016-2020), the Fourth Primary Education Development Programme (PEDP4 2018-23), the Secondary Education Development Programme (SEDP 2018-23), the Non-formal Education Development Programme (once finalized), the Sector Development Plan for Technical and Vocational Education (currently in the early stages of planning), and the extensions and/or follow-up through programmes for each of the sub-sectors. • Finalize, approve, and implement the National Skills Act, linking education with work related skills.

	strengthen legislation, policies, plans, and systems in order to achieve NTVQ SDG 4 targets.	• Review current education policies, legislation, plans, strategies and programmes and its comparison with SDG targets and international standards. • Revise policies, legislation, plans, strategies, and programmes as needed to align fully with the SDG goals and targets, particularly SDG 4. • Strengthen educational research, especially at the tertiary level to generate and disseminate knowledge and to analyze education plans, systems, and policies for improvements including causes of low achievement in primary and secondary education and how to address remaining skills gaps.
4.	**Emphasis on equity, inclusion and gender equality:** Recognizing that the EFA commitment to "meet the basic learning needs of all children, youth and adults" has not yet been achieved in all parts of Bangladesh, SDG 4 includes a renewed focus on equity, inclusion and gender equality. This is particularly explicit in Target 4.5 which aims to eliminate gender disparities and to ensure more equitable access of vulnerable populations at all levels of education and vocational training.	• Sustain financial and policy support to expand and strengthen educational access at all levels, but especially at tertiary education and TVET levels, for those marginalized, including people living in poverty, minority ethnic and linguistic groups, people in hard to reach areas, people with special needs, migrants, people affected by disasters and climate change, politically displaced people, girls and women. • Ensure child protection and safety including nutrition, health and wellbeing. • Leverage information and communication technologies (ICT) to reach the marginalized, especially rural women and girls. • Enhance quality and flexible learning opportunities for out-of-school children. • Ensure that the same standards of education facilities and resources are applicable for all schools. • Work closely with the *Kowami* Madrasah system to gradually incorporate key subjects from the general education in order to prepare students for employment and global citizenship. • Reinforce the prevention of violence, including prevention of sexual abuse and harassment, in education settings to ensure safe and condusiv learning environments. • Adopt responsive and needs-based strategies for persons with disabilities.

5.	**Focus on quality, learning outcomes and relevance:** The GoB recognizes that ensuring quality of education remains a major challenge at all levels. SDG 4 stipulates renewed focus on effective learning, the acquisition of basic competencies, global citizenship education in a plural, interdependent and interconnected world, employability, as well as a new focus on the relevance of education for individuals and society. Increasing access is to	• Strengthen the competency-based curricula through:
		
		  • Revision of learning assessment based on the competency-based curriculum and ensure achieving the minimum proficiency level based on the good practices and lessons learnt.
		
		  • Review and revision of teaching and learning materials based on new curriculum.
		
		  • Strengthening of teacher capacities to deliver the new curriculum.
		
		  • Revision of learning assessments based on the competency-based curriculum and ensure achievement of the minimum proficiency level based on good practices and lessons learnt.

	be accompanied by measures to improve the quality and relevance of education.	• Enhance teachers' skills and competencies through:
		  • Development of a teacher policy and a master plan.
		  • Development of pre-service teacher education in all areas and ensuring its high quality.
		  • Improvement of in-service teachers' training quality and ensuring effective teaching and learning in classrooms.
		  • Improvement of systems to monitor and support the performance of teachers.
		• Increase use of ICT for teaching and learning in formal and non-formal settings through:
		  • Review and updating of the ICT in Education Master Plan.
		  • Reinforcement of teacher training on ICT.
		  • Establishment of learning networks.

6.	**Promotion of lifelong learning:** The Education 2030 Agenda is a commitment to ensure learning opportunities that are holistic, equitable, and that focus on lifelong learning. Bangladesh, as a signatory of the Incheon Declaration, expressed its commitment to extending and expanding education opportunities for all people living in Bangladesh. Through the Education 2030 Agenda, an unprecedented strong relationship between education and the world of work has been established.	• Advocate for lifelong learning approaches to create a sustainable learning society. • Expand lifelong learning networks and partnerships including with government organizations (GOs), non-governmental organizations (NGOs), civil society organizations (CSOs), academia, communities, and the private sector to enhance socio-economic skills, especially in rural areas, and both for community and for individual development. • Establish systems for recognition, validation and accreditation (RVA) of learning acquired outside formal education and training institutions. • Implement the National Technical and Vocational Qualification Framework (NTVQF) and expand the list of skills and competencies recognised through NTVQs. • Strengthen the National Skills Development Council under the Prime Minister's Office to create standards, to recognize and accredit skills, to facilitate the process of developing needs-based market responsive curriculum, and to strengthen the institutional capacity of the sub-sector.
7.	**Preparedness for and provision of education in emergency:** Exacerbated by climate change, Bangladesh is one of the most disaster-prone countries in the world. The GoB is committed to preparing for emergencies and to responding appropriately, in a timely manner, and effectively to all emergencies.	• Reinforce coordination of all activities related to the education cluster's preparedness for and response to emergencies. • Develop contingency plans to respond to emergencies that are integrated into sub-sector plans and projects. • Integrate awareness raising activities on emergencies and appropriate responses into the curriculum and teacher training courses at all levels. • Conduct capacity building on gender and crisis-sensitive planning, management and coordination to better respond to and manage emergencies.

8.	**Effective governance, accountability and partnerships:** The GoB recognizes its primary responsibility to deliver on the right to education as well as on its accountability to achieve SDG 4 by 2030. Leveraging partnerships with civil society and development partners, the two education line Ministries, the Ministry of Education (MoE) and the Ministry of Primary and Mass Education (MoPME), engage all relevant Ministerial departments, development partners, civil society organizations (CSOs), administrators, academia, teachers, other educators, parents, and communities in the planning, implementation, review and transformation of educational policies and programmes in pursuit of achieving SDG 4 goals and targets.	• Place responsibility for the overall governance, lead, guidance, coordination, and monitoring of all SDGs with the Prime Minister's Office and the SDGs Implementation & Review Committee. • Delegate accountability for all programmes, sector plans, projects and activities related to SDG 4 to the Ministry of Education (MoE), both SHED and TMED, and to the Ministry of Primary and Mass Education (MoPME) as co-leads for SDG 4. • Implement consultative and participatory processes using a decentralized approach to involve civil society and communities in making, implementing, reviewing and adjusting plans for the achievement of SDG 4. • Progressively increase digitization of governance implementation and monitoring systems, including finance, to make systems more transparent as well as to promote accountability. • Establish and maintain robust partnerships with CSOs as representatives of key stakeholders and beneficiaries. • Intensify decentralization of the education system with clear lines of responsibilities and accountabilities.
9.	**Effective coordination:** The GoB has set up a comprehensive inter-governmental coordination mechanism led by the Office of the Prime Minister. The GoB has identified and assigned lead responsibilities of ministries and agencies for each of the 17 SDGs. MOE and MOPME are co-leading ministries for SDG 4.	• Form an inter-ministerial steering committee chaired by MoE and MoPME to oversee and coordinate all activities related to the achievement of SDG 4 targets with the participation of policy makers, administrators, and education experts. • Review responsibilities, plans, and programmes of all concerned ministries that are related to SDG 4 to ensure alignment with the overall goal and targets. • Ensure close liaison with all concerned ministries and CSOs to coordinate efforts and activities to leverage synergies and to maximize efficiency and effectiveness. • Ensure participation of the steering committee in national SDG forums and mechanisms. • Ensure participation of the steering committee in global and regional SDG 4 forums and mechanisms.
10.	**Sufficient financing:** It has been recognized globally that a significant increase in financing is required to achieve SDG 4, including that OECD countries allocate 0.7% of their Gross National Income (GNI) as Official Development Assistance (ODA). According to the Incheon Declaration and the Education 2030 Framework for Action, Member States need to either allocate 4-6% of their GDP and/or 15-20% of their public expenditure for education.	• Recognize the crucial role that education plays in Bangladesh through increased domestic financing. • Gradually increase the national education budget to 4-6% of the GDP and/or 15-20% of the national budget. • Strengthen of the GoB's implementation capacity in view of efficiency and effectiveness of spending in order to most effectively use the education budget. • Continue funding of major parts of the annual education budget by the GoB, in line with the Government's commitment to achieving the SDGs and its high priority towards education.

	The Government of the People's Republic of Bangladesh is striving to allocate 15% of its public expenditure to education as a priority issue.	• Ensure joint complementary financing of GoB's programmes and projects by development partners for the achievement of SDG 4 targets. • Foster a conducive environment for NGOs and CSOs to finance and implement complementary education programmes and projects.
11.	**Efficient monitoring, reporting and evaluation: F**ollow-up and review based on robust and efficient monitoring, reporting, and evaluation mechanisms, policies, systems and tools are critical to achieve SDG 4 goals and targets by 2030. Information, data, and analyses that emerge from the robust monitoring framework inform policies, plans, and programme development. As a member of the global SDG 4 family, Bangladesh participates in global and regional monitoring mechanisms.	• Strengthen capacities on sector-wide policy and planning as well as on data collection and analysis. • Set goals and targets for the immediate (inputs, development of facilities, targeting of marginalized populations, expanding the scope of interventions), the mid-term (human resource development, institutional reorganization, reforms, systems capacity building) and the long-term (expected outcomes, impact). • Develop a comprehensive monitoring, reporting and evaluation system to ensure the gathering of adequate information and analysis to inform policy and practice. Development of a comprehensive data management plan so that individual learners can be monitored and tracked. • Maintain a National Strategy for the Development of Education Statistics (NSDES) based on education related data and data capacity gaps in light of SDG 4 thematic, global and national indicators. • Enact legislative reform to equip BANBEIS with the full authority to collect, manage, process and disseminate education related data for planning and decision which is integrated and harnessed with the Bangladesh Statistical Act 2013. • Agree on indicators to be monitored and reported on for each of the SDG 4 targets to facilitate national, regional, and global reporting. • Establish robust monitoring, evaluation and reporting systems to track progress on SDG 4 targets and to be able to adjust plans based on evidence from monitoring and evaluation systems.

1.5   SDG 4 Targets, Context and Strategic Directions

A summary of key information from the document review and consultation process for each of the SDG 4 targets and means of implementation is highlighted in below Table 2. Table 2 indicates linkages of each SDG 4 target and means of implementation with:

- Seventh Five Year Plan (7th FYP) 2016-2020 (as identified in a civil society report on Education 2030 in Bangladesh (CAMPE and CPD, 2016))
- Existing government policies
- Other SDGs.

Table 2 further indicates responsible Ministries for each SDG 4 target, as well as key findings and strategic directions that emerged from the review and consultation process for each SDG 4 target and means of implementation.

Table 2: SDG 4 TARGETS, CONTEXT AND STRATEGIC DIRECTIONS

SDG 4 Targets					
Target SDG 4.1 Primary and Secondary Education By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes					
7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
Primary · Implement NEP 2010 · By 2020 achieve 100% net enrollment rate (NER) for primary · Increase cohort reaching Grade 5 to 100% from the current 80%	**Primary** · NEP 2010 · Compulsory Primary Education Act of 1990 · Prime Minister's Education Assistance Trust Act 2011 · Bangladesh Awami League Election Manifesto 2018	**Primary** SDG 1 SDG 2 SDG 3 SDG 5	**Primary** Lead: MoPME Concerned: MoE MoWCA MoSW MoRA MoHFW LGD SID	**Primary** · Achievement of universal primary education with gender parity · Positive implementation of sector-wide approach (SWAp) in primary education for the past 15 years · Quality of education remains a central issue · Education facilities are generally less than ideal · Teachers' pedagogical skills are rarely applied · Commoditization of education through tuition and commercial guidebooks remains an issue	**Primary** · Delivery of primary education that integrates access, equity, and quality in a meaningful manner · Ensure facilities of the same standard at all types of schools · Advance the conversion of all schools into one-shift schools · Scale up of nutritious school meal programme through a phased approach · Invest in teacher development and infrastructure in order to provide effective learning conditions

Secondary	Secondary	Secondary	Secondary	Secondary	Secondary
• Implement NEP 2010 • By 2020 achieve 100% NER for secondary	• NEP 2010 • Prime Minister's Education Assistance Trust Act 2011 • Bangladesh Awami League Election Manifesto 2018	SDG 1 SDG 2 SDG 3 SDG 5 SDG 8 SDG 16	Lead: MoE Concerned: MoPME MoSW MoRA MoHFW LGD MoYS Statistics and Informatics Division (SID)	• Substantive improvement in enrollment of girls • First SWAp for secondary education implemented in 2018 with potential to improve coordination and integration • Low rates of completion for girls and boys • Inadequate provision of specialist teachers • Low quality of education and disconnect with market which is resulting in a large number of unemployed and under-employed youth • Limited participation of girls in science, technology, engineering and math studies	• Make education compulsory up to lower secondary level at first, and then up to Grade 12 in the long-term • Put emphasis on the recruitment of female teachers • Provide adequate subject specialist teachers. • Improve quality of non-state schools through government support and supervision • Improve governance at all levels • Provide closer links with the market • Engage female students in STEM subjects

Target SDG 4.2 Early Childhood Development (ECD) and Pre-primary Education

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
• One-year pre-primary for all entering primary • Community-based childcare centres • Expand 2-year pre-primary • Quality of pre-primary to be enhanced • Child health and nutrition programmes	• NEP 2010 • Comprehensive Early Childhood Development Policy 2013	SDG 1 SDG 2 SDG 3 SDG 5	Co-Leads: MoPME MoWCA Concerned: MoSW MoRA MoHFW LGD SID	• Introduction of one-year pre-primary education in primary schools is well received by the population • Policy requirement to increase from one year to two years • Government is exploring ways to introduce ECD to contribute to enrollment, completion and achievement of higher learning outcomes • Need for closer GoB-NGO collaboration	• Systematically implement ECD and pre-primary education in line with the ECD policy framework • In the long term, implement comprehensive ECD programmes with two years pre-primary education, based on a collaborative strategy with GoB-NGO collaboration • Provide more parenting education • Ensure better nutrition including balanced calories and micro-nutrients

Target SDG 4.3 Equal Access to TVET and Higher Education

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
• Emphasis on both farm and non-farm sectors to promote labour mobility to expand employment • Vocational/ICT training for youth • By 2020, increase female enrollment in technical and vocational education to 40%	• NEP 2010 • National Skill Development Policy 2011	SDG 1 SDG 5 SDG 8 SDG 17	Lead: MoE Concerned: FD MOEWE MoLE MoYS MoWCA MoInd BITAC MoTJ SID	• Foundation for well-integrated and effective TVET system has been introduced through the skills development policy and the establishment of the National Skills Development Council • Currently neither the TVET nor the tertiary education sector is integrated with market needs • Need for TVET curriculum reform in line with market needs • Under-representation of females and persons with disabilities in TVET and tertiary education	• Identify meaningful ways and approaches to address relevance and quality of TVET delivery systems • Introduce a sub-sector approach for TVET • Reform the TVET assessment of learning needs and curriculum • Increase TVET outreach to rural and remote areas • Create female-friendly TVET environments • For tertiary education, provide more policy support and establish centres of excellence

Target SDG 4.4 Relevant Skills for Work

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
• Strengthen education and training to motivate working youth and older workforce to acquire required skills • ICT training facilities for youth/adults • 30% of primary schools and 100% of all secondary schools to have an ICT laboratory	• NEP 2010 • ICT Fellowship and Donation Policy 2013 • Bangladesh Awami League Election Manifesto 2018	SDG 1 SDG 5 SDG 8	Lead: MoE Concerned: ICTD FD MoEWOE MoLE MoYS MoInd BFID BB MoInf	• Need for a large number of skilled personnel for meaningful development leading to sustainable development • Currently secondary, higher, and TVET systems are not meeting the needs of learners • Only 16% of students in formal education are enrolled in TVET • Need to improve quality and market responsiveness of TVET	• Transform vocational and skills education in order to make them more flexible and market-responsive • Increase number of public-private partnerships • Introduce a well-designed system of accreditation and the recognition of acquired skills • Modernize TVET delivery institutions • Increase TVET institutions and skills education in rural areas

· One million trained people for the ICT industry				· Low participation of females and persons with disabilities in TVET and other skills development programmes · Insufficient availability of TVET in rural areas	· Increase cost effectiveness of training, internship and placement programmes · Provide more opportunities for on-the-job training and placements

<table>
<tr><td colspan="6">Target SDG 4.5 Gender Equality and Equal Access for All
By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations</td></tr>
<tr><td>7th 5 Year Plan Indicated Targets</td><td>Policy Linkages</td><td>SDG Linkages</td><td>Responsibility</td><td>Key Findings from Review and Consultation Process</td><td>Recommended Strategic Directions</td></tr>
<tr><td>· By 2020, female-male ratio for 20-24 olds to be equal from current 86%;</td><td>· NEP 2010
· Bangladesh Persons with Disability Welfare Act 2001</td><td>SDG 1
SDG 2
SDG 3
SDG 5
SDG 8</td><td>Co-Leads: MoE
MoPME
MoSW</td><td>· Substantial progress achieved in reducing inequalities particularly with regard to gender equality</td><td>· Provide more support for girls at secondary and tertiary levels</td></tr>
<tr><td>· Female-male ratio in tertiary education to reach 100% from 70%
· Increase female TVET enrollment
· Spending on Social Protection to be increased to 2.3% of GDP</td><td>· The Rights and Protection of Persons with Disabilities Act 2013
· Awami League Election Manifesto 2018</td><td>SDG 16
SDG 17</td><td>Concerned: MoCHTA
MoWCA
MoRA
MoYS
SID</td><td>· Major inequalities remain for marginalized populations, people residing in disaster prone areas, ethnic minorities, hard-to-reach children, and physically and mentally challenged children and adults
· Gender equality in education mainly confined to enrollment
· Inequalities in completion & transition into employment remain</td><td>· Provide more support for minority ethnic and linguistic groups, including through mother-tongue based bilingual and multilingual education
· Provide more support for physically and mentally challenged learners
· Provide more support for the economically and geographically marginalized, including through GoB-NGO collaboration</td></tr>
</table>

Target SDG 4.6 Youth and Adult Literacy

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
• Ensure gender parity at all levels of education and training • Promote gender equality in TVET • By 2020, increase literacy rate to 100%	• NEP 2010 • National Skill Development Policy 2011 • Non-formal Education Act 2014 • Bangladesh Awami League Election Manifesto 2018	SDG 1 SDG 2 SDG 3 SDG 5 SDG 8	Co-Leads: MoE MoPME Concerned: MoWCA MoYS MoInf MoRA	• Literacy rate is currently 73.9% (Dhaka Tribune, 8 Sept. 2019). • Need for integrated programmes for literacy, life skills, and livelihood activities for out-of-school children, youth, and adults • Plans for a comprehensive sub-sector approach for non-formal education with GoB-NGO collaboration are underway.	• Link literacy with socio-economic development, skills and employment • Establish village and community-based institutions, including community learning centres, through GoB-NGO collaboration • Strengthen the informal economy through literacy and skills training, as well as through linkages with the formal economy through lifelong learning approaches

Target SDG 4.7 Global Citizenship Education

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
• Reform and development in curriculum review, textbooks, teacher training, co-curricular activities and performance assessment of teachers and students	• NEP 2010 • National Skill Development Policy 2011 • Non-formal Education Act 2014	SDG 1 SDG 2 SDG 3 SDG 5 SDG 8 SDG 16 SDG 17	Lead: MoE Concerned: MoPME MoWCA MoRA LGD SEID SID	• GoB is committed to the principles of global citizenship education • National Curriculum promotes ideas of democratic and secular principles • Need to further align national curriculum, textbooks, and other teaching learning materials with ideas of global citizenship in an increasingly globalized world remain	• Promote democratic and social principles in all formal, non-formal and informal education and for all ages • Revise the school curriculum in order to align it with ideas, principles and issues of global citizenship • Incorporate value-based education in all teaching and learning programmes • Enhance social awareness on global citizenship education

MEANS OF IMPLEMENTATION

Target SDG 4.a Education Facilities

Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
· All children will have access to appropriate, relevant, affordable and effective education regardless of gender, age, physical or financial ability, ethnicity, autistic, and disabled, impairment or HIV status	· NEP 2010 · National Sanitation Strategy 2005	SDG 1 SDG 2 SDG 5 SDG 6 SDG 7 SDG 9 SDG 10	Co-Leads: MoE MoPME Concerned: LGD	· Schools and institutions vary greatly in terms of adequacy of physical facilities and infrastructure · Most schools and institutions have inadequate facilities to accommodate students with physical disabilities · Sanitation facilities for girls are inadequate in many schools and institutions which contributes to higher school absenteeism by girls	· Establish specific and phased targets for facilities and infrastructure development to meet quality standards including acceptable class-size, single-shift full-day school, playgrounds, safe premises and boundary walls of school and ICT-based teaching-learning
· Build e-learning in-frastructure · Expand ICT based edu-cation				· Plans are in place to improve infrastructure in the National Skills Development Policy 2011, in the sub-sector programmes for primary and secondary schools, as well as in the sub-sector programmes of non-formal education, and that of TVET that is under development.	· Provide all schools, government, non-government and Madrasahs, with similar standards of facilities and resources · Ensure appropriate facilities for the physically challenged · Ensure appropriate sanitation facilities for girls

Target SDG 4.b Scholarships

By 2030, substantially expand the number of scholarships available globally to developing countries for enrollment in higher education. This is inclusive of vocational training, information and communications technology, technical training as well as engineering and scientific programmes.

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
· No specific targets set	· International commitments to building capacity in developing countries for education improvements	SDG 5 SDG 8 SDG 9 SDG 10 SDG 17	Lead: ERD	· A number of agencies and institutions provide scholarships for studies abroad	· Develop and implement a plan for international collaboration for specialized professional and technical capacity development that is inclusive of women

			Concerned: MoE MoPME NAPE	· Scholarships from donors as development assistance to the GoB are managed by the Economic Relations Division (ERD) of the Ministry of Finance · A number of individuals also receive scholarships and financial assistance directly from universities and other agencies	· Place emphasis on financial support for specialist areas such as curriculum development, ICT, educational measurement evaluation, language, and science teaching

Target SDG 4.c Supply of Qualified Teachers

By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States

7th 5 Year Plan Indicated Targets	Policy Linkages	SDG Linkages	Responsibility	Key Findings from Review and Consultation Process	Recommended Strategic Directions
· More teachers to be trained · Establishment of multimedia classrooms in every primary and secondary school · Teachers professionally trained to use multimedia instruction	· National Education Policy (NEP) 2010 · National Plan and Strategy for Primary Teacher Education and Development 2011	SDG 5 SDG 8 SDG 13 SDG 16	Co-Leads: MoE MoPME Concerned: NAPE NAEM	· Major investments have been made in the professional development of teachers over the last two decades · Yet, in many cases theory is not translated into classroom practice · System for pre-service professional training requires strengthening · Reputation of teacher profession is low. Teaching is often seen as the last option for graduates	· Strengthen the National Academy for Primary Education and National Academy for Educational Management for teacher development · Introduce pre-service education as a requirement for primary and secondary teaching in a phased approach · Improve academic supervision · Create career paths for teachers · Introduce a professional code of conduct for teachers · Develop measures to improve the quality of teaching at the tertiary level

Chapter 2 : Bangladesh Context

2.1 National Social and Economic Context

Bangladesh has achieved macro-economic stability through a consistent trend of economic progress. The country continues to make socio-economic progress through the prudent use of human resources.

In addition to the NEP 2010 and complementing supportive documents, the 7th FYP seeks to increase the growth rate to reach 8% by the end of the implementation period of the 7th FYP in 2020.

Along with growth acceleration, the 7th FYP aims to reduce poverty in Bangladesh to 18.6%. It is recognised that the quality of the labour force in terms of general education, as well as scientific and technical skills, is the most crucial factor to increase the productivity, to improve the competitiveness of Bangladesh, and to

secure sustainable gains in employment, income, and poverty reduction.

This is one of the central challenges for the education sector to overcome by 2030. Accordingly, in the 7th FYP, human development has been accorded the topmostpriority for achieving the goals of high economic growth and poverty alleviation. The Government Perspective Plan aims to increase the annual real Gross Domestic Product (GDP) growth rate to 10% by 2020.

There is also the need to recognize the Right to Education (RTE) as an inseparable fundamental human right as set by international human rights treaties that Bangladesh has ratified.

2.2 Policies and Strategic Initiatives Taken by GoB

Since gaining independence in 1971, Bangladesh's population has increased from 66 million to over 165 million people in 2019, making it one of the most densely populated countries in the world. With over 30% of the population under the age of 15 and with approximately 39 million children of school age, Bangladesh stands on the cusp of a demographic dividend.

Bangladesh is a lower middle-income economy since 2015 aspiring to become an upper middle-income country by 2021. As of 2018 the Gross National Income (GNI) stands at 1,750 US$ (current US$, Atlas method). Bangladesh's aim is to become a developed country by 2041, with

its transformative education policy agenda clearly positioning education as a key agent of change, firmly linking education with socio-economic development.

The 2030 Agenda for Sustainable Development and the SDGs to which Bangladesh is a signatory, follow a multi-pronged integrated pathway to sustainable development and challenges the national development architecture to adopt a holistic approach with education as the central engine of growth.

Article 17 of the Constitution of the People's Republic of Bangladesh refers to the provision of free and

compulsory education for all. The Constitution articulates that the "State shall adopt effective measures for the purpose of (a) establishing an uniform, mass-oriented and universal system of education and extending free and compulsory education to all children to such a stage as may be determined by law and (b) relating education to the needs of society and producing properly trained and motivated citizens to serve those needs; removing illiteracy within such time as may be determined by law."

Subsequent education policies as well as other associated documents and instruments have attempted to support the stated commitment. The National Education Policy (NEP) 2010, for example, envisions an education system that is able to deliver a holistic education that is pro-people, accessible to all, uniform, universal, well-planned,

and science-oriented, and that is of a high standard in accordance with the constitutional provisions. Along with the NEP 2010, which is recognized as an important policy planning instrument is the 7th FYP. The 7th FYP recognizes that, while substantial progress has been made in the provision of education for both males and females, considerable challenges remain. These challenges need to be overcome in order to register 8% GDP growth.

Taking all factors into consideration the GoB is reorganizing and realigning its entire governance system in favour of implementing all SDGs including SDG 4.

2.3 Bangladesh's Education Context and Education System

Below diagram (Figure 1) depicts the interface between different aspects of education in Bangladesh. It demonstrates that the individual targets and means of implementation of SDG 4 cannot be addressed and achieved in isolation but only as part of a holistic education system reinforced by comprehensive education policies and programmes.

■ **Figure 1: Bangladesh's Holistic Education System**
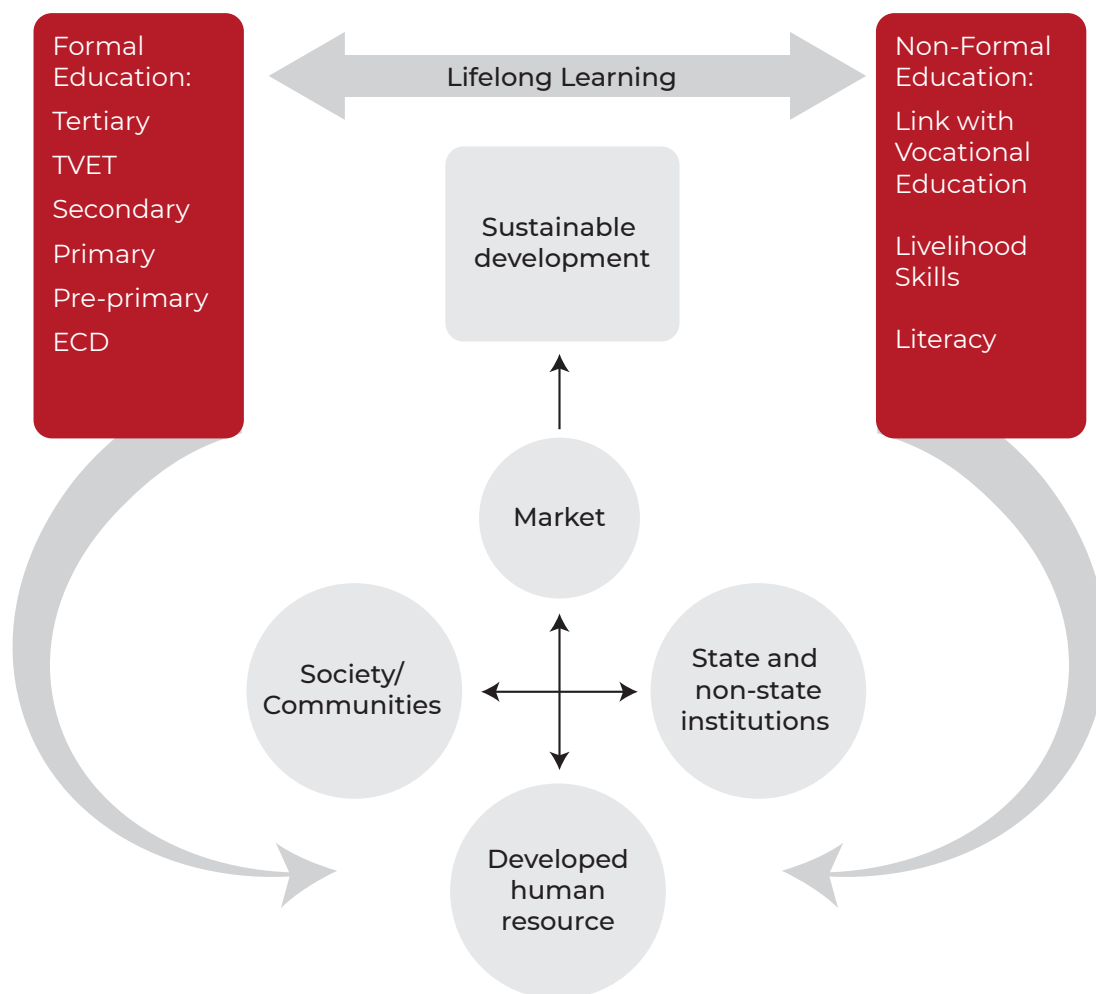
Bangladesh's education system is large and complex with nearly 40 million students at different levels served by a large variety of providers through formal and non-formal approaches.

The formal system is one of the largest centralized education systems in the world. It covers one year of pre-primary, five years of primary, seven years of secondary (including two years of higher secondary) and tertiary education. In the formal education system, over 175,000 institutions with over 1 million teachers are serving nearly 36 million students including those in the formal religious (Madrasah) education institutions.

The GoB, in collaboration with NGOs and the private sector, provides one year of free pre-primary education

(PPE). Between 2010 and 2017 enrollment in pre-primary education increased more than threefold, rising to 3.2 million in 2017. The five-year compulsory primary education is free and starts at age of six. Primary enrollment is near universal with nearly 20 million children in formal, non-formal, and religious primary education (ASPR 2017). Primary school net enrollment rates for both girls and boys have been moving towards universal in recent years.

Secondary education is seven years, consisting of three years of junior secondary (Grade 6-8), two years of secondary (Grade 9-10), and two years of higher secondary (Grade 11-12). The secondary education sub-sector is dominated by non-government schools supported by government subsidies, constituting more than 95% of secondary and higher secondary enrollment. In 2018, about 12 million students were enrolled in Grade 6–12 with about ten million in the 20,000 general schools and another two million in 10,000 Madrasahs.

Technical and vocational education is included in some secondary schools and in some tertiary institutions. In 2018, just under one million students were enrolled in the about 135 private and public universities.

While the majority of primary-aged children are enrolled in government primary schools (GPS), the majority of secondary-aged children are enrolled in non-government schools that are supported by the GoB. Complementing the formal education system in Bangladesh, NGOs operate nearly 80,000 learning centres that are reaching about three million learners of various age groups (CAMPE 2016). NGO education programmes also provide early childhood care and education (ECCE), including pre-primary classes, to almost 700,000 learners, basic education to 1.8 million learners, and lifelong learning and continuing education, including TVET, to 2.9 million learners.

Bangladesh's formal educational structure is presented in Figure 2.

■ Figure 2: Education Structure of Bangladesh (Source: BANBEIS, 2010)

Age	Grade											
25+	XX					Ph.D (Engr)	Ph.D (Medical)					
24+	XIX	Ph. D		PostMBBS Dip M.Phil (Medical)		Ph.D (Engr)	Ph.D (Medical)		Ph. D (Education)			
23+	XVIII	M. Phil	Ph. D	PostMBBS Dip M.Phil (Medical)					Ph. D (Education)			
22+	XVII	M. Phil	Ph. D	LLM		MSC. (Engr)	MSc. (Agr)	MBA	Ph. D (Education)			
21+	XVI	MA/MSc/MCom/MSS/MBA		LLB (Hons)	MBBS	BSc. Eng BDS BSc. aGR BSc. Text BSc. Leath	BSc. Eng/ BSc. Tech Edn	BBA	M.Ed & M.A. (Edm)			M.A. (LSc)
20+	XV	Bachelor (Hons)	Masters (Prel)	LLB (Hons)	MBBS		BSc. Eng/ BSc. Tech Edn	BBA	B.Ed & Dip. Ed	BP ED		Dipl. (LSc.)
19+	XIV	Bachelor (Hons)	Bachelor (Pass)	LLB (Hons)	MBBS		BSc. Eng/ BSc. Tech Edn	BBA				Diploma in Nursing
18+	XIII	Secondary		LLB (Hons)	MBBS		Diploma (Engineering)					Diploma in Nursing
17+	XII	Secondary	Examination		HSC		Diploma (Engineering)		C in Edu.	C in Agri.	Diploma in Comm	Diploma in Nursing
16+	XI	Secondary	Higher Secondary Education				Diploma (Engineering)		C in Edu.	C in Agri.	Diploma in Comm	Diploma in Nursing
15+	X	Secondary	Examination		SSC		Trade Certificate	Artisan Course (e.g. Ceramics)				
14+	IX	Secondary	Secondary Education				Trade Certificate	Artisan Course (e.g. Ceramics)				
13+	VIII		Junior Secondary Education									
12+	VII		Junior Secondary Education									
11+	VI		Junior Secondary Education									
10+	V		Primary Education									
9+	IV		Primary Education									
8+	III		Primary Education									
7+	II		Primary Education									
6+	I		Primary Education									
5+			Pre-Primary Education									
4+			Pre-Primary Education									
3+			Pre-Primary Education									

Allocation of responsibilities

Primary and non-formal education are the responsibility of the Ministry of Primary and Mass Education (MoPME). The Directorate of Primary Education (DPE) is the implementing agency for primary education and the Bureau of Non-Formal Education (BNFE) is the implementing agency for non-formal education, and literacy, as well as for life and livelihood skills for illiterate children and adults.

Secondary education and tertiary education are the responsibility of the Ministry of Education (MoE). The Directorate of Secondary and Higher Education (DSHE) is the implementing agency for secondary and higher secondary education. The Directorate of Technical Education (DTE) is the implementing agency for TVET, and the Directorate of Madrasah Education (DME) is the implementing agency for Madrasah Education.

Chapter 3 : SDG 4 Targets and Strategic Directions

3.1 Introduction

This chapter provides an in-depth analysis of Bangladesh's progress towards each SDG 4 target, including obstacles, challenges and recommended future strategic directions. The information and analysis are both based on the desk review as well as on the extensive consultations that were conducted nationwide.

A conducted perception survey shows perceived challenges for each of the targets in terms of cross-cutting themes, as illustrated in Figure 3 below.

- There is high access in primary and secondary education, which highlights two of the central achievements of the past EFA decades.

- Although access to TVET has increased substantially in recent years, it is still low in proportion to the population and to the number of young adults enrolled in various types of tertiary education.

- For equity and inclusiveness, the range is from medium to low with only primary and secondary education registering at medium levels.

- Most notably, it is perceived that TVET and tertiary education are low in terms of all the factors, and all the four levels/types of education are perceived as low in terms of quality, lifelong learning and sustainable development. This means that these three factors must be aggressively addressed at all levels and for all types of education.

■ **Figure 3: Participants' Perception of Aspects of Bangladesh's Education Sector**
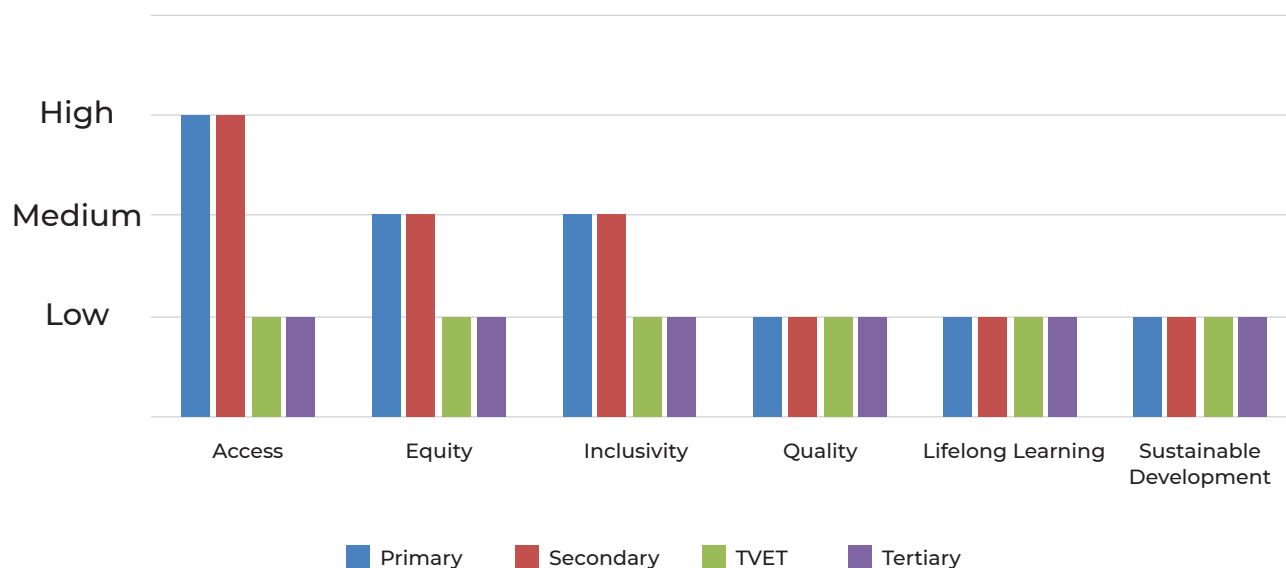
3.2 Primary and Secondary Education (SDG 4.1)

3.2.1 Target

By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.

3.2.2 Primary Education Context

Free education in Bangladesh begins at the pre-primary level, targeted at five year olds, and primary education for children aged six to eleven. Primary school enrollment levels are high and the GoB is dedicated towards student retention through a feeding programme implemented in schools located in high poverty areas. In place is also a primary education stipend project which reaches more than 7.9 million primary-aged school going children living in poverty and children with disabilities (PEDP 3). The introduction of incentives such as free school meals in some areas of the country and decentralized school-level improvement planning has contributed to enabling school environments and subsequent high level of student retention and completion. In complementarity with the government efforts, a number of NGO's operate primary education centres which are reaching over two million children (10% of all primary school-aged children).

The primary education related indicative targets in the 7th FYP target 100% primary school net enrollment. The indicative targets show the Government's commitment towards comprehensive universal enrollment for primary and secondary education.

Key factors related to quality and relevance are addressed in other domains of policy narratives. These include teacher development, progressive elimination of discrimination with regard to the quality of physical facilities for various school types, and the reorganisation of the education system in order to make it more effective and efficient.

While near universal access to primary education with gender parity has been achieved, there is currently no plan in place to universalise education beyond Grade 5. SDG 4 outlines a minimum of 12 years of education out of which nine years should be compulsory. In order for Bangladesh to become an upper middle-income country by 2021 and a high-income country by 2041, it needs to rapidly upgrade its mandatory education requirements.

3.2.3 Issues and Challenges in Primary Education

While current primary education policies and plans are comprehensive in terms of inclusiveness, equity and quality, the policies still have a long way to go in aspects of sustainable development and lifelong learning, which are two key elements of SDG 4. The Government's commitment to a holistic approach towards quality education is evidenced by plans of the Fourth Primary Education Development Programme (PEDP 4).

Current PEDP 4 plans include:

- Curriculum, textbooks, and teaching and learning materials development
- Teacher development and education
- Continuous professional development
- Teacher recruitment and deployment
- ICT in education
- Improved assessments and examinations
- Establishment of a Primary Education Board
- Expanded pre-primary education
- Equitable access and participation

While the GoB has taken well rounded measures to ensure the continuity of its achievement in the primary education sector, it has become increasingly clear that it is difficult to make a major impact on quality. Renewed initiatives need to be taken, based on out-of-the-box thinking, to make primary education a basic agent for socio-economic change.

Listed below are some of the challenges which need to be addressed in order to make primary education more effective and efficient and eventually improve learning outcomes:

► **Minimum duration of education.** Considering the practical challenges, mainly related to resource constraints, of extending primary education to Grade 8 and making it compulsory, it is proposed that education should be made compulsory up to junior secondary level. The alternative will still be up to Grade 8 under the current arrangements of schooling. Under the current system, primary education runs from Grade 1 to Grade 5, and junior secondary education is from Grade 6 to Grade 8. This would still be one year less than the minimum mandatory duration of nine years as proposed in SDG 4 (SDG 4 proposes minimum twelve years of education out of which nine years should be mandatory education), but it could be achieved with a minimum demand on resources and with minimum reorganisation of the system.

► **Ensuring full access and equity.** Although Bangladesh has achieved near universal access to primary education, pockets of marginalized populations remain excluded from the system. This suggests that the battle for full access and equity is not over yet. Existing education policies constitute of a number of specific strategic directions that complement SDG 4 targets. Many of these strategic objectives have not been fully achieved. Table 7.1 in Annex 7 lists access-related strategic objectives for primary education in the NEP 2010 as well as an assessment of the current status based on feedback received during the consultation process.

► **Quality of primary education.** Whilst the government is successfully zeroing in on the access issue, it remains formidably challenged on the education quality front. Quality of education has two major dimensions. Firstly, quality of education has to do with the ability of teachers to facilitate the teaching and learning process in ways that result in the achievement of the expected learning outcomes. Secondly, the education system needs to ensure a conducive learning environment, in which effective learning can take place. To date, parents in most parts of the country are under pressure by teachers to enroll their children in private tutoring

by school teachers at a cost. There are allegations that a small section of teachers are not sensitive to children's needs, and they often treat children harshly, which evidently discourages children from going to school. Lack of accountability by teachers makes it difficult to prevent such events from taking place.

► On a positive note, due to the transparent recruitment of primary education teachers, increases in salary, higher qualification requirements and improved teacher education, there are notable improvements in the teaching learning process. Considerable efforts have also been made by the state to promote competency-based learning outcomes and the GoB has assigned significance to fostering creative and critical-thinking skills among students. However, one of the remaining challenges for primary (as well as for secondary) education is the integration of the SDG 4 agenda into the context of Bangladesh's education system. This includes all key elements of education for sustainable development and global citizenship, aspects of informing and sensitizing children about climate change, prevention of violence, tolerance and peace building, as well as elements of teacher training, teacher development, and student assessment.

► Table 7.2 in Annex 7 lists strategic objectives to improve the quality of primary education in the NEP 2010 along with an assessment of the current status based on feedback during the consultation process. The NEP 2010 has provided a number of important strategic objectives, which if fulfilled will go a long way in improving the quality of primary education.

► **Capacity building issues.** The key to translating policies and strategies into reality is through effective capacity building, both human and institutional. To this end, appropriate needs-based research at all levels of education can provide solid foundations towards implementing capacity building initiatives that can deliver quality education. Table 7.3 in Annex 7 lists the institutional capacity related strategic objectives for primary education in the NEP 2010 along with an assessment of the current status based on feedback during the consultation process.

3.2.4 Secondary Education Context

The secondary cycle covers seven years, consisting of three years of junior secondary (Grade 6-8), two years of secondary (Grade 9-10) and two years of higher secondary (Grade 11-12). Generally, the first five years are referred to as secondary and the last two years as higher secondary.

Secondary education in Bangladesh follows a public-private partnership (PPP) model, combining public with private financing. The secondary education sub-sector is dominated by non-governmental schools which account for more than 95% of secondary and higher secondary enrollment and which receive subsidies for operational costs from the GoB.

About 12 million students are enrolled in Grade 6–12, 10 million of whom are enrolled in the 20,000 general secondary schools and 2 million are enrolled in the 10,000 Madrasahs (Muslim religious schools). Over the past years, substantive achievements have been made in secondary education in terms of student enrollment. However, despite these improvements in enrollment, the overall performance of secondary education remains problematic. The secondary education completion rate has improved for both girls and boys, but the rate for girls remains lower than that of boys. For boys the rate increased from 43% in 2008 to 67% in 2017 and for girls the increase was from 34% to 58% respectively (BANBEIS 2018). The education policy states that in the reorganized academic structure, secondary level of education will include Grades 9 to 12. At the end of Grade 12, students can choose between different streams of higher education, including vocational training, according to their preferences and capabilities.

3.2.5 Issues and Challenges in Secondary Education

Despite considerable achievements in secondary education, much more needs to be done to make graduating students job market ready.

Key issues in the secondary education domain include:

▸ **Access.** Particularly for children living in difficult to access areas, secondary education is generally

much more unreachable to them in comparison with primary education. It is recognised that the physical facilities and conditions in higher secondary schools ("colleges") need upgrading. The NEP 2010 specifies that, for the secondary sector to be reorganised in line with the policy, additional infrastructure, teachers and staff would be required (Annex 7, Table 7.4). Target SDG 4.a, which aims to "build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all," is considered a "means of implementation" to achieve SDG 4.

▸ **Quality.** Several of the problems encountered in secondary education are similar to those in primary education. The nature of challenges related to quality is further aggravated in secondary education due to two factors: 1. Often primary education graduates do not have the pre-requisite entry-level competencies for secondary education. 2. Due to the increase in subject complexity, as compared to primary education, the need for subject-based teachers is greater. However, due to the continuing shortage of subject-based teachers, the quality of learning is negatively impacted. The Secondary Education Development Programme (SEDP) has identified a number of areas for secondary education quality improvement, including: i. Curriculum; ii. Teacher quality, capacity, and management; iii. Examinations and assessments; and iv. Teaching-learning in Bangla, English, Mathematics, Science and ICT. Many teachers and education practitioners felt that the current examination system is not appropriately constructed to ensure that curriculum objectives are achieved. Consulted stakeholders mentioned that there has been a substantial increase in teacher training over recent years, however, instances in which teachers apply newly acquired teaching skills remain rare.

▸ **Secondary education vocationalization.** The move towards vocationalization of education is a positive effort by the Government to make education socio-economically relevant for the country. There is consensus among policymakers that vocationalization of secondary education can have a positive impact on completion rates, particularly that of girls. The Government through its policy statements encourages girls to take up technical

and vocational education. Consulted stakeholders felt that while participation of girls in education is showing an upward trend, until today, not enough girls are enrolling in technical and science-related subjects other than in medicine. Stakeholders also expressed their concern that many women with technical skills are hesitant to take up employment opportunities since they feel uncomfortable in male-dominated environments.

3.2.6 Madrasah Education

While a very significant part of national education delivered in Madrasahs, religious schools continue to be treated as a separate education system. In 2018, more than 2.4 million students (including 1.3 million girls) were enrolled in about 10,000 Madrasah education institutions at pre-primary, primary, and secondary levels. The GoB requires Madrasahs to cover the same curriculum as other schools, however Madrasahs can add additional religious and Arabic language studies.

Until today, separate examination boards oversee examinations at Madrasah schools. Students can transfer from the regular system into Madrasahs and from Madrasahs into the regular system. The *Kowmi* Madrasahs are an exception and have operated outside the mainstream education system for decades, mainly for ideological reasons. The Government has recently brought *Kowmi* Madrasahs closer to the general system by recognising Master's level degrees from the *Kowmi* system as equivalent to Master's degrees from the general education system. Further institutional reforms are needed to improve the quality of education in Madrasah schools as well as to align its curriculum with general education and to make Madrasah education more relevant to the world of work.

Tables 7.5 and 7.6 in Annex 7 list strategic objectives from the NEP 2010 to strengthen the Madrasah system and to address access and quality issues in the Madrasah system along with targets for the short, medium, and long term.

3.2.7 Teacher Development and Teaching and Learning Process

The supply of qualified teachers has been included as a "Means of Implementation" under SDG 4.c ("*By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States*"). In the Bangladesh context this fits better with SDG 4.1 since efforts towards teachers' development and improvements in the teaching and learning process are mainly focused on primary and secondary education, although certainly relevant to other targets. Table 7.7 in Annex 7 lists strategic objectives to improve the quality of teaching and learning for primary and secondary education in the NEP 2010. The following are recommended as strategic directions for teacher's development:

► **National teacher policy and teacher professional development master plan.** Policies, strategies and plans for teacher professional development and teacher motivation, as well as for teacher recruitment and deployment, are reflected in various policies and plans such as the 7th FYP, the NEP 2010, and education sub-sector programmes. However, there is no coherent and holistic teacher policy and teacher development master plan to serve as overarching direction to ensure conducive policy environments for teachers and for institutional and systemic professional teacher development. It is therefore a strong strategic recommendation to develop a national teacher policy and a teacher professional development master plan, covering teachers at all education levels, including TVET, and of formal and non-formal education systems, in light of national education targets and SDG 4.

► **Strengthening national institutions for teacher training.** The quality of teachers and their motivation and application of teaching skills are significant ingredients to ensure quality education. A series of efforts to strengthen the National Academy of Primary Education (NAPE) has been undertaken, however,the capacity of NAPE to contribute to teacher's development needs to be further strengthened. For the secondary sector the role and capacity of the National Academy for

Educational Management (NAEM) also requires to be strengthened.

▸ **Pre-service education.** Bangladesh does not have institutionalised provisions for pre-service training for teachers despite the fact that pre-service teacher training is an important element in the teacher development process. It also enables the system to identify motivated individuals who are seeking to enter the teaching profession by choice. Due to the absence of pre-service training, measures need to be taken by both state and non-state providers to attract meritorious students to the teaching profession.

▸ **Academic supervision.** Academic supervision continues to remain weak. Key issues related to academic supervision include the dilemma between academic supervision and administrative supervision. Research has shown that identical personnel for both academic and administrative monitoring, often does not yield optimum results. Therefore, separation of administrative and academic monitoring should be considered. Academic supervision needs to be classroom-based with regular feedback provided to teachers by both external experts and by peers from within the school.

▸ **Career path.** The Government has addressed substantively longstanding problems related to teachers' incentives and their training needs. While qualification requirements have been raised, to this date no clear career pathways have been established, omitting the opportunity to attract bright aspirants and providing teachers with incentives to perform better and to remain within the teaching system and profession.

▸ **Professional code of conduct.** A professional code of conduct needs to be put into place for teachers and other education personnel at all levels.

▸ **Tertiary education for teacher development.** Tertiary education for teachers is important to improve the quality of teaching at all stages. Necessary measures need to be taken to encourage tertiary education for teaching personnel in secondary education.

▸ **Progressive transformation of double-shift into single-shift schools.** Double-shifts overstretch

teachers' physical and mental capabilities, especially as at times teachers' responsibilities go beyond their professional domain and include tasks instructed by the district or sub-district administration.

3.2.8 Strategic Directions for Primary and Secondary Education

The GoB has selected the specific indicator SDG 4.1.1 "*Proportion of children and young people: (a) in Grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex*" as the key strategic indicator for the assessment of achievement of SDG 4.1 (Annex 10). Specific quantitative targets have been set by the General Economics Division (GED, 2018) with milestones to be achieved by 2020, 2025 and 2030 for each of the three phases of education. To reach agreed targets, additional efforts are needed including:

▸ **Review the assessment system.** Designing appropriate need-based and responsive learning assessment systems is critical to facilitate and measure expected learning outcomes, which is a key strategy for the primary and secondary education sub-sectors in order to ensure quality education. Despite many attempts to improve the current assessment system, public examinations for primary and secondary are still based on rote learning. This is exacerbated by a wide range of guidebooks in the market. A substantive shift from content-based exams towards competency-based exams is required in order to facilitate the learning of competencies and to avoid reliance on rote learning.

▸ **Continue the vocationalization of secondary education with linkages to the world of work based on the principles of lifelong learning.** Within the SDG 4 framework the vocationalization of secondary education has become significant, however it has also raised certain concerns, such as the irrelevance of the secondary education in ways that it cannot fully prepare secondary school graduates for the world of work, especially girls.s

▸ **Scale up of nutritious school meal programmes.** The GoB will devote maximum efforts to scale up nutritious school meal programmes through

a phased approach. A minimum of 30% of daily energy requirements and 50% of the micronutrient requirements should be covered by school meals for a half-day of schooling. Meals should be provided according to national nutrition standards.

Summary of SDG 4.1: Primary Education

Background: Bangladesh has achieved universal enrollment of primary education with gender parity. However, quality remains a central issue. Bangladesh is making slow but steady progress in ensuring the quality of education by improving learning outcomes for all children.

Key findings: While there have been substantial improvements in access, provided facilities are often less than ideal for learning. Pedagogical skills provided to teachers are rarely applied in the classrooms. Commoditization of education in the forms of tuition and guidebooks are taking its toll on the learning process as well as on learning outcomes.

Strategic Directions: The thrust of the strategic directions is to enable the system to deliver primary education that integrates access, equity and quality in a meaningful way. To this end, one of the most significant steps is to make education free and compulsory up to Grade 8 (lower secondary) and up to Grade 12 in the longer term. Other strategic dimensions are related to teacher development, to improving effective learning conditions including the physical facilities of schools and to scaling up of school meal programmes.

Summary of SDG 4.1: Secondary Education

Background: Substantive improvements have been made with regard to the enrollment of girls in secondary education. However, higher enrollment has not translated into acceptable completion rates. The low quality of education and its disconnect with the job market have resulted in large numbers of unemployed and underemployed youth in Bangladesh.

Key findings: The significance of secondary education can hardly be over-emphasised. Secondary education schools and colleges are for the most part run by non-state entities and are marred with problems which often have political implications. A well-designed secondary education system, which equips students with skills for the job market, can lead to gainful employment with the potential to significantly contribute to sustainable development.

Strategic Directions: Subject-specialist teachers, who are currently short in supply, must be recruited to improve the quality of education. Therefore, provisions and incentives need to be created to recruit well-qualified candidates. Support also needs to be provided for preferential recruitment of equally qualified female teachers. The GoB needs to take necessary measures to overcome the governance constraints by bringing secondary education further under its regulatory fold. The governance of secondary education needs to be better integrated and coordinated along with transforming its management system with further professionalization. By taking a sector-wide approach the Government has taken a major step towards this.

3.3 Early Childhood Development and Pre-primary Education (SDG 4.2)

TARGET 4·2
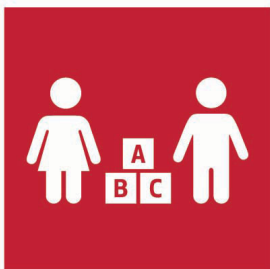
EQUAL ACCESS TO QUALITY PRE-PRIMARY EDUCATION

3.3.1 Target

By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.

3.3.2 Context

Early childhood development (ECD), or early childhood education (ECE), and pre-primary education (PPE) are relatively new entrants in the education policy discourse in Bangladesh. Initiatives have been led by the Government with the participation of sensitized communities and NG0s at the grassroots level.

Bangladesh is in an advantageous position to implement ECD and pre-primary education effectively. Currently the Government is working to conduct ground work to organise its resources and evolve an institutional delivery system in collaboration with NGOs and communities. Already, the GoB, in collaboration with NGOs and the private sector, provides one year of free pre-primary education (PPE). Every government primary school is required to provide one year of pre-primary education. Pre-primary is, however, not mandatory in terms of provision or of attendance. From 2010 to 2017 enrollment in pre-school increased dramatically by three times, rising to 3.2 million in 2017. The percentage of Grade 1 students who had attended PPE increased from 50% in 2012 to 85% in 2016. In addition to the GoB provision, many private kindergartens, Madrasahs and NGO operated non-formal schools, offer pre-primary education throughout the country. Besides the MoPME's and various NGOs' provision of one year of pre-primary education for five-year-olds, there are also programmes operated by NGOs and under other Ministries which provide early childhood education for younger children through non-formal approaches and outside primary schools.

3.3.3 Issues and Challenges in ECD and Pre-primary Education

The NEP 2010 includes pre-primary as an integral part of primary education. The government has introduced one year of pre-primary education and has brought all actors in pre-primary education, both state and non-state, under one umbrella for planning and implementation. Furthermore, the government has developed a long-term vision which states that "*all children belonging to 3-5 years of age would progressively participate in pre-primary schools.*" Aspects of the programme include: i) Centre-based early learning (play group and pre-school); ii) Promotion of interactive care and safe child friendly learning environment in homes and communities; iii) Advocacy, social mobilisation and programme communication; and iv) Developing and strengthening early learning components of partners' systems and structures. Steps have already been taken by the government to implement mainly the pre-primary activities. Some of the steps are as follows:

- GoB-NGO jointly developing guidelines and implementing planned PPE activities under PEDP3 in partnership with NGOs and other actors;
- Professional capacity building and institutional strengthening;
- Making pre-school services universal with quality;
- Conducting a nationwide child survey and establishing pre-primary database;
- Development of assessment tools and establishing system to monitor quality as per service delivery standards defined in the PPE expansion plan;
- Addressing the inadequate financial allocation for ECD activities specially for young children aged birth to 5 years;
- Strategically including all stakeholders of PPE and Public-Private Partnership;
- Enrolling all pre-primary students in primary schools;
- Establishing appropriate governance structures.

Challenges for the effective implementation of ECD and PPE include:

- The ECD and PPE sub-sector is relatively new in

comparison with other sub-sectors in Bangladesh. The architecture of its governance mechanisms is not yet complete;

- Separate provision for children should be made for PPE classes;

- Absence of birth registration creates serious problems in providing credible statistics and creates distortion in education reporting, planning and implementation;

- Inter-ministerial collaboration is essential for the effective implementation of ECD and pre-primary education initiatives.

3.3.4 Strategic Directions

The GoB's Monitoring and Evaluation (M&E) framework for SDG 4.2 leverages indicator 4.2.2 for this target, which has to do with the number of children having access to organised learning one year prior to being enrolled in primary education (Annex X). There is however no indicator for ECD.

The following are suggested strategic directions to fulfill the target and to address ECD issues:

- Resources have to be enhanced to bring all pre-primary age children into the programme, especially Newly Nationalised Primary Schools (NNPS) [former Registered Non-Government Primary Schools (RNGPS)] and Ebtedayee Madrasahs;

- More resources must be allocated for teachers and PPE to ensure classes of no more than 30 students for all eligible children. Budgets need to be allocated to support effective GoB-NGO collaboration;

- A comprehensive programme for ECCE in line with the policy adopted in 2013 needs to be developed and resources need to be allocated to implement the policy with the MoWCA leading;

- Initiatives which are already underway with the lead of the MoWCA and support of UNICEF should be continued to introduce, validate, and apply Early Learning Development Standards for development, stimulation and care of young children;

- The duration of pre-primary should be increased to two years in the 8th FYP.

Summary of SDG 4.2 : ECD and Pre-primary

Background: The ECD and pre-primary education sub-sector is relatively new in receiving policy recognition. The government has introduced one-year pre-primary education. The policy requires this to be extended to two years. Simultaneously the government is exploring ways to introduce ECD. Once these anticipated interventions are in place, it is expected to contribute substantially to enrollment, completion and achievement of higher learning outcomes.

Key findings: Pre-primary education has been very well received by the general population. It is necessary for the state to take appropriate measures for ensuring effective pre-primary education nationwide based on decentralized management. For effective ECD interventions in the future there should be meaningful GO-NGO collaboration.

Strategic Directions: Since ECD and pre-primary education are relatively new undertakings it is suggested to implement them systematically in line with the ECD policy framework. The Education Policy 2010 stipulates a long-term view to implement 2-year-long comprehensive ECD programmes through GO-NGO collaboration.

3.4 Equal Access to TVET and Higher Education (SDG 4.3)

TARGET 4·3

EQUAL ACCESS TO AFFORDABLE TECHNICAL, VOCATIONAL AND HIGHER EDUCATION

3.4.1 Target

By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university.

3.4.2 Context

Although access to TVET has increased substantially in recent years, it is still low with 16% of youth and adults having received some type of TVET inputs, and the number of young adults enrolled in tertiary remains very low. It is imperative to reduce barriers to skills development and technical and vocational education and training (TVET), starting from the secondary level, as well as in tertiary education including university, as well as in non-formal education (NFE) systems, to provide lifelong learning opportunities for youth and adults. Provision of tertiary education should be made progressively free in line with existing international agreements. This will only be effective however if tertiary education can be fully aligned with the market as well as utilized as a means to achieve sustainable development.

There is a high demand for skilled workers in Bangladesh and abroad, which is likely to further increase over the coming years. The export of skilled workers can increase foreign currency earnings. Both the NEP 2010 and the National Skills Development Policy (NSDP) 2011 assign high priority to developing competent human resources in view of national and international demands. The GoB has specifically assigned special emphasis to the ICT sector due to its potential to exploit opportunities offered by the knowledge economy in an ever increasing globalized world.

Following the elaboration of the NSDP 2011, the GoB established the National Skills Development Council (NSDC) which was later transformed into the National Skills Development Authority (NSDA). This effort by the GoB

has provided strategic direction to the skills development sector which has translated into rapid progress. A substantial amount of these effort has led to strengthened TVET delivery by enhancing the institutional capacities of key institutes such as the Bangladesh Technical Education Board (BTEB), the Bureau of Manpower, Employment and Training (BMET) and similar institutions nationwide.

In order to maintain the momentum, the Technical and Madrassah Education Board (TMED) has developed a comprehensive action plan for TVET until 2030. The action plan contains key issues which have been developed through consultations with relevant stakeholders. Issues include critical interventions such as a national job market assessment, an overseas job market assessment, standardization, curriculum- and needs-based market-responsive training development, and promoting female-friendly job environments to encourage women to join TVET programmes.

3.4.3 Issues and Challenges in TVET

The workforce in Bangladesh is large, numbering about 57 million people. At least 1.3 million young people are entering the workforce each year. Although access to education has grown, the vast majority of the population is without higher secondary education or occupational skills training. The NSDP 2011 necessitates transformation of the current institutional arrangements which are not adequately aligned to ensure effective and efficient implementation of the skills development mandate. A total of 23 ministries and departments are directly involved in providing low to high-end formal and non-formal skills training in various economic sectors.

There is a diversity of non-formal education and skills training programmes for youth and adults. Many different ministries and national bodies work hand in hand with non-government organizations (NGOs) and local communities with small-scale programmes. There are literacy programmes of sizeable scale that include elements of life skills and livelihood skills. These initiatives are project-based and are therefore in place for a limited

duration. This raises issues about their institutionalisation and the development of a sustainable national system for lifelong education.

There is a long-standing NGO presence in technical and vocational education and training but with a generally weak market orientation. For skills development purposes, NGOs have an advantage due to their already existing presence and experience in rural settings dealing with poverty and raising awareness on social, economic, and environmental issues. This is important since most of the 87% of the labour force who are engaged in the informal economy reside in rural areas. The NGOs' role in communities is widely recognized and NGO interventions have created awareness and confidence particularly among rural women. The capacity of NGOs however in providing market-oriented skills is insufficient. Often, NGOs lack the capacity to provide marketable skills, meaning their trainees are often unable to translate acquired skills into better paid employment. However, despite their institutional weaknesses, the diversity of their experience makes them potential providers of skills training at the grassroots level.

Private skills providers vary in their composition and status. Registered providers can issue government-approved certification for completing a course. There are at least 119 private secondary vocational institutes in Bangladesh. Other variants of private vocational institutes include commercial colleges and agricultural institutes. There are several private non-registered institutes that provide vocational training. The actual number is not known. A number of the programmes are ICT-based but ICT is also weak to non-existent in many institutes where the necessary infrastructure and human resources are not in place. The main distinguishing factor between a private vocational institute and NGO vocational provider is that the former is for-profit, while the latter is nonprofit.

Tertiary education institutions and programmes vary greatly in terms of quality and relevance. The traditional universities offer a range of courses and have many more applicants for admission than places to offer. In contrast many of the degree colleges under the National University are poorly resourced in terms of libraries, ICT and the types of programmes they can offer. The National University is responsible for quality assurance for these institutions but is not adequately resourced for the role. The quality of the education provided is not of a high standard and most courses are not attuned to the job market.

Relevance needs to be ensured as an antidote to lack of interest and low participation. Young people are keen to learn skills as long as they clearly perceive the potential economic benefits outweigh the opportunity costs and if they can choose the skills of their choice using their own judgment. Potential learners should have access to information regarding skills, products, markets, capital requirements, rate of returns and future prospects so that they can make informed choices.

Improved TVET and skills development can lead to greater and better overseas employment opportunities. Bangladesh's human resource development strategy is yet to develop a skilled labour force involving both males and females who can be employed in higher paid and more secure jobs, thereby significantly increasing the flow of foreign remittance.

The central challenges in creating equal access to and quality improvement of TVET and tertiary education are as follows:

▶ A major challenge is to bring into its fold the informal sub-sector in meaningful ways;

▶ TVET curriculum has not been updated for a number of years;

▶ Socio-economic as well as cultural dynamics inhibit or discourage youth to enroll in the TVET system;

▶ Gender stereotypes limit the wider participation of males and females in traditional skills and occupations;

▶ Current regulations, with limited flexibility and responsiveness to market needs, make TVET reforms difficult;

▶ Coordination among various programmes and projects is limited;

▶ Governance of tertiary education is weak, particularly for the institutions operating under the National University;

▶ The quality of tertiary education varies greatly and sufficiently robust quality assurance mechanisms are not in place.

3.4.4 Strategic Directions

The selected indicator for SDG 4.3 in GoB's SDG M&E framework relates to the rate of participation of youth and adults in formal and non-formal training in the previous 12 months (Annex 10). This is strategically a strong indicator since it reflects how barriers to equal access to education are to be progressively overcome. It also promotes an understanding of how the lifelong learning concept is to progress by creating meaningful linkages between non-formal and formal education.

▸ **Identification of training and development goals.** A culture and climate conducive to human resources training and development needs to be created and facilitated by NSDC. Equitable access to TVET needs to be expanded while quality is ensured.

▸ **Identification and approval of institutions and training providers.** These organizations will deliver courses as set in the goals of the council and/or to meet identified training needs. Differentiation is needed between the training responsibilities that the different players have to fulfil in order to implement the principles of the NSDP.

▸ **Development of a code of conduct for trainers.** This along with setting principles applicable to the training process are needed to ensure quality and equity.

▸ **Continuing the development of the TVET sub-sector programme.** This will help ensure coordination among various TVET and skills development programmes to ensure effectiveness and efficiency.

▸ **Development of the National Qualification Framework for accreditation and certification of training and educational programmes.** This is needed for TVET and skills training, as well as for tertiary education in some technical areas.

▸ **Assessment of the learning needs of young people and adults and increasing and diversifying learning opportunities.** This will entail use of a wide range of assessment tools and of education and training modalities to make it possible for all youth and adults, especially girls and women, to acquire relevant knowledge, skills and competencies for decent work and life. Beyond work-specific skills, emphasis ought to be placed on developing high-level cognitive and non-cognitive transferable skills, such as problem solving, critical thinking, creativity, teamwork, communication skills and conflict resolution, which can be used across a range of occupational fields.

▸ **Integrated approaches to continuing education to optimise the effects, impact and long-term sustainability.** Basic literacy and post-literacy programmes need to be linked to gainful wage employment and self-employment. Gainful employment is possible if learners can acquire marketable skills which have demand in the local market.

▸ **Development of components and quality aspects of continuing education based on grassroots situations.** To identify marketable skills, local barriers and other problems associated with self-employment, appropriate market research and market analysis should be carried out. Locality specific conditions should be included in the analysis. Relevant indigenous experiences should also be taken into consideration. Training should be conducted using curricula and syllabi prepared by persons having appropriate conceptual insights and practical knowledge about the skills in conjunction with persons having wide-spread knowledge of market mechanisms.

▸ **Planning based on experience and research to identify needs as well as effectiveness of interventions.** Universities and other tertiary education institutions should be involved in research related to life skills and employment oriented skills.

▸ **Ensuring tertiary education is responsive to labour market needs.** Although universities have a wide remit related to the overall development of students, more emphasis needs to be given to preparing students for the world of work and for specific professions.

Summary of SDG 4.3: TVET and Higher Education

Background: The TVET system is unable to deliver market responsive gainful employment or self-employment to unemployed and under-employed youth and adults, particularly in rural areas. A total of 22 ministries, each providing diverse skills without any coordinating agency, is evidence of the fragmentation of the system. Following the introduction of a skills development policy and establishment of the National Skills Development Council (NSDC) the basis for an integrated and effective TVET system has been created. Tertiary education remains highly problematic. Tertiary education has quality issues and is not integrated with market needs.

Key findings: TVET systems are yet to become market responsive. One of the important reasons behind this is that the current curriculum has not been reformed in line with the demands of time. Particularly the system is not favorable for females. As a result, youth and adult females are not enabled to economically empower themselves with the necessary skills. Due to the TVET system's inability to generate gainful employment it is held in low regard by society.

Strategic Directions: The key feature of the strategic directions is to find meaningful ways and approaches to address relevance and quality of TVET delivery systems. A logical consequence of this is to carry out interventions which are foundational to the establishment of an effective TVET delivery system, such as reform of curriculum, assessment of learning needs, increasing outreach and creating women friendly environments among others.

3.5 Relevant Skills for Work (SDG 4.4)

TARGET 4·4

INCREASE THE NUMBER OF PEOPLE WITH RELEVANT SKILLS FOR FINANCIAL SUCCESS

3.5.1 Target

By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.

3.5.2 Context

The Bangladesh non-formal education and TVET sectors require a system that is able to produce an efficient workforce with market-responsive skills in large numbers. A substantial increase in the skilled workforce is essential for the country to move progressively to a developed economy. There are a number of problem areas for which appropriate and effective strategies are needed.

3.5.3 Issues and Challenges for Relevant Skills for Work

The TVET sector is yet to become sufficiently responsive to market needs. The economy is unable to generate employment with meaningful increases in income. Support for women needs to go beyond institution-specific support. Women need more support from their families. Providing safe and friendly environments for training as well as in the work place are significant work-related priorities for women as well as for men. The issue of child workers has given rise to a certain ethical dilemma. According to the Convention of Rights of the Child (CRC), to which Bangladesh is a signatory, children under the age of eighteen are not legally eligible for many types of work.

Bangladesh TVET is characterised by very limited opportunities. TVET enrollment is estimated to be less than 16% of the post-primary formal education enrollment. There is a wide array of informal skill development through on-the-job experience and traditional apprenticeships that have no link with the formal training system. Some informants were of the view that the national economy would come to a grinding halt without the informal and traditional skills development network (Ahmed, Ali and Khan 2005).

Formal TVET serves mainly young males who have completed at least the eighth grade. Pre-voc 1 and 2 have recently been introduced which creates the opportunity for illiterate or semi-literate people to participate and prepare for entry into TVET bypassing the requirement to complete Grade 8. Due to the low quality of TVET, particularly its lack of market orientation, TVET completers often experience challenges finding jobs after graduation.

Promulgation of the NSDP 2011 was followed by the establishment of the NSDC. This has contributed to the increase in employment from 2% to 16% in less than a decade. Therefore, it appears that the current strategic initiatives by the government accompanied by higher resource allocations have moved the sub-sector in the right direction.

3.5.4 Strategic Directions

The target set by the GoB in its SDG 4 M&E framework relates to the proportion of youth and adults with information and communications technology skills, by type of skill (Annex X). A number of initiatives are being implemented by GoB and others to enable the population to engage in meaningful and profitable work, including the use of ICT skills. Strategic directions include:

▸ **Expansion of non-formal and TVET systems.** Continue to expand the non-formal and TVET systems to meet the target of 30% of youth and adults' participation in formal and non-formal skills training by 2030.

▸ **Market responsive ICT skills.** GoB's M&E framework identifies provision of ICT for youth and adults as one of the most important strategic means for increasing the number of trained workers. Through acquisition of market responsive ICT skills, they have the potential to secure sustainable gainful employment.

▶ **Sector wide approach for TVET sector.** In order to provide better cohesion and direction to TVET activities, as well as to consolidate achievements in TVET related interventions, it is necessary to introduce a sub-sector approach similar to the primary and secondary education sub-sector programmes which have already been adopted.

▶ **Creating awareness about the availability of TVET related training opportunities.** Research shows that the lack of available training facilities is further compounded by a lack of awareness about existing training opportunities. Measures need to be taken to disseminate information effectively in the public domain as well as at the institutional level, especially for youth.

▶ **Optimal expenditure approach versus minimum expenditure approach.** In the face of dwindling resources for development, skills development should not become a replacement for other development activities. The supportive role of skills development through increased earnings should continue to complement existing initiatives such as micro-credit, health and social awareness programmes. One of the central lessons learned is that project costs per beneficiary should not be at a level which makes meaningful impact improbable. The number of target beneficiaries should be rationalised within the resource allocation, thereby making optimisation of impact possible.

▶ **Increasing the outreach.** In order to increase the outreach, it is necessary to establish fully functional and equipped training delivery institutions in each district as well as in upazilas. These training institutions should also be responsible for monitoring and establishing collaborative relationships with the state and non-state training within the areas of their respective jurisdictions. Table 8.1 in Annex VIII lists key initiatives for developing partnerships for the effective delivery of TVET.

▶ **Capacity building of TVET instructors.** Capacity building of the capacity builders is one of the important aspects for effective employability and employment. Capacity building of TVET instructors is also one of the important foundations for developing an effective TVET system. Table 8.2 in

Annex VIII lists several crucial points under Strategic Guidelines for the Capacity Building of TVET Instructors and Table 8.3 gives Strategic Guidelines for Enhancing the Capacity of Trainers.

▶ **Persons with disabilities.** The Bangladesh Disabled Welfare Act 2001 calls for action to improve opportunities for persons with disabilities through increasing their access, privileges and participation in skills development programmes. Table 8.4 in Annex VIII provides strategic guidelines for persons with disabilities. For TVET mostly adolescents with low or moderate physical and mental challenges have benefitted from the awareness about mentally and physically challenged children.

3.6 Gender Equality and Equal Access for All (SDG 4.5)

TARGET 4·5

ELIMINATE ALL DISCRIMINATION IN EDUCATION

3.6.1 Target

By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations.

3.6.2 Context

Gender parity has been achieved in pre-primary, primary and secondary education. However, completion rates for both girls and boys particularly in secondary education remain relatively low. Access for females in TVET and tertiary education also remains low. Particularly in STEM (Science, Technology, Engineering and Mathematics) subjects the participation of females remains low. With the exception of medicine, which has a quota system for female students, participation of females hardly crosses the 30% mark. Women's adult literacy rates are lower than the rates for men, and participation in the workforce is much lower. Other forms of disparities e.g. lack of educational access for ethnic minorities and children in difficult geographical locations and economic circumstances, as well as for children with physical and mental challenges, remain factors in converting near universal access to basic education to universal access.

Inclusion and equity are all encompassing concepts that include all people irrespective of sex, age, race, colour, ethnicity, language, religion, political allegiance, national or social origin, property or birth, as well as persons with disabilities, migrants, indigenous peoples, and children and youth, especially those in vulnerable situations. Everyone should have access to inclusive, equitable quality education and lifelong learning opportunities. Vulnerable groups that require particular attention and targeted strategies include persons with disabilities, indigenous peoples, ethnic minorities, people affected by climate change and natural disasters, and the poor. The recent influx of Rohingya refugees fleeing genocide and ethnic cleansing creates

the need to support displaced people caught in brutal repression and conflict. Bangladesh government's policies and initiatives supported and complemented by NGOs and other non-state providers are well placed to provide support to the marginalized and excluded.

3.6.3 Gender Equality in Education

Gender equality requires all girls and boys as well as men and women to be equally treated as human beings. In recent years there have been efforts to bring the members of the third gender from marginalisation and exclusion. Data shows that gross intake rates in Grade 1 is higher for girls compared to boys, but over time this reverse gender gap has been narrowing. The major challenge for Bangladesh is to move from gender parity to gender equality not only within the education system but also in the wider society. Gender sensitive education can be a major tool for transforming societal norms and expectations.

Gross and net enrollment rates in secondary, higher secondary and tertiary education show an upward trend. Female participation as students as well as teachers declines sharply in the higher phases of the education system. Data show that the proportion of female teachers in primary education exceeds that of men. However, the percentage of female teachers in secondary, higher secondary and tertiary is disproportionately skewed against women. The number of female students and teachers in tertiary education is slowly increasing. The number of female students presently ranges between 22% and 36% for both private and public universities, a growth from 22 - 24% in 2004. The percentages of female teachers in both private and public universities generally fall within the range of 14% and 18%. Women's participation has traditionally been less in the technical and scientific fields (STEM) with the exception of medicine. For example in the Bangladesh University of Engineering and Technology (BUET), which is one of the top rated engineering universities in Bangladesh, the ratio disproportionately favours men both in the case of teachers and of students.

Women's involvement in leadership in tertiary education is very limited. It is recognised that women assuming leadership positions in organizations may help create more women friendly environments as well as provide role models to both girl students and women teachers. The absence of structured interventions to develop women's leadership in tertiary education has been reported by Manfredi (2014) and was confirmed by a former University Grants Commission (UGC) chair. According to Manfredi, successful senior women faculty felt that they had to learn on the job or seek opportunities themselves for their development, often overseas. They reported that there were no formal mentoring arrangements, very few development programmes and no structured capacity-building activities or career advice in the tertiary system. Studies of academic cultures and information from the interviews in the Manfredi study point to the traditionally male dominated nature of higher education institutions. There is strong evidence of gender discrimination against women and gender-based violence on higher education campuses.

3.6.4 Equity and Inclusion in Education

The Child Equity Atlas (UNICEF, 2013) provides an analysis of how equitable progress has been for the MDGs including the education goal. It concludes, based on a household survey of a national sample, that progress has been uneven. Disparities exist in effective coverage of social services by geographic regions, rural and urban areas, gender, wealth, ethnicity and other dimensions. Various national surveys, such as the Bangladesh Demographic and Health Survey 2014 and the Multiple Indicators Cluster Survey 2012-13, confirm these disparities at sub-regional levels. The surveys indicate that social deprivation is mainly concentrated in northern, north-eastern, and south-eastern areas and to a lesser extent south-central parts of Bangladesh. For instance, children in Sylhet division which is located in the north eastern part of the country are more likely to be underweight and stunted than other children. The percentage of wasted children is also highest in this division. Stipends in primary education for children from poor families and for rural girls in secondary schools including tuition waivers are an important equity intervention in Bangladesh. The Secondary Female Stipend Programme (FSP) aimed to increase secondary enrollment and retention rates, delay marriage, control fertility, generate employment and increase empowerment of girls and women (Tietjen 2003; Raynor and Wesson 2006).

3.6.5 Ethnic Minorities

Bangladesh has a significant population from ethnic minorities (about 2% of the population). Ethnic minority populations are largely located in the south eastern extremity of the country. Other ethnic minority populations are scattered mainly along the northern part of Bangladesh. Due to historical and cultural reasons they have been largely excluded from mainstream development activities. In spite of overall gender balance in primary education fewer girls in indigenous communities are enrolled (ASPR 2016). The government is now trying to find long-lasting political and economic solutions. One of the central strategies for the socio-economic development of ethnic minorities by the government is to make development possible by preserving the identity and culture of the ethnic groups. As part of this approach the government is promoting initiatives to teach the different ethnic groups of children through their respective mother tongues.

3.6.6 Persons with Disabilities

According to surveys conducted by the Ministry of Social Welfare (MoSW) in the last decade, the percentage of persons with disabilities is estimated to range from 1.4% to 9% of the total population. However, the percentage of children with special educational needs reported as enrolled in primary schools' population is much lower than this number (ASPR 2018), indicating that many children with special needs are not being enrolled and/or their special needs are not recognised.

To achieve all children's access to and completion of primary education without discrimination, an Inclusive Education (IE) and Gender Action Plan was developed under PEDP2 and included in PEDP3 and further extended to PEDP4. The goal of the IE and Gender Action Plan is to create a gender-friendly and inclusive learning environment and to improve learning outcomes and completion rates for all girls and boys.

3.6.7 Strategic Directions

▸ The indicator in GoB's SDG 4 M&E framework (Annex 10) relies on having parity indices for a number of populations based on disaggregated data but includes the caveat that this will be done "as data become available". This illustrates the lack of adequate information to monitor and evaluate disparity. This hinders effective planning and implementation efforts.

▸ **Specific measures to improve quality and equity.** The long-term strategy is to ensure that measures are taken to improve quality and equity progressively to contribute to equitable sustainable development. Second chance and non-formal education programmes need to be recognised and promoted as an essential component of the strategy to serve all children ensuring equity and quality for all. It has to be guaranteed that "'second chance" does not turn into "second class" and a cheap option for the poor. A rights perspective, recognising basic education as a right and the means to realise other economic, political and civil rights, can be used as the framework for policy advocacy, assessment and evaluation of educational progress and for determining society's priorities. The Convention against Discrimination in Education will be used as an instrument for addressing the root causes of all forms of discrimination in education

▸ **Stipends in primary and secondary education.** The stipend projects in both primary and secondary education need to be continued and expanded and extended to non-formal education. The gap between the rich and poor is a challenge to inclusiveness and targeted efforts are needed to encourage children from poor households to get enrolled and continue their studies. This may include stipends as well as other inputs which will enable poor children to attend and remain in school.

▸ **Promoting inclusive education. Inclusive education means that all students attend and are welcomed by their local schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school.** This is the model which Bangladesh promotes for primary, secondary, tertiary and non-formal education. It applies to children with special education needs as well as to children who might be excluded for any other reason, including economic and social status, poverty, ethnicity, language and geographical limitations. In order for inclusive education to be effective, adequate resources must be made available to schools.

Summary of SDG 4.5 Gender Equality and Equal Access for All

Background: Bangladesh has achieved substantial success in reducing inequities particularly in terms of gender parity in enrollments in primary and secondary. Other groups who experience inequalities include marginalized populations, particularly those residing in disaster prone areas, people from ethnic minorities, hard-to-reach children and physically and mentally challenged children and adults.

Key findings: While there have been commendable improvements in terms of promoting gender equality in education, it has been mainly confined to parity in enrollment. Gender equality can only become meaningful if parity in enrollments can be effectively translated into parity in completion resulting in gainful employment and self-employment. Serious efforts are needed based on a well informed understanding of the issues and challenges caused by socio-economic limitations imposed on girls and women, the marginalized, members of ethnic minority communities and others who currently face discrimination.

Strategic Directions: Building on Bangladesh's success in gender parity, continued concerted efforts are needed to keep moving toward full gender equality and equal access to quality education for all. More intensive support needs to be provided for girls at secondary and tertiary education levels, for minority ethnic and linguistic groups including for mother tongue education, for the physically and mentally challenged and for economically and geographically marginalized groups, including through GO-NGO collaboration. Efforts must be intensified to do away with gender discriminatory social norms, e.g. by removing gender stereotypes from textbooks and teaching and learning materials and by integrating messages of gender equality and respectful relationships in the school curriculum and the teachers' training curriculum.

3.7 Youth and Adult Literacy (SDG 4.6)

TARGET 4·6

UNIVERSAL LITERACY AND NUMERACY

3.7.1 Target

By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.

3.7.2 Context

In Bangladesh, as a matter of policy, literacy and livelihood activities are inherently interrelated. Programmes cannot be planned or implemented separately. This integrated perspective makes the targets SDG 4.3 and SDG 4.4 intricately linked to SDG 4.6.

3.7.3 Issues and Challenges for Youth and Adult Literacy

Recent government statistics suggest that the literacy rate has risen to 73.9% based on a simple definition of self-reported literacy (Dhaka Tribune, 8 Sept. 2019). On the other hand, the NFE policy defines literacy as the ability to read, understand, interpret, communicate and compute in verbal and written forms in varying contexts. It involves a continuum of learning that enables individuals to develop their potential and knowledge base and to participate fully in community affairs and wider social and developmental contexts. Two of the most significant recent milestones for non-formal education include the development and approval of the NFE policy and the NFE Act. The Bureau of Non-Formal Education (BNFE) has been given the responsibility of overseeing and providing direction for non-formal education for children, youth and adults. A National Non-Formal Education Development Programme (NFEDP) has been planned through nationwide consultation with relevant stakeholders at all levels. The sub-sector programme is ready to be launched. The consultations revealed the following:

Basic education gap. According to DPE's Annual Sector Performance Report (ASPR) 2016, the number of out of school children aged 6 to 14 is approximately 5.5 million. This includes both those who never enrolled and those who dropped out before completing the primary cycle.

Mainstream government primary education has been unable to address these children's needs effectively and marginalized children living in difficult socio-economic circumstances often find it difficult to avail access to government primary education.

Out-of-school children and youth require innovative, flexible and responsive approaches, which the government primary education system is generally not designed to provide.

Adult literacy gap. Recent data suggest that the gender gap has narrowed and about 30% of both adult males and females remain non-literate. There is still a substantial rural-urban gap. Rural adult women are particularly deprived of basic literacy with 45% of them remaining non-literate. There are also concerns about the limited scope of the literacy and numeracy skills achieved, especially in terms of sustainability of skills and their functional application (GoB, 2015). Although the definition of literacy has been expanded to meet the challenges of the 21st century, it is yet to be adequately embedded in practice. This will require an overhaul of literacy programmes as well as substantial improvements in the capacity of literacy personnel to deliver literacy. This is considered an essential foundation for socio-economic development.

Vocational skills for the informal economy. Since 85% of the labour force work in the informal sector according to LFS 2016-201, the country's economy has a substantial role in improving their earning capacity through vocational education. A holistic approach to vocational education in Bangladesh is fairly recent. Decades of experience have shown that literacy and vocational education need to be integrated if literacy programmes are to contribute meaningfully to economic development and social empowerment.

One of the most significant challenges will be the extent to which the vocational education system will be able to make its services available to the majority of the labour force who reside in the rural areas, particularly rural women. Formal and informal apprenticeships, which are responsive to specific market demands, are also largely lacking. In these critical areas, non-formal education and lifelong learning have to be harnessed to fill the gaps in skills development for the population.

Equivalency. A comprehensive equivalency framework is essential for creating a conducive environment for lifelong learning. THe GoB has adopted a framework for the new system of skills development called the National Technical and Vocational Qualification Framework (NTVQF) in accordance with the National Skills Development Policy 2011. The NTVQF (Annex 9) has three broad levels, namely Pre-Vocational Level, Vocational Level and Diploma Level. The NFE Board, which has been approved under the NFE Act, is authorised to look into accreditation. The NTVQF has introduced Pre-voc 1 and Pre-voc 2. This provides opportunities for youth and adults whose education is below the Grade 8 qualification level. In addition, Recognition of Prior Learning (RPL) has been introduced for recognising and encouraging lifelong learning (and adult education) in accordance with the NTVQF, the NSDP 2011 and the Non-Formal Education Act 2014. The effectiveness of the measures will become clearer as they are implemented.

3.7.4 Strategic Directions

The indicator in GoB's M&E framework (Annex 10) is designed to monitor and evaluate progress related to functional literacy without setting exact numerical targets or defining the expected level of proficiency. It is recognised that functional literacy is the gateway for human resource development, particularly for the labour force, of which 85% are engaged in the informal economy. Most of the labour force reside in rural areas.

The NFEDP spells out a clear strategy for implementation. The NFEDP is to be implemented through 5,025 community learning centres (CLCs). CLCs are supported and resourced through multi-agency arrangements with BNFE providing overall leadership and oversight. Multi-agency includes the local government mainly at the union level, the district and *upazila* administration, NGOs, as well as both local and national and relevant entities in the private sector. Under the NFEDP, CLCs have been planned to use multi-purpose community learning centres as a hub of NFE and lifelong learning activities involving relevant stakeholders.

Further, NFEDP has proposed the following strategic directions for enhancing literacy and NFE:

▶ **Learners, learning objectives and contents for 8-14 years' age group.** Children aged 8-14 years, who either did not get the opportunity to go to school or dropped out, will be provided with comprehensive equitable, inclusive, quality primary education with needs-based post-primary education inputs consisting of life and livelihood skills as well as opportunities to continue further education within the general and TVET system. This is the first and most important part of the strategy.

▶ **Learners, learning objectives and contents for 15-45 years' age group.** The strategy is to provide appropriate needs-based market oriented literacy and life and livelihood skills to the marginalized youth and adults mainly engaged in unskilled and semi-skilled work in the informal sector in the rural areas. This will greatly extend the scope of non-formal education in the country.

▶ **Community learning centres management model.** Multi-purpose community-based and community-managed CLCs would become the hub of NFE activities. The CLCs will conceive, plan and implement NFE activities with the target members of the community with the support and collaboration of both state and non-state providers under the leadership of BNFE. CLCs are a key part of taking the strategy forward.

▶ **National and local level partnership approach with NGOs and institutions for CLCs.** A multi-level NFE governance system will be instituted whereby BNFE will provide leadership through standard setting, monitoring and evaluating, facilitating and coordinating NFE interventions with support from implementing agencies from state and non-state providers

▶ **Long-term strategy.** It is evident from the SDG 4 discourse that the cause of sustainable development will be best served through providing responsive and flexible institutional support targeting the majority of the marginalized population, particularly adults engaged in subsistence level economic activities. The NFEDP is a positive step towards that end. Assuming that the NFEDP is implemented effectively in the short and medium term, it will then be necessary to evolve a nationwide education system that links formal and non-formal education, offering its citizens a wide range of learning options. Since Bangladesh is aspiring to become a middle-income country by 2021 and a developed country by the year 2041, Bangladesh's economy and more importantly the nature of employment cannot depend on the informal economy alone.

Summary of SDG 4.6 Youth and Adult Literacy

Background: Although Bangladesh has reportedly achieved 73.9% literacy (Dhaka Tribune, 8 Sept. 2019), it is now recognised that literacy, life skills and livelihood activities have to be integrated into one package. A sub-sector wide programme for NFE is being planned in which integrated NFE interventions would be provided through CLCs. Through a sub-sector approach, the programme is expected to provide support to children between 8 and 14 years of age who never enrolled or dropped out of school as well as youth and adults who are 15 years or above.

Key findings: Given the need for literacy, life skills and livelihood skills, it is necessary to establish village based institutions that are able to reach the rural masses and to meet their literacy and other developmental needs. This can be achieved through GO-NGO collaborative efforts that facilitate community based learning centres led by the communities themselves. The community led process will require sustained technical support from NGOs as well as from other state and non-state actors at the grassroots level.

Strategic Directions: A decentralized NFE implementation system led by BNFE and implemented by NGOs through community led CLCs catering for the specific needs of children between 8-14 years and youth and adults aged 15 and older is envisaged as a major contribution to sustainable development.

3.8 Global Citizenship Education (SDG 4.7)

TARGET 4·7

EDUCATION FOR SUSTAINABLE DEVELOPMENT AND GLOBAL CITIZENSHIP

3.8.1 Target

By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.

3.8.2 Context

It is recognised that this target is complex and difficult to measure which reflects the complexity inherent in global citizenship education. It is also recognised that global citizenship education will have major implications for curriculum reform.

3.8.3 Issues and Challenges of Global Citizenship Education

The past quarter century has seen many changes through the world. Youth account for 7.5 billion people on the planet and life expectancies are on the rise in many countries (UNESCO 2017), including in Bangladesh. In today's world there is unprecedented development spurred by technological advancements that have accelerated the process of globalisation through a knowledge economy. On the other hand, in recent years old rivalries around nationalism and religion have resurfaced. There are also huge inequalities in terms of wealth and access to services and resources. The architects of the SDG 4 goals have envisioned that appropriate and responsive education can play an important facilitating role in promoting peace and harmony as well as equity in the world. The central challenge for the curriculum experts in Bangladesh will be to contextualise the prescribed contents specified in

SDG 4.7 within the realities of Bangladesh. The challenge will then be to disseminate in meaningful ways the messages to administrators, teacher trainers and teachers both within formal and non-formal systems and at all levels of education. The central challenge is to ensure that learners everywhere and of every age have the opportunity to acquire the knowledge and skills needed to improve their own lives, their communities, their nation and ultimately the world.

In Bangladesh concepts of global and national citizenship complement and reinforce each other. Without a sound understanding of national citizenship it is challenging to integrate and teach global citizenship education. Consulted stakeholders felt strongly that Bangladeshi value systems are consistent with core ideals and vlaues of global citizenship.

3.8.4 Strategic Directions

▶ **The selected indicator for Bangladesh (Annex 10) has two specific dimensions.** The first dimension has to do with the review of existing policies in the light of sustainable development including gender and human rights. The indicator also emphasises mainstreaming issues in the national curricula, teacher education and student assessment.

▶ **The immediate implications for global citizenship education concern curriculum development.** Currently this has been taken seriously by the National Curriculum and Textbook Board (NCTB). It is recognised that citizenship issues should not be confined only to primary and secondary education. They should be included in tertiary as well as in TVET systems and in all cases should be embedded across the subjects and in teaching and learning practices.

▶ **Global citizenship education will need to be integrated into teachers' professional development.** Methods for disseminating the ideas should be based on the principles of global citizenship, emphasising reflective training and teaching models. Effective integration of global

citizenship into professional development programmes is needed for both formal and non-formal education and at all levels.

▶ **The teaching and learning process for global citizenship should not be confined to the classroom.** Students should be encouraged to take up community activities to create social awareness about preserving the environment and of peace and harmonious living. These activities should be an integral part of the curriculum.

▶ **Global citizenship can be promoted through exchanges within and across countries and cultures.** The internet can be an effective tool to promote cross-cultural and trans-national communication and partnerships.

Summary of SDG 4.7 Global Citizenship Education

Background: As a signatory to SDG 4 the government is committed to the cause of global citizenship. NCTB has been assigned the task to review the current curriculum in order to incorporate relevant global citizenship content within the contextual reality of Bangladesh.

Key findings: While the current curriculum promotes the ideas of democratic and secular principles, it should be further tuned by aligning it with the idea of global citizenship in an increasingly globalized world.

Strategic Directions: Global citizenship is a cross-cutting theme not only for primary and secondary education but also for the entire education system including the tertiary level and non-formal education. The curriculum should actively promote community based activities for disseminating and sharing the ideas of global citizenship within the general population. One of the strategies for this would be to initiate interaction with students of other cultures and religions through internet communications.

Chapter 4 : Governance, Coordination and Monitoring of SDG 4

4.1 SDG 4's Relation with Other SDGs

There is a high level of interdependence within the SDGs with the achievement of each one depending on and also supporting the achievement of related SDGs. The gap frame analysis matrix (Annex 2) developed by Muff, Kapalka, Dyllick (2017) illustrates the expanded vision of SDG 4 which goes beyond the traditional mandate of education. The matrix clusters SDGs in four domains, namely i) Governance; ii) Economy; iii) Society; and iv) Planet. The Bangladesh education policy narrative strongly supports the achievement of education outcomes for sustainable economic gains. In Bangladesh it is imperative to link SDG 4 with components belonging to the economic cluster. Since Bangladesh has instituted NFE and skills development policies, employment is an obvious link for SDG 4 in Bangladesh.

This is the first time education has been brought to the forefront of development. Accordingly, the effectiveness of education will not only be assessed by the learning outcomes but also on the extent with which it is able to contribute to the other SDGs. The synergic relationship of SDG 4 cuts across all the SDGs. The SDG vision clearly recognizes the potential of education for contributing to a knowledge based economy as well as for the capacity building of institutions and for the development of human resources. The SDG 4 agenda has a close relationship with a number of basic aspects of development, which also fall within the domain of fundamental human rights. Effective coordination and capacity building are needed to ensure that the institutional arrangements are translated into effective implementation.

4.2 Governance and Coordination of SDGs in Bangladesh

GoB has taken the coordination of the SDGs as a core agenda and has set up an elaborate system of governance and coordination for all 17 SDGs under the SDGs Implementation & Review Committee and for each of the 17 SDGs through line ministries. The Honourable Prime Minister has appointed a Principal Coordinator of SDG Affairs at her office to coordinate among key actors. The Principal Coordinator leads an Inter-Ministerial SDGs Implementation & Review Committee on the implementation and review of the SDGs in Bangladesh.

4.3 Governance and Coordination of SDG 4

Within each ministry there is one focal point and one alternative focal point for SDG issues. For SDG 4 there is one focal point and one alternative focal point for SDG issues in MoPME, in MoE's Secondary and Higher Education Division (SHED) and in MoE's Technical and Madrasah Education Division (TMED). Accountability for all programmes and activities related to SDG 4 has been delegated to MoE and MoPME as co-leads for SDG 4.

Effective governance depends on a cohesive and a well-integrated system in which the government is enabled to coordinate efficient implementation of its policies and plans. At the same time the system needs to be sufficiently decentralized to allow for effective decision making through the active participation of the relevant stakeholders at the lower tier of governance as well as at higher levels.

Building on the partnership with civil society and international agencies established through the development of this Strategic Framework, it is envisaged that MoE and MoPME will set up structures to continue to engage all relevant departments, NGOs, CSOs, administrators, academia, teachers, other educators, parents, communities and the private sector to plan, implement, review and transform educational policies and programmes for the achievement of SDG 4. It is recommended to form an inter-ministerial steering committee with the participation of policy makers, administrators and education experts to develop a comprehensive sectoral plan for all the education sub-sectors. The steering committee would monitor current plans, facilitate the development of new plans including for post-7thFYP. Coordination of all activities across the education sector will ensure the alignment of the various programmes and activities. This is in accord with the Paris Declaration on Aid Effectiveness (2005) and the Accra Agenda for Action (2008), which are subscribed to by GoB and most of the development partners working in the country.

4.4 Dynamic Monitoring and Evaluation Systems Development

It is essential to establish dynamic and efficient systems for monitoring, follow-up and review for evidence-based policies and sector plans. Follow-up and review based on robust monitoring, reporting and evaluation policies, systems and tools are essential for the achievement of SDG 4. The monitoring and evaluation (M&E) mechanisms for the entire education system and sub-systems need to be strengthened with decentralisation. Progressive decentralisation means that fully functional monitoring at lower levels becomes a challenge with partial monitoring control still remaining with the top level, thus affecting coordination at all levels of the sector. When an M&E system becomes holistic from a programme level monitoring perspective, the various components of the system tend to be coordinated more effectively. The advantage of all the components functioning and inter-communicating well under the one umbrella of M&E is that it helps to introduce common standards and classification systems using uniform coding for better monitoring. This also reduces duplication of information collection and is more cost-effective. The availability of an M&E framework as part of the national education sector plan will help to connect various components of M&E under a single framework, thus making the M&E system more efficient and effective.

4.4.1 Key Factors for M&E Systems

Significant changes have taken place in the last few decades in the basic understanding of the purpose of education as well as of its monitoring. The growing demand for better provision of quality education and accountability has redefined the purpose of M&E, shifting it more towards outcomes and impact rather than activities and inputs. Generally, the M&E systems across the education sector are weak with the collection of a huge quantity of information having no specific purpose. The system has difficulty collecting the right information at the right time. In order to be effective M&E systems need to be flexible and responsive to the needs and issues faced by various stakeholders particularly at the schools and educational institutions level. Systems need to be decentralized with authority being delegated to sub-national levels. There will need to be capacity building at every level and the system has to be adequately resourced in terms of finance and personnel. Currently in Bangladesh the primary education system, which is being largely directly implemented by the government, is perhaps the best structured system. Other sub-sectors, including secondary education, TVET and tertiary education, are yet to evolve a well-structured M&E system. M&E systems need to be strengthened for the entire education sector and sub-sectors in Bangladesh. There is the danger that the vision of SDG 4 may be lost in the narrowed down version of the indicators that have been developed thus far. The vital process of global indicator development has been principally left to technical experts (Inter-Agency Expert Group). For SDG 4's 10 targets there are 11 global indicators and 32 thematic indicators, most of the latter coming from the World Education Forum (WEF). It is not clear that quality learning and children's rights to education are included in the global indicators. Only 11 global indicators are the main source of data for the UN's annual SDG reports.

At the policy level the Bangladesh Bureau of Statistics (BBS) and the Bangladesh Bureau of Educational Information and Statistics (BANBEIS) are responsible for developing indicators aligning with SDG 4, a process which has already been started through the commencement of the National Indicator Framework (NIF) development initiative with support from UNESCO. This initiative will identify and define the indicators that need to be collected at the national level. This national statistical process spearheaded mainly by BBS and BANBEIS will inform the policy makers and members of civil society as well as education practitioners. BANBEIS is developing the NIF under the guidance of an inter-ministerial committee.

4.4.2 Strategic Directions for M&E

The following strategic directions are recommended to establish and maintain an effective, efficient and dynamic M&E system which supports the implementation of SDG 4 and the transformation of education M&E systems:

- **Given the challenges of implementing SDG 4, a comprehensive M&E system that can inform implementation at all levels needs to be established.** In order to ensure valid and reliable data is collected the resource gaps and capacity issues also need to be identified and addressed.

- **M&E should provide support at the strategic level.** This is particularly important for the implementing agencies. M&E at the strategic and operational levels are mutually reinforcing. The operational level is mainly concerned with the monitoring of day to day activities for immediate corrective measures to be taken. The strategic level is more informed through various forms of evaluations, including formative and summative evaluations. It requires careful analysis of a wealth of data collected through monitoring processes.

- Institutional capacity building is needed at all levels.

- In addition to quantitative indicators, it is imperative to include process indicators related to quality and intermediate indicators related to capacity building.

- It is imperative to institutionalise Results-Based M&E within implementing agencies.

4.5 Conclusion

The Strategic Framework reflects the GoB's commitment to align its education policy with SDG 4 including as a signatory of the the Incheon Declaration. It is the outcome of a long and in-depth consultative process of all relevant stakeholders under the leadership of the GoB.

The consultative process has yielded need-based, practical, and workable strategic insights designed to support and complement government policies and initiatives in the education sector. The total sum of strategic directions indicates that the successful achievement of the national aspiration to become a middle-income by 2021 and a developed country by 2041 will require effective and efficient human resources, which can only be achieved through the creation of a needs-based, responsive, holistic, and integrated education system that is evolved through the principles of lifelong learning.

Therefore, education quality enhancements, which are central to the SDG 4 mandate, will not only depend on the successful achievement of learning outcomes at various levels, but also on the ability of the education system to effectively and efficiently contribute to the cause of sustainable socio-economic development of the country.

Through the consultative process it was noted that the GoB, through its concerted efforts, has made headway in creating an important developmental foundation in basic literacy, visible through the substantial achievements made during the EFA era. These achievements have created an opportunity to further transform the entire education system including ECD, pre-primary, primary, secondary, tertiary and TVET education, as well as to strengthen needs-based skills development as an integrated mechanism leading to sustainable socio-economic development.

In addition to meeting the challenges of addressing the education sector in a holistic approach, this transformation also requires active and spontaneous support from all cross-sections of society, including the private and NGO sectors.

To this end, the GoB has identified education, especially its aspects of equity and access, as a public good under the SDG 4 discourse. By doing so, the GoB has clearly and irrevocably acknowledged the primacy of the role of the government as the leader, provider and facilitator for continued growth and development of the education sector, including through contexualizing SDG 4 and aligning national education policies with SDG 4 goals and targets.

ANNEX I

The SUSTAINABLE DEVELOPMENT GOALS

Goal 1	No Poverty	End poverty in all its forms everywhere
Goal 2	Zero Hunger	End hunger, achieve food security and improved nutrition and promote sustainable agriculture
Goal 3	Good Health and Well-being	Ensure healthy lives and promote well-being for all at all ages
Goal 4	Quality Education	Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
Goal 5	Gender Equality	Achieve gender equality and empower all women and girls
Goal 6	Clean Water and Sanitation	Ensure availability and sustainable management of water and sanitation for all
Goal 7	Affordable and Clean Energy	Ensure access to affordable, reliable, sustainable and modern energy for all
Goal 8	Decent Work and Economic Growth	Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all
Goal 9	Industry, Innovation and Infrastructure	Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation
Goal 10	Reduced Inequality	Reduce inequality within and among countries
Goal 11	Sustainable Cities and Communities	Make cities and human settlements inclusive, safe, resilient and sustainable
Goal 12	Responsible Consumption and Production	Ensure sustainable consumption and production patterns
Goal 13	Climate Action	Take urgent action to combat climate change and its impacts*
Goal 14	Life Below Water	Conserve and sustainably use the oceans, seas and marine resources for sustainable development
Goal 15	Life on Land	Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss
Goal 16	Peace and Justice Strong Institutions	Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels
Goal 17	Partnerships to achieve the Goal	Strengthen the means of implementation and revitalise the global partnership for sustainable development

ANNEX 2

A SAFE SPACE FOR ALL OF US
GAPFRAME: GLOBAL GOALS RELEVANT FOR EVERY NATION & BUSINESS

TRANSLATING 17 GLOBAL SUSTAINABLE DEVELOPMENT GOALS (SDGs)

INTO 24 ISSUES RELEVANT TO ALL NATIONS & BUSINESS

ISSUES INCLUDE INDICATORS MEASURING PROGRESS TOWARDS IDEAL STATE

SUSTAINABILITY DIMENSIONS

SDGs	SDGs TO BE ADAPTED FOR NATIONAL RELEVANCE	ADDITIONAL ISSUES RELEVANT TO ALL COUNTRIES	Issues

GOVERNANCE
- BUSINESS INTEGRITY
- PUBLIC FINANCE
- TRANSPARENCY

- 24. TRANSPARENCY
- 23. BUSINESS INTEGRITY
- 22. PEACE & COOPERATION
- 21. STRUCTURAL RESILIENCE
- 20. PUBLIC FINANCE

ECONOMY
- RESOURCE USE
- SUSTAINABLE CONSUMPTION
- SUSTAINABLE PRODUCTION

- 19. INNOVATION
- 18. SUSTAINABLE PRODUCTION
- 17. SUSTAINABLE CONSUMPTION
- 16. RESOURCE USE
- 15. EMPLOYMENT

SOCIETY
- SOCIAL INTEGRATION

- 14. QUALITY OF LIFE
- 13. SOCIAL INTEGRATION
- 12. LIVING CONDITIONS
- 11. EDUCATION
- 10. EQUAL OPPORTUNITY
- 9. HEALTH

PLANET
- CLEAN AIR

- 8. WASTE TREATMENT
- 7. CLEAN ENERGY
- 6. WATER
- 5. CLEAN AIR
- 4. LAND & FORESTS
- 3. OCEANS
- 2. CARBON QUOTIENT
- 1. BIODIVERSITY

ANNEX 3

GLOBAL INDICATORS FOR SDG 4 TARGETS

11 Global Indicators for SDG 4

As the official data source for SDG 4–Education 2030 indicators, the UNESCO Institute for Statistics (UIS) helps countries to collect data by developing methodologies and applying standards to produce internationally-comparable indicators. For more information, consult: http://uis.unesco.org

TARGETS

🏫 4.1.1   #learning   #math   #reading   #proficiency

Proportion of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex.

CONCEPT: Minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. Currently, there is limited comparability of data from different learning assessments.

DATA SOURCES: Cross-national learning assessments (PASEC, PIRLS, PISA, SACMEQ, TERCE, TIMSS) and national assessments.

👶 4.2.1   #EarlyChildhood   #ChildDevelopment

Proportion of children under 5 years of age who are developmentally on track in health, learning and psychosocial well-being, by sex.

CONCEPT: There is not yet a globally-accepted definition of 'developmentally on track', but one possible source, the MICS ECDI, defines 'on track' as children aged 3 to 4 years who are developmentally on track in at least three of these four domains: literacy-numeracy; physical, socio-emotional and learning.

DATA SOURCES: Measures to capture children's early childhood experiences have been used in multiple countries in projects such as the UNICEF Multiple Indicator Cluster Surveys (MICS).

👶 4.2.2   #EarlyChildhood   #ECCE

Participation rate in organized learning (one year before the official primary entry age), by sex.

CONCEPT: The official primary entry age is the age at which children are obliged to start primary education according to national legislation or policies.

$$\text{Part.rate} = \frac{\text{Enrolment ISCED 0 or 1}_{(prim.\,entry\,age-1)}}{\text{Population}_{(prim.\,entry\,age-1)}}$$

DATA SOURCES: Enrolment data reported by Ministries of Education or national statistical offices and population estimates produced by the UN Population Division or attendance data from household surveys and censuses.

🏃 4.3.1   #formaleducation   #nonformaleducation   #training

Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex.

CONCEPT: Methodology related to participation in formal education and training is established throughout most countries (ISCED 2011). However, methodology for measuring participation in non-formal education and training varies substantially across the globe.

DATA SOURCES: At the international level, surveys such as the European AES, PIAAC from OECD and the ILO SWTS.

🖥️ 4.4.1   #skills   #ICT   #technology

Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill.

CONCEPT: The indicator measures ICT skills based on the number of people who report having undertaken certain computer-related activities in a given time period.

DATA SOURCES: A standard methodology was developed by Eurostat and adopted by the International Telecommunications Union (ITU). Both organizations coordinate national surveys to collect this information.

⚖️ 4.5.1   #equity   #parity   #gendergap

Parity indices (female/male, rural/urban, bottom/top wealth quintiles and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated.

CONCEPT: The indices represent the ratio of the indicator value for one group to that of the other. Typically, the likely more disadvantaged group is in the numerator. A value of exactly 1 indicates parity between the two groups.

DATA SOURCES: Same as for underlying indicators.

📖 4.6.1   #proficiency   #numeracy   #literacy

Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex.

CONCEPT: The fixed level of proficiency is the benchmark of basic knowledge in a domain measured through learning assessments. So far, there are no common standards validated by the international community or countries.

DATA SOURCES: Skills assessment surveys of the adult population (e.g. PIAAC, STEP, LAMP and national literacy and numeracy surveys).

🌍 4.7.1   #globalcitizenship   #sustainabledevelopment

Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessments.

CONCEPT: It seeks to measure the quantity and quality of country inputs, as well as whether the quality of GCED and ESD provision is adequate to fulfil their transformational potential.

DATA SOURCE: UNESCO consultation on the implementation of the 1974 Recommendation concerning Education for International Understanding, Cooperation and Peace and Education relating to Human Rights and Fundamental Freedoms.

MEANS OF IMPLEMENTATION

🏫 4.a.1   #LearningEnvironment   #facilities   #infrastructure

Proportion of schools with access to: (a) electricity; (b) Internet for pedagogical purposes; (c) computers for pedagogical purposes; (d) adapted infrastructure and materials for students with disabilities; (e) basic drinking water; (f) single-sex basic sanitation facilities; and (g) basic handwashing facilities (as per WASH indicator definitions).

DATA SOURCES: Administrative data from schools and other providers of education or training.

🎓 4.b.1   #scholarships   #developmentaid

Volume of official development assistance flows for scholarships by sector and type of study.

DATA SOURCES: Administrative data on disbursement of official development assistance from OECD's Development Assistance Committee.

👨‍🏫 4.c.1   #teachers   #qualification   #teachertraining

Proportion of teachers in: (a) pre-primary education; (b) primary education; (c) lower secondary education; and (d) upper secondary education who have received at least the minimum organized teacher training (e.g. pedagogical training) pre-service or in-service required for teaching at the relevant level in a given country, by sex.

DATA SOURCES: Administrative data from schools and other organized learning centres.

UNESCO — United Nations Educational, Scientific and Cultural Organization — Institute for Statistics

SUSTAINABLE DEVELOPMENT GOALS

ANNEX 4

SDG 4 STEERING AND TECHNICAL COMMITTEES

Table 4.1 Steering Committee for SDG 4 Strategic Framework Development

1	Secretary, Secondary and Higher Education Division, MoE	Chair
2	Additional Secretary, Development, SHED, MoE	Member
3	Additional Secretary, Development (SDG 4 focal point), MoPME	Member
4	Additional Secretary, TMED, MoE	Member
5	Chief (Planning), SHED, MoE	Member
6	Representative, General Economics Division, Planning Commission	Member
7	Representative, Economic Relations Division, Finance Ministry	Member
8	Representative, Implementation, Monitoring and Evaluation Division, Planning Ministry	Member
9	Representative, BANBIES, MoE	Member
10	Representative, Bangladesh Bureau of Statistics (BBS)	Member
11	Representative, Access to Information (a2i) , Prime Minister's Office	Member
12	Representative, NCTB, MoE	Member
13	Representative, Bureau of Non-Formal Education, MoPME	Member
14	Representative, Directorate of Primary Education (DPE), MoPME	Member
15	Representative, Directorate of Secondary Education (DSHE), MoE	Member
16	Representative, UNICEF	Member
17	Representative, Development Partner (DP)	Member
18	Representative, Civil Society Organisation (CSO	Member
19	Chief of Education, UNESCO, Dhaka Office	Member
20	Deputy Secretary General, Bangladesh National Commission for UNESCO, MoE	Member
21	Joint Secretary, Development, SHED, MoE	Member Secretary

Table 4.2 Technical Committee for SDG 4 Strategic Framework Development

1	Additional Secretary, Development, SHED, MoE	Chair
2	Additional Secretary, Development , MoPME	Co-Chair
3	Deputy Secretary (SDG 4 Alternative Focal Point), MoPME	Member
4	Deputy Chief, SHED, MoE	Member
5	Deputy Chief, General Economics Division, Planning Commission	Member
6	Deputy Secretary, (SDG), SHED, MoE	Member
7	Director, (Programme), Directorate of Primary Education	Member
8	Director, (Planning), Bureau of Non-Formal Education, MoPME	Member
9	Chief, DLP, BANBIES, MoE	Member
10	E-Learning Specialist, Access to Information (a2i) , Prime Minister's Office	Member
11	Education Manager, (Early Learning & Education), UNICEF	Member
12	Programme Officer, UNESCO Dhaka Office	Member
13	Deputy Director, Campaign for Popular Education (CAMPE)	Member
14	Director (Education), BRAC	Member
15	Representative, UCEP	Member
16	Chief of Education, Plan International Bangladesh	Member
17	Director (Education), Save the Children	Member
18	Executive Director, Dhaka Ahsania Mission`	Member
19	Director General, Asian Centre for Inclusive Education	Member
20	Associate Professor, Institute of Education and Research, Dhaka University	Member
21	Education Expert	Member
22	Education Expert	Member
23	Deputy Secretary General, Bangladesh National Commission for UNESCO	Member Secretary

ANNEX 5

CONSULTATION MEETINGS ORGANISED FOR SDG 4 STRATEGIC FRAMEWORK DEVELOPMENT

Serial No.	Type of Consultation	Number	Participants
1	National level consultations (inception workshop and consultation workshop on sharing draft of SDG 4 SF)	2	199 (45 F)
2	Sub-national level consultation workshops to collect data and information for SDG 4 SF (Sylhet, Khulna, Barisal, Chattogram)	4	331 (107 F)
3	Focus Group Discussions at the sub-national level (Moulvibazar, Bhola, Jashore, Bandarban) and thematic issues on youth , Teacher and TEVET where gender and quality were cross cutting issues.	8	181 (55 F)
4	Key Informant Interviews conducted with policymakers, managers and experts	30	30 (8 F)
5	Technical Committee meetings (including the expert group meeting)	5	65 (19 F)
6	Steering Committee meetings	3	50 (8 F)
	Total	52	856 participants (242 female)

ANNEX 6
FORMAL EDUCATION INSTITUTES, TEACHERS AND STUDENTS IN BANGLADESH

Type of Education	No. of Institution	No. of Teacher			No. of Student			Indicators			Share of institutions	Share of Teachers	Share of Students
		Total	Female	% of Female	Total	Girl	% of Girl	TSR	SPI	TPI			
Primary Education	133,901	623,964	386,296	61.91	17,251,350	8,743,312	50.68	28	129	5	76.42%	52.91%	75.74%
Secondary Education	20,467	243,880	62,511	25.63	10,330,695	5,580,387	54.02	42	505	12	11.68%	20.68%	12.26%
College Education	4,419	120,934	28,498	23.56	3,872,960	1,873,619	48.38	32	876	27	2.52%	10.25%	5.59%
Madrasah Education	9,303	113,761	14,912	13.11	2,453,364	1,350,549	55.05	22	264	12	5.31%	9.65%	2.92%
Professional Education	877	10,816	2,624	24.26	168,469	76,711	45.53	16	192	12	0.50%	0.92%	0.51%
Teacher Education	216	2,700	670	24.81	35,071	14,242	40.61	13	162	13	0.12%	0.23%	0.13%
Technical-Vocational	5,897	34,716	7,092	20.43	891,964	216,376	24.26	26	151	6	3.37%	2.94%	1.39%
University	135	28,568	7,432	26.02	856,726	279,056	32.57	30	6,346	212	0.08%	2.42%	1.46%
Total	175,215	1,179,339	510,035	43.25	35,860,599	18,134,252	50.57	30	205	7	100.00%	100.00%	100.00%

Source: Bangladesh Education Statistics, 2017 Published by BANBEIS, April 2018
Note: The proportion of institutions, teachers and students has been considered based on the total students.
Proportion of institution at each level (e.g. the share of TVET at the secondary level) will be different.

ANNEX 7

SDG 4 RELATED STRATEGIC OBJECTIVES IN NATIONAL EDUCATION POLICY (NEP) 2010

Table 7.1: Access Related Strategic Objectives for Primary Education in the NEP 2010

Strategic Objectives in the NEP	Status/Remarks
At present 100% children cannot be given access to primary schools for economic, regional and geographical factors. By 2010-11, 100% enrollment of primary education will be ensured. At least one primary school will be established in the villages that have none.	Revise the target. Ensure 4 million children out of school are in school by 2021.
Posts for teachers and the number of classrooms will be increased in every school to facilitate pre-primary schooling. But since this is an expensive endeavor and requires a long time-span, the initiative will be implemented in phases.	By 2021 ensure that at least 30% of government schools have separate rooms for pre-primary children.
To initiate a uniform and mandatory syllabus for some basic subjects to be taught in diverse types of schools delivering primary education.	Progress made but yet to be fully implemented nationwide.
Steps will be taken to eradicate the existing discrimination in terms of facilities in different types of primary education institutions (community schools, non-registered and registered schools, government schools, kindergartens and urban/rural schools). All such institutions including kindergartens, English medium schools and all types of Madrasahs will have to register themselves with concerned authorities in compliance with set rules.	Yet to be fully implemented.
The ratio of teacher and students in primary education will be 1: 30. This goal will be achieved in phases by 2018.	Not yet achieved but teacher student ratio is progressively reducing nationwide.
As a solution to drop-outs the volume of stipend for poor students will be extended. The provision for lunch in schools is an urgent issue. This provision has to be implemented phase wise in all schools located in the rural and under-developed areas. Special attention will be given to create residential facilities in the schools of hilly and remote areas.	Stipend programme has been implemented. Initiatives yet to be undertaken for the rest of proposed interventions.
For physically challenged students the facilities of the lavatories and the scope of smooth movement will be adequately designed and created with special attention in order to fulfill the special needs of the physically challenged learners. Special and preferential attention will be given to their needs. At least one trainer will be recruited in each of the PTIs to facilitate the special teaching methods and needs of various types of challenged learners.	Some improvements have been made like construction of ramp. Teachers have been sensitized and physically challenged children have been included in the teacher training curricula.

Table 7.2: Strategic Objectives to Improve Quality in the NEP 2010

Strategic Objectives in the NEP	Short-term (2019-20)	Mid-term (2021-2025)	Long-term (2026-2030)
Posts for teachers and number of classrooms will be increased in every school to facilitate pre-primary schooling. But since this is an expensive endeavor and requires a long time-span, the initiative will be implemented in phases.	Achievement of 30% of total target	Achievement of 70% of total target	Achievement of 30% of total target
To initiate a uniform and mandatory syllabus for some basic subjects to be taught in diverse types of schools delivering primary education.	Achievement of 30% of total target	Achievement of 70% of total target	
The ratio of teacher and students in primary education will be 1: 30. This goal will be achieved in phases by 2018.	Achievement of 20% of total target	Achievement of 80% of total target	
As solution to drop-outs the volume of stipend for poor students will be extended.	Achievement of 30% of total target	Achievement of 50% of total target	Achievement of 20% of total target
The provision for lunch in schools is an urgent issue. This provision has to be implemented phase wise in all schools located in the rural and backward areas.	Achievement of 30% of total target	Achievement of 70% of total target	
At least one primary school will be established in the villages that have none.	Achievement of 30% of total target	Achievement of 40% of total target	Achievement of 30% of total target
To initiate a uniform and mandatory syllabus for some basic subjects to be taught in diverse types of schools delivering primary education.		Fully implemented	
At present 100% children cannot be given access to primary schools for economic, regional and geographical factors.		Revise the target. Ensure 4 million children out of school are in school by 2025	
For street children and other ultra-deprived children special provisions like free admission, free education materials, free lunch at schools and stipends will be arranged to attract and retain these children in the schools. Effective measures will be taken for their safe protection within the schools.	Achievement of 30% of total target	Achievement of 50% of total target	Achievement of 20% of total target
Acute discrimination of primary schools of different types &locations. Such existing discriminations will be minimised by phases. To meet this end, special programmes will be undertaken to extend special assistance to the schools in the rural and backward areas so that the situation gets improved within some years.	Achievement of 30% of total target	Achievement of 50% of total target	Achievement of 20% of total target

Table 7.3: Institutional Capacity Related Strategic Objectives for Primary Education in the NEP 2010

Strategic Objectives in the NEP	Status/Remarks
Research initiatives to find out the appropriate methods for innovation of effective teaching, evaluation and implementation will be encouraged and supported.	Quality and quantity of research is in short supply
The status of National Academy for Primary Education (NAPE) has to be elevated to a top national institution of very high quality so that it can innovate new methods of activities for the development of primary education.	Substantive measures to this end being undertaken.

Table 7.4: Policy Statement for Infrastructure Development in the NEP 2010

Strategic Objectives in the NEP	Status/Remarks
Infrastructure, teachers and staff for high schools need to be added with Classes XI & XII, while higher secondary colleges will have to add Classes IX & X. For this, the number of classrooms, furniture and educational instruments will be increased. In high schools, subject-related teachers including English will be appointed to teach at the higher secondary level. For the implementation of these steps, special care will be taken for the supply of funds.	All outstanding targets to be filled by 2025

Table 7.5: Strategic Objectives to Strengthen Madrasah System in the NEP 2010

Strategic Objectives in the NEP	Short-term (2019-20)	Mid-term (2021-2025)	Long-term (2026-2030)
At the Ebtedayee level, the curriculum of different classes will be coordinated in tune with other streams including the compulsory subjects such as Bangla, English, moral education, science, Bangladesh studies, general mathematics, social environment, environmental science with the inclusion of the concepts of 'climate change', and information technology. These subjects will be compulsory for all. From Classes VI to VIII, pre-vocational and communication technology education will be offered.	Achievement of 30% of total target	Achievement of 70% of total target	
The salary structure and benefits of Madrasah teachers will be revised in similarity with general education and accordingly the opportunities of higher training and research will be made available to them.	Achievement of 30% of total target	Achievement of 70% of total target	

Table 7.6: Access and Quality Related Strategic Objectives for Madrasah Education in the NEP 2010

Strategic Objectives in the NEP	Short-term (2019-20)	Mid-term (2021-2025)	Long-term (2026-2030)
Underprivileged students and under-developed regions: Appropriate facilities similar to the steps noted in the primary education sub-sector will be provided to ensure equal opportunities for the students who suffer from some limitations. Regional discriminations will be dealt with accordingly.	Achievement of 30% of total target	Achievement of 50% of total target	Achievement of 20% of total target
Measures will be taken to expedite government support on a priority basis (such as salary and benefits of teachers, the instruments and materials for teaching sciences etc.).	Achievement of 30% of total target	Achievement of 70% of total target	
Curriculum, Syllabus and Textbooks: There will be three streams at the secondary level, general, Madrasah and technical and each stream will have several branches. However, for all streams, uniformity will be maintained through some stipulated compulsory subjects, such as Bangla, English, Bangladesh studies, general mathematics and information technology.	Achievement of 30% of total target	Achievement of 70% of total target	
An experts' team will be constituted to prepare curricula and syllabi for all streams.	Achievement of 30% of total target	Achievement of 70% of total target	
Teacher-student ratio will have to be progressively raised in phases to 1: 30	Achievement of 30% of total target	Achievement of 50% of total target	Achievement of 20% of total target

Table 7.7: Strategic Objectives for Improving the Quality of Teaching and Learning Process for Primary and Secondary Education in the NEP 2010

Strategic Objectives in the NEP	Status/Remarks
Teaching methods. An interactive teaching method will be pursued to develop the creative faculties and skills of the children and help them do the exercises through individual or group-work.	Many training programmes have been developed. Many teachers have been trained. But the application of acquired skills is limited.
Improvement of schools, monitoring for quality education & community participation. Teachers' minimum qualification requirements upgraded. Separate Private Teachers Selection Commission will be established the target for recruitment of subject-wise teachers will be fixed. The responsibility of teachers' selection for secondary and private (government supported) degree colleges will be delegated to this Commission. The main responsibility of supervising within the school will rest with the Head Teachers.	A substantial part implemented.
Teachers' training: Training will be arranged for all the teachers of all subjects. Teachers yet untrained need to undergo training immediately. Newly-appointed teachers will undergo primary training before they join their work. Priority will be given to the trained teachers while filling in vacancies.	Progress made
Invigilation and monitoring. The administration will conduct regular and effective invigilation and monitoring of the educational institutions.	Monitoring mechanism improved.

ANNEX 8

SDG 4 RELATED STRATEGIC OBJECTIVES IN NATIONAL SKILLS DEVELOPMENT POLICY 2011

Table 8.1: Key Initiatives for Developing Partnerships for Effective Delivery of TVET

Strategic Objectives	Broad Guidelines
PPP Boards of Management to all government training centres, with priority given to those institutions who will deliver the new demand oriented industry endorsed qualifications from the NTVQF	Identification of qualified institutions and agencies from the private sector and NGOs by NSDC
Establishment of skill centres of excellence for thrust sectors so they develop as key industrial training centres with links to other providers through a network hub model;	The process could be initiated through NSDC with assistance from a2i
The expansion of industrial attachments and work placement, outside formal apprenticeships, as a requirement of structured priority skill development programmes;	ISCs are expected to play a leading role
The use of experts from the industry as part-time trainers, guest lectures, demonstrations etc.	NSDC in collaboration with ISCs needs to prepare a national database for part-time trainers/guest lecturers and plan for demonstrations

Table 8.2: Strategic Guidelines for the Capacity Building of TVET Instructors

Strategic Objectives	General Guidelines for Institutional Arrangement for Implementation
All instructors and trainers receive training in the delivery of competency based training and assessment, including the recognition of prior learning;	80% of the process should be completed within a period of three years.
Instructors and trainers are trained in inclusive teaching and learning methodologies to support increased participation of disadvantaged groups in skills training;	Bureau of Manpower, Employment and Training (BMET) should take the lead and should include credible NGOs as well as include Madrasah in the process.
Instructors and trainers are trained in the use of technology supported learning;	BMET in collaboration with A2I should develop and implement training programme for the appropriate target audience.
Instructors and trainers have adequate English language skills where necessary;	Technical and vocational education with overseas employment possibility should include communicative English and Arabic as well as whichever other languages relevant to the trainees.
Qualifications issued to instructors and trainers are recognised nationally and internationally.	Collaboration should be developed with internationally accepted organizations that deal with certification and accreditation.

Table 8.3: Strategic Guidelines for Enhancing the Capacity of Trainers

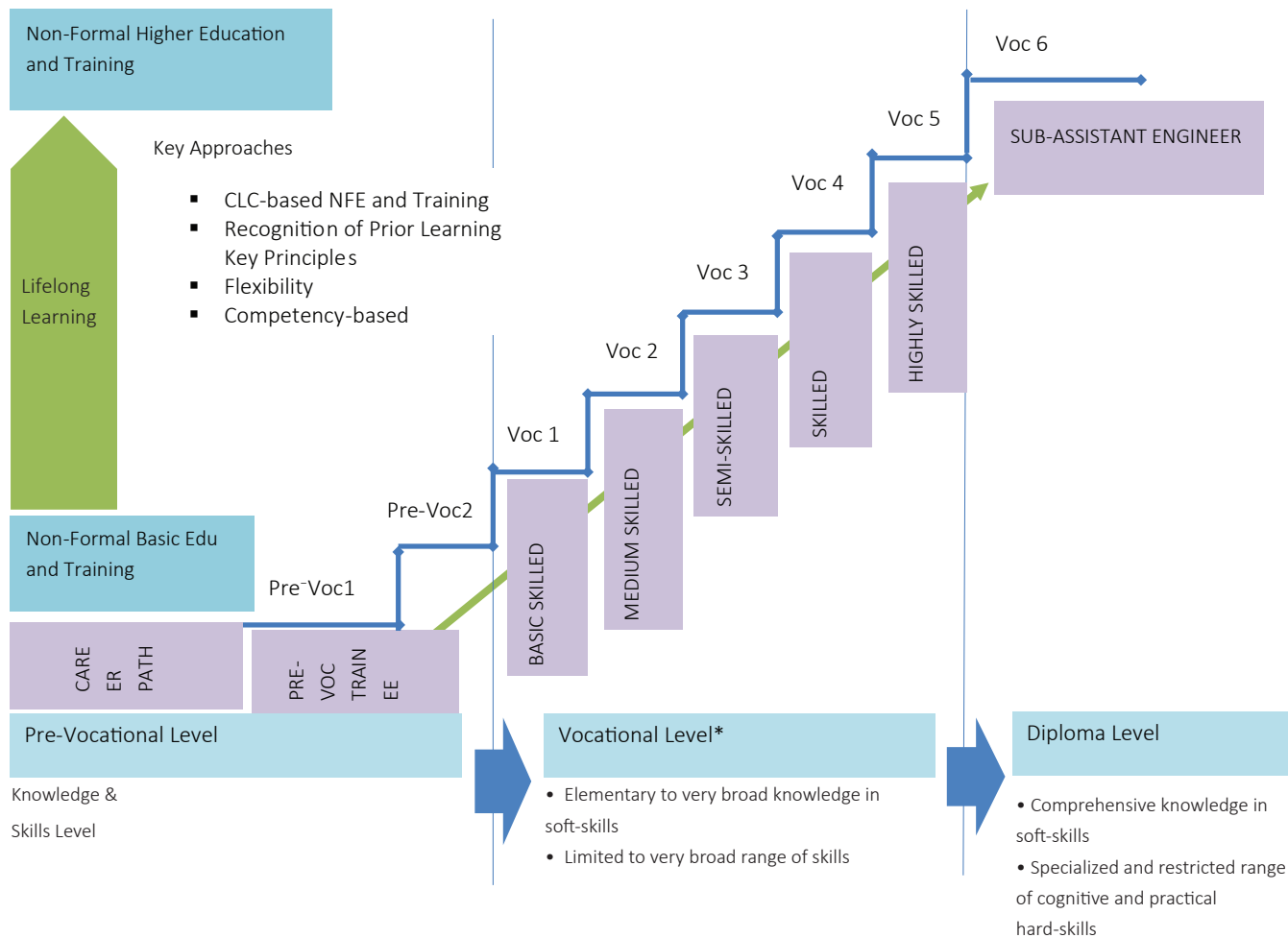| Strategic Objectives	Broad Guidelines
Encourage enterprises to train their workforce as part of business development, with particular attention paid to occupational health and safety, and skills upgrading in SMEs and of low-skilled workers;	Work closely with International Labour Organisation (ILO) in creating institutional processes supported by appropriate regulatory measures that ensure to establish decent environment working place by ensuring health and safety interest of the workers.
The training of trainers and workplace assessors is also an important strategy to support the expansion of workplace training in the industry, and through its new system of instructor and trainer training, the government will work with training providers to deliver opportunities for recognition and further development of industry based trainers and assessors.	The NSDC will work with key institutions, including the National Productivity Organisation (NPO) under Ministry of Industries, to deliver industry specific training and productivity programmes to ensure that skills upgrading translates into high performance work practices and improved productivity growth.
The feasibility of establishing specialized institutes or centres of excellence for thrust industry sectors through private and public partnerships (PPP) will also be considered.	Management education will be reinvigorated by establishing PPP Boards for the Bangladesh Institutes of Management (BIM) and upgrading them to Centres of Excellence through partnerships with select international Business Schools.
Market demand for skills should be regularly assessed and updated.	Industry Skill Committees will be encouraged to become directly involved in the formal assessment and trade testing, and explore their role in the registration of industry assessors.
Encourage multinational enterprises to provide training for all of their staff to meet company needs and contribute to the development of human capital in the country.	Memorandum of Understanding (MoU) should be signed and appropriate measures should be taken to encourage multinationals to make a meaningful contribution to the development of human resources.

Table 8.4: Strategic Guidelines for Persons with Disabilities

Strategic Objectives	Broad Guidelines
A strategy will be developed by a special advisory committee of the NSDC to increase the participation of persons with disabilities in skills development programmes;	A focal point for mentally and physically challenged youth and adults should be established with the mandate to increase their meaningful participation in TVET.
Institutional facilities will be upgraded to provide access to training for disabled students;	Funding mechanisms to be developed to support institutions engaged with mentally and physically challenged youth and adults in the government, non-government and private sub-sectors.
Managers and instructors of training institutions will receive training on how to work with students with disabilities;	Bangladesh Technical Education Board (BTEB) and BMET, as well as competent NGOs, will work with a representative coordinating body of the physically and mentally challenged children in providing training to the instructors of government, NGO and Private institutions.-
Customised curriculum and delivery methods will be developed for Persons with disabilities in agreed priority occupations and skill sets;	NSDC will work with government, NGO and private sectors to evolve a customised curriculum
Reasonable adjustments will be made in delivery and assessment for those who have a disability to provide the opportunity for them to acquire the skills and perform at the required level;	-
An overall target of 5% of enrollments for persons with disabilities across all skill development programmes;	-
Students with a disability will have access to counselling on training and employment options.	-

Table 8.5: Strategic Objectives to Overcome Marginalisation

Strategic Objectives	Status/Comments
Special attention will be given to create residential facilities in the schools of hilly and remote areas.	
For physically challenged students the facilities of the lavatories and the scope of smooth movement will be adequately designed and created with special attention in order to fulfill the special needs of the physically challenged learners. Special and preferential attention will be given to their needs. At least one trainer will be recruited in each of the PTIs to facilitate the special teaching methods and needs of various types of challenged learners.	Some improvements have been made like the construction of ramps. Teachers have been sensitized and physically challenged children have been included in the teacher training curricula.

ANNEX 9: Qualification Framework for Technical, Vocational and Non-Formal Education

Non-Formal Higher Education and Training

Key Approaches

- CLC-based NFE and Training
- Recognition of Prior Learning
  Key Principles
- Flexibility
- Competency-based

Lifelong Learning

Non-Formal Basic Edu and Training

Pre‑Voc2

Pre‑Voc1

CARE ER PATH

PRE- VOC TRAIN EE

Voc 1

BASIC SKILLED

MEDIUM SKILLED

SEMI-SKILLED

SKILLED

HIGHLY SKILLED

Voc 2

Voc 3

Voc 4

Voc 5

Voc 6

SUB-ASSISTANT ENGINEER

Pre-Vocational Level

Knowledge & Skills Level

Vocational Level*

- Elementary to very broad knowledge in soft-skills
- Limited to very broad range of skills

Diploma Level

- Comprehensive knowledge in soft-skills
- Specialized and restricted range of cognitive and practical hard-skills

ANNEX 10

TARGETS, INDICATORS AND MILESTONES FOR SDG 4 IN BANGLADESH

Target and Indicator	Data Sources (Relevant Agency with Ministry/ Division to generate/ provide data)	Baseline data (Year)	Milestone by 2020	Milestone by 2025	Target by 2030	Lead Ministry/ Divisions	Remarks
1	2	3	4	5	6	7	8
Target 4.1: By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes.							
4.1.1 Proportion of children and young people:(a) In Grades2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex	a) BBS(LAS) , SID b) DPE(APSC) , MoPME c) DSHE(LASI) , MoE	(c) End of lower Secondary Reading: Bangla Total: 54 B: 55,G: 54, English Total: 19 B: 22,G: 18, Math Total: 57 B: 62,G: 52, (LASI, 2015)	c) End of lower Secondary Reading: Bangla Total: 65 B: 65,G: 65, English Total: 40 B: 40,G: 40, Math Total: 63 B: 65, G: 60,	c) End of lower Seondary Reading: Bangla Total: 75 B: 75,G: 75, English Total: 55 B: 55, G:55 Math To-tal: 75 B: 75,G: 75	c) End of lower Secondary Reading: Bangla Total: 85 B: 85,G: 85, English Total: 75 B: 75,G: 75, Math Total: 85 B: 85,G: 85	Lead: MoPME; Co-Lead: MoE(SHED/ TMED)	Meta-data for 4.1.1 (a) is yet to be finalized • BBS will conduct for the baseline data in 2018 on (a) and (b) • Data on reading is not available and needs to be collected through a nation-al survey

Source: General Economics Division (2018) , Monitoring and Evaluation of Sustainable Development Goals (SDGs) Bangladesh Perspective, GoB: Planning Commission.

Targets and Indicator	Data Sources (Relevant Agency with Ministry/ Division to provide data)	Baseline data (Year)	Milestone by 2020	Milestone by 2025	Targetby 2030	Lead Ministry/ Divisions	Remarks
1	2	3	4	5	6	7	8
Target 4.2: By 2030 ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.							
4.2.1 Proportion of children under 5 years age who are developmentally on track in health, learning and psychosocial well-being, by sex	-	-	-	-	-	Lead: MoPME *Co-Lead:* MoHFW	
4.2.2 Participation rate in organised learning (one year before the official primary entry age) , by sex	a) BBS(LAS), SID b) DPE(APSC) , MoPME	Total: 39% Boys: 38% Girls: 40% (APSC, 15)	Total: 80% Boys: 80% Girls: 80%	Total: 90% Boys: 90% Girls: 90%	Total: 100% Boys: 100% Girls: 100%	Lead: MoPME	
Target 4.3: By 2030 ensure equal access for all women and men to affordable quality technical, vocational and tertiary education, including university.							
4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	a) BBS(LAS), SID b) BAN-BEIS(BES) , SHED,MoE	(a) Secondary Total: 72.78 Girls: 77.84 Boys: 67.75 (b) Higher Secondar Total: 38.99 Girls: 35.86 Boys: 42.12 (c) Tertiary Total: 15.03 Girls: 12.11 Boys: 17.83 (BES,2015) (d) Technical Education Total: 14% (BTEB, 2015)	(a) Secondary Total: 80.00 Girls: 82.00 Boys: 75.00 (b) Higher Secondary Total: 59.00 Girls: 57.00 Boys: 60.00 (c) Tertiary Total: 20.00 Girls: 18.00 Boys: 22.00 Total: 20%	(a) Secondary Total: 90.00 Girls: 91.00 Boys: 85.00 (b) Higher Secondary Total: 80.00 Girls: 78.00 Boys: 80.00 (c) Tertiary Total: 25.00 Girls: 24.00 Boys: 26.00 Total: 25%	(a) Secondary Total: 100 Girls: 100 Boys: 100 (b) Higher Secondary Total: 100 Girls: 100 Boys: 100 (c) Tertiary Total: 30.00 Girls: 30.00 Boys: 30.00 Total: 30%	Lead: MoE (TMED) *Co-Lead:* SHED	

Targets and Indicators	Data Source (Relevant Agency with Ministry/ Division to generate/ provide data)	Baseline data (Year)	Milestone by 2020	Milestone by 2025	Target by 2030	Lead Ministry/ Divisions	Remarks
1	2	3	4	s	6	7	8
Target 4.4: By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship.							
4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	a) BBS (LASIICT Use Survey), SID b) MIS, DYD, MoYS	a) Computer l5-24yrs: 15% 25-74yrs: 15% b) Internet 15-24yrs: 10.6% 25-74yrs: 7.5% c) Mobile 15-24yrs: 91.4% 25-74yrs: 86.7% I (BBS,2013)	a) Computer 15-24yrs: 15% 25-74yrs: 15% b) Internet 15-24yrs: 20% 25-74yrs: 10% c) Mobile 15-24yrs: 95% 25-74yrs: 900/o	a) Computer 15-24yrs: 20% 25-74yrs: 20% b) Internet 15-24yrs: 25% 25-74yrs: 15% c) Mobile 15-24yrs: 98% 25-74yrs: 95%	a) Computer 15-24yrs: 25% 25-74yrs: 25% b) Internet 15-24yrs: 30% 25-74yrs: 20% c) Mobile 15-24yrs: 100% 25-74yrs: 100%	Lead: MoE (I'MED) *Co-lead:* SHED	

Targets and Indicators	Data Sources (Relevant Agency with Ministry/ Division to generate/ provide data)	Baseline data (Year)	Milestone by 2020	Milestone by 2025	Target by 2030	Lead Ministry/ Divisions	Remarks
1	2	3	4	5	6	7	8
Target 4.5: By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples, and children in vulnerable situations.							
4.5.1 Parity indices (female/male, rural/urban, bottom/ top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated	a) BAN-BEIS(BES) , SHED, MoE b) DPE(APSC), MoPME c) BBS (EHS), SID d) DIS,DSS, MoSW e) MISofDSS, MoSW	a) Primary 1: 1.02 b) Secondary GPI: 1.15 Rural: 1.19 Urban: 1.09 c) Higher Secondary GPI:0.85 Rural:0.86 Urban:0.84 d) Tertiary GPI:0.65 e) Technical GPI:0.38 f) Disability GPI(6-10): 0.61 g) Teacher (Secondary) GPI:0.26 h) Teacher (Tertiary) GPI:0.21 (APSC,2015 for Primary and BBS 2015 for others)	a) GPI: 1.00 b) GPI: 1.14 c) GPI: 0.90 d) GPI:0.70 e) GPI:0.41 f) GPI(6-10) : 0.74 g) GPI:0.34 h) GPI:0.30	a) GPI: 1.00 b) GPI: 1.05 c) GPI:0.95 d) GPI:0.75 e) GPI:0.57 f) GPI(6-10) :0.80 g) GPI:0.42 h) GPI:0.40	a) GPI: 1.00 b) GPI: 1.00 c) GPI: 1.00 d) GPI:0.80 e) GPI:0.70 f) GP1(6-10) : 1.00 g) GPI:0.50 h) GPI:0.50	Lead: MoE (SHED) ; *Co-Leads:* MoPME, TMED&-MoSW	Wealth quintile, bottom/ top and disability data have to be generated

Target and Indicator	DataSources (Relevant Agency withMinistry/ Division to generate/ provide data)	Base line data (Year)	Milestone by 2020	Milestone by 2025	Target by 2030	Lead Ministry/ Divisions	Remarks
1	:z	3	4	s	6	7	8
Target 4.6: By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy.							
4.6.1 Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	BBS (LAS/EHS), SID	-	-	-	-	Lead: MoPME; *Co-Lead:* MoE (SHED &TMED)	
Target 4.7: By 2030 ensure all learners acquire knowledge and skills needed to promote sustainable development, including among others through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development							
4.7.1 Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies, (b) curricula, (c) teacher education and (d) student assessment	a) MoE b) MoPME	-	-	-	-	Lead: MoE (SHED) *Co-lead:* TMED (MoE)	• Meta- data yet to be finalized. • Rele- vant to 12.8.1

ANNEX 11

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