

Report on
Mapping of Education for Sustainable Development-climate change initiatives in
Bangladesh

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Acronyms and abbreviations

a2i	Access to information, Access and Inclusive Education Cell
ABL	Activity based Learning
ACIE	Asian Centre for Inclusive Education
ADB	Asian Development Bank
ASPnet	UNESCO Associated Schools Network
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BDHS	Bangladesh Demographic and Health Survey
BFD	Bangladesh Forest Department
BIDS	Bangladesh Institute of Development Studies
BMTTI	Bangladesh Madrasah Teachers Training Institute
BNFE	Bureau of Non Formal Education
BNQF	Bangladesh National Qualification Framework
BTEB	Bangladesh Technical Education Board
COVID	Corona Virus Disease
CP	Cerebral Palsy
CRT	Community Resource Team
CSP-II	Country Strategy Plan-III
CSSR	Bangladesh Covid-19 School Sector Response
DG-	Director General
DME	Directorate of Madrasa Education
DoWA	Department of Women Affairs
DPE	Directorate of Primary Education
DPHE	Directorate of Public Health Engineering
DPs	Development Partners
DQAF	Data Quality Assessment Framework
DS	Down Syndrome
DSHE	Directorate of Secondary and Higher Education
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
ECL	Each Child Learns
EDUCO	Education and Development Foundation
EFA	Education For All
ELC	Early Learning Centre
ELCD	Early Learning for Child Development
ESD	Education for Sustainable Development
ESDO	Environment and Social Development Organization

FGD	Focus Group Discussion
GAP	Global Action Programme
GCED	Global Citizenship Education
GED	General Economics Division
GEM	Global Education Monitoring Report
GER	Gross Enrollment Ratio
GMR-	Global Education Monitoring Report
GoB -	Government of Bangladesh
GPS	Government Primary School
HSTTI -	Higher Secondary Teachers training Institute
ICT	Information and Communication Technology
IER	Institute of Education and Research
ILO	International Labour Organization
IMED	Implementation Monitoring and Evaluation Division
IMR	Infant Mortality rate
IVAC	Investigation, Vision, Action and Change
IVAC	Investigation, Vision, Action and Change
KAP	Knowledge, Attitude and Practices
KII	Key- Informant Semi structured interview
LFE	Learning for Empathy
LGED	Local Government Engineering Department
LMS	Learning Management System
MAM	Multi Agency Meeting
MEAL	Monitoring, Evaluation, Accountability and Learning
MEL	Monitoring Evaluation Learning
MGIEP	Mahatma Gandhi Institute of Education for Peace and Sustainable Development
MICS	Multiple Indicator Cluster Survey
MIS	Management Information Systems
MoDMR	Ministry of Disaster Management and Relief
MoE	Ministry of Education
MoEFCC	Ministry of Environment, Forest and Climate Change
MoEFCC	Ministry of Environment, Forest and Climate Change
MoHFW	Ministry of Health & Family Welfare
MoP	Ministry of Planning
MoPME	Ministry of Primary and Mass Education
MoRA	Ministry of Religious Affairs
MoSW	Ministry of Social Welfare

MoWCA	Ministry of Women and Children Affairs
MSW	Ministry of Social Welfare
NAEM	National Academy for Educational Management
NAP	National Action Plan
NAPE	National Academy for Primary Education
NCF	National Curriculum Framework
NCPE	National Committee on Primary Education
NCTB	National Curriculum and Textbook Board
NDP	National Development Plan
NER	Net Enrollment Ratio
NFE	Non-Formal Education
NGO	Non-Government Organization
NIF	National Indicator Framework
NIPORT	National Institute of Population Research and Training
NPA II	National Plan of Action Phase Two
NPA	National Plan of Action
NSDES	National Strategy for the Development of Education Statistics and Action Plan
NSDP	National Skills Development Policy
OOO	Open Online Courses
PEDP	Primary Education Development Program
PEMIS	Decision Making: Primary Education Integrated Information System
PG	Parent Group
PPE	Pre-Primary Education
PPP	Public Private Partnership
PTI	Primary Teacher's Training Institute
QPE	Quality Primary Education
QPEP	Quality Primary Education Program
RCEs	Regional Centers of Expertise
SAP	South Asia Partnership
SBK	Shishu Bikash Kendra
SC	Student Council
SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Program
SESIP	Secondary Education Sector Investment Program
SHED	Secondary and Higher Education Department
SIP	School Improvement Program
SLIP	School Level Improvement Planning
SMC	School Management Committee
SPSS	Statistical Package for Social Science

STEM	Science, Technology, Engineering and Mathematics
SWOT	Strengths, Weaknesses, Opportunities, and Threats
SWP	School wide Plan
TLM	Teaching Learning Materials
TMED	Bangladesh National Qualification Framework
TQI	Teaching Quality Improvement
TTC	Teachers Training College
TVET	Technical and Vocational Education and Training
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNDP	United Nations Development Programme
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Programme
WHO	World Health Organization
WV	World Vision

Executive Summary

The report comprises results of a mapping study of Bangladesh's Education for Sustainable Development, climate change and advocacy initiatives. The Government of Bangladesh is committed to create an inclusive learning environment throughout the country targeting SDG 4 and 4.7. The government is also working to improve present status of global indicators of learning environment, climate change, health, and nutrition. Recently the country introduced a new curriculum framework to build patriotic, productive, adaptable, happy and global citizens who are inspired by the spirit of liberation war. The country also embedded SDG 4 targets in 8th five year plan for education sector development. There have been attempts to infuse climate change education within ESD program in the new pre-primary to higher secondary curriculum.

The overall objective of the mapping study was to document ongoing ESD initiatives that have integrated climate change and related advocacy within the country. The specific objectives were; to identify ongoing ESD and climate change education initiatives in the country, to map the key stakeholders involved in implementation of ESD, climate change and advocacy initiatives and document the gaps in implementation of ESD climate change and advocacy initiatives.

The mapping study focused on establishing ESD related climate change and advocacy initiatives with respect to their nature, type, operational area and stakeholders involved among others. The report is based on consultations with a selected number of stakeholders in the area of ESD and climate change within the country. Desk research involved reviewing relevant literature about ESD and climate change education initiatives. Key words included Education, Climate change, policy, learning environment, youth, capacity building, research etc.

The mapping study was conducted on initiatives at different national levels. A total of 59 initiatives were reviewed from which 47 initiatives were considered as ESD and climate change initiatives. These have been further categorized into 5 priority action areas of ESD 2030 Roadmap such as Policy, Learning environment, Capacity building of the educators, Youth empowerment, and Local level action. The ensuing subsections highlight results of the main mapping characteristics that include; policy/plan, strategy, approach, partnership, advocacy, research, mobilizing resources executing entities, goals/ development objective, timeline, focus area, location, partners and funding among others. The details of all the different initiatives are indicated in the Appendix.

The mapping study has revealed several gaps in the area of ESD in Bangladesh, particularly in integration of climate change. These include; limited budgeting for climate change within ESD, more public sector driven initiatives, less focus on the values domain of ESD, less focus on youth, women, refugees and PWDs and limited information.

1.0 Introduction

Satellite night images of South Asia show that from 1994 to 2010, there was a massive electrification, that is, development. But as poverty has increased in the region, so has inequality, and health care has not been as secure as expected. Although people's income has increased, purchasing power has not. There has been scientific and technological development all over the world but that development has not been for everyone and there has been unethical development. The education sector too, has been affected by immoral, unethical and single development. Education has never been considered as the key to development. After the 16th century, school curricula were developed to meet the needs of industrialization. At the same time, colonialism was added and put the education sector in a more difficult situation. The theories of learning were established in the same way. The teaching-learning process was based on a single solution, which did not create multi-dimensional thinking skills.

As a result, development has become unsustainable, and with global warming the world is increasingly becoming uninhabitable. The world has already seen two world wars in the name of development and peace. In this context, the Global Education for All program was undertaken in 1990. School enrollment rates have risen sharply. But according to the GMR report (2015), the dropout rate from school has increased alarmingly since 2006. The situation is particularly fragile in sub-Saharan Africa and Asia. In this situation, the traditional education system and the teaching-learning process are under threat. Then in 2015 SDG was introduced where education is considered as the key to sustainable development. The GEM Report (2016) said that it would take 2050 years for countries to reach the SDGs if they follow the traditional teaching-learning process. In such a situation, UNESCO has taken initiative to spread SDG 4.7 i.e. ESD and GCED worldwide.

Education is the catalyst for achieving those global values around the world in a similar way. But the current education is in a big challenge. GMR reports (2015), globally there are over 57 million children of primary school-age, who are being deprived of their right to education. Majority of the out of school and dropped out children from primary education live in Sub-Saharan African and Asian Countries (Tariq & Tuli, 2019). For this purpose current education system has to be reformed and a paradigm shift is needed for teaching, learning and assessment process for making a better world. And those process include democratization, promotion of creativity, addressing individual needs and potentials etc. If these issues are not addressed properly, the world will not be able to achieve the goals set by the UN to ensure a quality education by the year 2030. Also GMR 2016 report raised the concern that the world is 50 years late in meeting current education targets. (Ahsan & Tuli, 2019)

There has also been a shift in learning theories, the emergence of divergent thinking instead of convergent thinking, and the creation of a 21st century learning framework and the co-operative learning strategy. The 3H (Head, Hands and Hearth) theory has also emerged in learning.

Observing such changes in the global education system, the Government of Bangladesh has taken initiative to reform the curriculum from primary to secondary level simultaneously and has developed National Curriculum Framework in 2021. Government has undertaken a massive initiative to transform the curriculum into a competency-based curriculum. The vision of the

curriculum is to build patriotic, productive, adaptable, happy and global citizens who are inspired by the spirit of liberation war. According to the new curriculum, teaching-learning techniques and assessment techniques have been given a multidimensional meaning that the students' learning will be in interaction with their surroundings. Through this, adaptable, creative and useful citizens prepared for the Fourth Industrial Revolution will be formed. (NCF, 2021)

1.1 Background to ESD and climate change education

Bangladesh has adopted and implemented most of the global commitments on ESD and climate change. The country participated and acceded to the United Nations Conference on Environment and Development and related conventions. It has also been party to subsequent UN Conferences and engagements that further affirmed the importance of education for achieving sustainable development. The recent engagement was in the 2021 ESD Berlin Conference where the country committed to implementation of the ESD for 2030 framework and the Conference of Parties 26.

The climate crisis is one of the gravest of all hardships that humanity has confronted on this earth till date. Even though it is grim for each and every living being on earth, for those who are children today, or those not even born yet, are going through presently, and potentially will go through in the days ahead through immense injustice. Children in Bangladesh, according to the UNICEF's Children's Climate Risk Index rank 15th, which is classified as being in "extremely high risk". The climate crisis is threatening more than twenty million Bangladeshi children's lives. This year's climate change-fueled floods in north-eastern Bangladesh affected at least 3.5 million children living in that region. It is ruining their health, education, nutrition, and indeed their childhood (UN, 2020)

Climate education stands for the education that targets to educate people to understand, recognize, and realize the causes and consequences of climate change, prepares them to survive through the impacts of this catastrophe, and motivates the community to take proper actions to adopt more sustainable ways of life, take part in the decision-making, while also leading their own localities towards climate resilience. Climate and environmental education at all stages of the school curriculum will enable the young generation to live through this crisis with more resilience, insight, and awareness. Bangladesh, as the seventh most vulnerable and imperiled country to the climate crisis, currently has a small volume of climate and environment related information in its primary, junior-secondary, and secondary school textbooks. Most of those contents included in the science and social science textbooks have introduced the basic components of the environment, natural disasters, environmental pollution and means to cope with them. The sectors that are affected by climate change in Bangladesh are agriculture and fisheries; forestry and biodiversity; hydrology and water resources; coastal zones; urban areas; and human health, particularly for vulnerable groups, but contents that go into them give the impression to be either lacking or too concise. The English for Today textbooks have included one or two chapters in each class which mention tree plantation, renewable energy, nature, and climate change briefly, yet they do not appear to be sufficient, considering the broadness and urgency of this catastrophe (Dhaka Tribune, 2022).

1.2 Education for Sustainable Development: A roadmap 2030

UNESCO MGIEP and UNESCO Bangkok are launching the SDG 4.7 Current State Project to review the extent to which ESD and GCED are mainstreamed in national policies and curricula in 20 (tbc) countries in Asia and the Pacific, with a particular focus on core subjects (mathematics, science, languages, and social studies) at primary and secondary school levels. For the federal states (e.g. India), data sources (e.g. policy and curricular documents) may be collected at sub-national level as well. Two among the four areas included in the proposed global indicator of SDG 4.7, this project will focus on policies and curricula. Where possible, textbooks will be examined as well. The review will assess the extent to which GCED and ESD are present in key national education policies and national school curricula in 20 (tbc) countries in Asia and the Pacific, with a particular focus on core subjects, i.e. mathematics, science, languages, and social studies. Civic/citizenship education curriculum will also be examined where it is separate from social studies. This guide will go through the common coding scheme in order to ensure all consultants have a standardized understanding of the concepts, therefore minimizing the level of subjectivity and discrepancies in the data. The first section will introduce the coding scheme and outline its overall structure, while the following sections will provide an explanation for each component to be analysed, and broadly define each category and sub-category respectively (UNESCO, 2016).

Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030) is the global framework for implementation of ESD from 2020-2030. ESD for 2030 is built upon the lessons learned from the Global Action Programme on ESD (GAP, 2015-2019), in response to the increased importance placed on ESD to promote the contribution of learning content to the survival and prosperity of humanity. ESD for 2030 places emphasis on education's contribution to the achievement of the SDGs. It aims to review the purposes and values that underpin education and reorient all levels of education and learning to contribute to sustainable development and to strengthen education and learning in all activities that promote sustainable development. Given the fact there is very little time left to achieve the SDGs, it is crucial to accelerate ESD in the decade of action 4 to deliver the Goals.

Education for Sustainable Development (ESD) is widely recognized as an integral element of Agenda 2030, in particular Sustainable Development Goal 4 (SDG 4), and a key enabler of all the other SDGs. This roadmap sets out the urgent challenges facing the planet and explores the next step UNESCO is taking in responding to them through education with detail on new emphases and actions. In order to build a follow-up to the Global Action Programme (GAP) (2015-2019) that contributes to Agenda 2030 and its 17 goals, the Education for Sustainable Development: Towards achieving the SDGs (ESD for 2030) framework was adopted with the aim of increasing the contribution of education to building a more just and sustainable world. ESD for 2030 will step up actions on five priority action areas, stressing further ESD's key role for the successful achievement of the 17 SDGs and the great individual and societal transformation required to address the urgent sustainability challenges (UNESCO, 2020). This publication sets out clearly what Member States must do in relation to each priority action area.

- Priority action area 1 on policy, ESD must be integrated in global, regional and national and local policies related to education and sustainable development.
- priority action area 2 on education and training settings, attention is required to promote the whole-institution approach to ensure we learn what we live and live what we learn. In
- Priority action area 3 on building capacities of educators, the focus is on empowering educators with the knowledge, skills, values and attitudes needed for the transition to sustainability.
- Priority action area 4 on youth must recognize young people as key actors in addressing sustainability challenges and the associated decision-making processes.
- Priority action area 5 on local level action emphasizes the importance of actions in the communities as they are where meaningful transformative actions are most likely to occur.

The roadmap also underlines the key areas of implementation of the ESD for 2030 framework. Country initiatives on ESD for 2030 will lead the mainstreaming of ESD in education and sustainable development.

1.3 Legal, Policy and Institutional Framework for ESD, climate change and advocacy

Education for Sustainable Development (ESD) was born from the need for education to address growing sustainability challenges. ESD employs action-oriented, innovative pedagogy to enable learners to develop knowledge and awareness and take action to transform society into a more sustainable one. Building on the UN Decade on ESD (2005-2014) and the Global Action Program on ESD (2015-2019), a new framework, ESD for 2030 was adopted by the 206th UNESCO Executive Board and the 40th UNESCO General Conference and acknowledged by the 74th UN General Assembly. ESD for 2030 builds on the Global Action Program (the GAP) that aimed to reorient and strengthen education and learning to contribute to all activities that promote sustainable development. It places a stronger focus on education's central contribution to the achievement of the Sustainable Development Goals (SDGs). ESD for 2030 directly contributes to SDG 4 on quality and inclusive education, in particular Target 4.7, as well as all other SDGs, to provide relevant education that puts responsibility for the future at the centre. To unlock concrete action for change, this roadmap identifies specific areas of work and interventions that can be developed and supported by Member States and concerned stakeholders including civil society organizations and development partners at regional and global levels. ESD 2030 comes at the start of the Decade of Action to step up progress towards all the SDGs. Now is the time for every education system to lead the transformation that is needed to set our world on a more just and sustainable course, because our common future depends on our present actions.

At national level, the constitution of Bangladesh has incorporated the core concepts of ESD, GCED and Environmental issues. The Constitution has provided important guidelines for sustainable development and peace at the national and international levels. According to the preamble of the constitution, one of the aims of the state shall be the establishment of an exploitation-free society in a democratic system where the rule of law, fundamental human rights and political, economic and social equity, freedom and justice are guaranteed to all citizens. It has

also been stated that, as an expression of the intention of the people of Bangladesh to play a full role in international peace and cooperation in line with the progressive aspirations of mankind, the primacy of this constitution will be kept intact and its protection, support and security will be provided.

Article 6.1 of the Constitution states that citizenship of Bangladesh shall be determined and regulated by law.

Article 9 talks about linguistic and cultural unity, national unity and solidarity.

In Article 11, it is said to ensure republican democracy, guarantee of fundamental human rights and freedoms, respect for the dignity and worth of human beings. It has also been mentioned to ensure effective participation of people through elected representatives at all levels of administration.

Article 12 deals with non-communal spirit, protection of religious freedom and prevention of discrimination on religious grounds.

Article 15 states that citizens should be guaranteed fundamental rights and other essential rights such as food, clothing, shelter, education, medical treatment, employment, recreation, leisure, social security, etc.

Article 17 mentions the establishment of universal and mass- education system, development of competent citizens through training and taking steps to eradicate illiteracy.

Article 18 provides for effective measures to promote public health, nutrition and moral development. Along with this, environment conservation and development, protection of natural resources and preservation of biodiversity have been highlighted.

Article 18A mentions the protection and improvement of environment and biodiversity as stated: The State shall endeavor to protect and improve the environment and to preserve and safeguard the natural resources, bio-diversity, wetlands, forests and wild life for the present and future citizens.

Article 19 deals with ensuring equality of opportunity for citizens by eliminating social and economic discrimination and equitable distribution.

Also Article 23 highlights the aspect of taking measures to protect and develop the culture and heritage of national, regional and small ethnic groups.

Article 25 mentions the promotion of international peace, security and solidarity and the peaceful settlement of international disputes and respect for international law and principles enshrined in the United Nations Charter and the elimination of racial discrimination. (Constitution of the People's Republic of Bangladesh, 1972)

Considering the global transformative education system, the Government of Bangladesh has taken initiative to reform the curriculum from primary to secondary level simultaneously and developed the National Curriculum Framework in 2021. Government has undertaken a project to transform the curriculum into a competency-based curriculum. The vision of the curriculum is to build patriotic, productive, adaptable, happy and global citizens who are inspired by the spirit of

liberation war. According to the new curriculum, teaching-learning techniques and assessment techniques have been given a multidimensional meaning that the student's learning will be in interaction with his surroundings. Through this, adaptable, creative and useful citizens prepared for the Fourth Industrial Revolution will be formed.

GCED concepts have been embedded in the different area of national curriculum framework-2021 such as (i) Conceptualization: Vision; Mission; Competency; Skills; Learning Area (ii) Process: Experiential Learning Pedagogy (iii) Assessment: continuous assessment, peer assessment, Multi-stakeholder Assessment (Parents, Teachers, Community, Peer, Self), use of technology in assessment (apps), consideration of knowledge, skills and attitudes in assessment, and providing positive feedback (NCF, 2021).

National Education Policy- 2010 also had components of ESD and GCED embedded in the objectives as well as in the subject dimensions of different subject such as: Science, ICT, Bangladesh and Global Studies etc. (National Education Policy, 2010).

National Environment Policy- 2018 envisaged environment conservation, pollution control, biodiversity conservation, and mitigation of the adverse effect of climate change to ensure sustainable development. It focuses on education and mass awareness for the conservation of the environment and natural resources; expanding environmental knowledge and information in formal and informal education system; Achieve the sustainable use and efficient management of natural resources; reduction of carbon footprint and all forms of pollution in the utilization of resources; integrate climate change measures into national policies, strategies and planning, including education policy; addressing climate change adaptation, mitigation, finance, technology, knowledge, learning and capacity building programs (MoEFCC, 2018).

Mujib Climate Prosperity Plan (2022-2041) envisions to drive investment and have a midterm evaluation of its targets in 2030, with an aim to change the narrative from vulnerability to resilience to prosperity and thus shifting towards sustainable prosperity by 2041.

National Adaptation Plan (2023-2050) is set with a vision of building a climate-resilient nation through effective adaptation strategies to foster a robust society and ecosystems and stimulate sustainable economic growth (MoEFCC, 2023).

National Disaster Management Policy (2015) and National Plan for Disaster Management (2021-2025) formulated by Ministry of Disaster Management and Relief had set objectives to reduce disaster risks by educating people about issues related to climate change and to ensure sustainable development through the understanding and effectively implementing the idea of reduce, reuse and recycle (MoDMR, 2021).

Government of Bangladesh has approved the Delta Plan 2100 on September 4, 2018 to secure the future of water resources and mitigate the likely effects of climate change and natural disasters. The Bangladesh Delta Plan (BDP) 2100 is a comprehensive development plan focusing on economic growth, environmental conservation and enhanced climate resilience. The vision for this plan states: "Achieving safe, climate resilient and prosperous delta." And the mission is formulated as: "Ensure long term water and food security, economic growth and environmental sustainability while effectively reducing vulnerability to natural disasters and building resilience to climate

change and other delta challenges through robust, adaptive and integrated strategies, and equitable water governance.”

1.4 Country initiative on ESD for 2030: The need for mapping

The framework for the implementation of ESD for 2030 paragraph 5.19 states that, “[i]n implementing activities for the Priority Action Areas, Member States are invited to mobilise the concerned stakeholders working in the five areas and support their collaborative networking under a coordinated strategy, related to the national framework on the SDGs. There shall also be more concrete efforts to develop communication and advocacy actions to reflect the SDGs in educational practices and frameworks. Nationwide multi-stakeholder initiatives can be set up to support ESD for 2030 at the country level.”

In order to create momentum to implement ESD for 2030 around its five Priority Action Areas, Member States are encouraged to develop and implement ‘country initiative’ to mainstream ESD in the country’s efforts made for pursuing sustainable development. The country initiative on ESD for 2030 is to have a national scope, which includes activities that have or potentially could have country-wide impact. It can build on existing activities related to ESD or create a new initiative if necessary, in the context of SDG 4 contributions (e.g. curriculum review, teacher development, etc.) and expand them where possible. Therefore, a country initiative will be considered as an umbrella initiative which typically include as many on-going ESD activities in the country as possible and also some new activities, in order to foster synergies. It is encouraged that the design process of this umbrella multi-stakeholder country initiative would be led by the national government education authority (Ministry of Education) and is coordinated with other related Ministries such as Environment. Ideally, it is recommended to integrate ESD for 2030 country initiative into the existing national frameworks on the SDGs, in particular on SDG 4, but also 12 and 13 among others, in order to ensure coherent action at country level.

2.0 Overall objective of mapping study

The overall objective of the mapping study was to document ongoing ESD initiatives that have integrated climate change and related advocacy within the country. The specific objectives were to identify ongoing ESD and climate change education initiatives in the country, to map the key stakeholders involved in implementation of ESD, climate change and advocacy initiatives and document the gaps in implementation of ESD climate change and advocacy initiatives; to support countries to implement ESD for 2030 at the country level through set-up of ‘country initiative on ESD for 2030’.

Specific objectives

- i. To identify ongoing ESD and climate change education initiatives in the country
- ii. To map the key stakeholders involved in implementation of ESD, climate change and advocacy initiatives

- iii. To document the gaps in implementation of ESD climate change and advocacy initiatives

2.1 Approach and methodology

The mapping study focused on establishing ESD related climate change and advocacy initiatives with respect to their nature, type, operational area, and stakeholders involved among others.

To reach the research objectives, this study followed a qualitative method design, which is widely accepted as a reliable method of data collection in social studies (Cohen et al.; Creswell, 2008; Johnson & Christensen, 2008). Qualitative data was collected to comprise of overall current and planned country initiative of Bangladesh on ESD for 2030 Roadmap.

The assignment was conducted through the following steps:

1. Undertaking the ESD mapping exercise (covering all stakeholders' inputs) following the UNESCO methodology document and preparing a mapping report on available ESD and climate change initiatives within the country, identifying the gap areas, and providing recommendations. The mapping report was prepared following the UNESCO ESD mapping report structure.
2. Conducting consultations with a selected number of stakeholders in the areas of ESD and climate change within the country for preparing the report on the mapping and drafting of the Country Initiative. The Country Initiative was to develop on the UNESCO-given format.
3. Finalizing the mapping and mapping report and sharing the 1st draft Country Initiative with DSHE and UNESCO for feedback.
4. Planning and facilitating the 2-day ESD training workshop.
5. Facilitating online meeting with UNESCO to discuss the draft Country Initiative to update.
6. Revising the Country Initiative template based on the feedback given from UNESCO FOS and HQs and submitting the 2nd draft of the Country Initiative to UNESCO for a final check.
7. Finalizing the Country initiative and submitting to DSHE.
8. Facilitating the national launching of country initiative event.
9. Submitting project completion report to DSHE.

2.2 Stakeholder/partner identification

A "National Working Committee" has been formed from the Secondary and Higher Education Department of the Ministry of Education comprising representatives of various ministries. Each ministry and institution have a national level promised action plan. Considering the five priority action area, it is important to determine what activities are being conducted by each ministry and institution and what are the deficiencies in our activities. Actions to achieve sustainable development goals should be determined by identifying gaps in coordination with all stakeholders. The report prepared by UNESCO on the activities carried out from 2005-2014 was considered as

the primary document of "National Working Committee". UNESCO Dhaka provided technical assistance to achieve the goals and objectives of the ESD Net 2030 Country Initiative, Bangladesh activities. For smooth implementation of the activities, Directorate of Secondary and Higher Education, as focal point of ESD Net-30 has formed a group on WhatsApp so that concerned Ministries and Departments can share their various initiatives, success stories and challenges with each other. Through this the relevant stakeholders got an opportunity to share experiences and identify gaps and formulate and implement strategies to mitigate the issues. In addition, a two-day training workshop was organized to provide training to the relevant stakeholders so that they can shared and input initiatives of individual actors and identify gaps, opportunities and challenges among program implementation strategy, resourcing and fund, monitoring and quality assurance. National Working Committee on ESD Net- 30 maintains a database of key ESD partners and stakeholders across the country which is updated regularly. A total of 14 Ministries and their concerned directorates and departments were identified for this study. These included concerned ministries who are responsible to implementation of education or ESD initiatives.

2.3 Data collection

The report is based on consultations with a selected number of stakeholders in the area of ESD and climate change within the country. Desk research involved reviewing relevant literature about ESD and climate change education initiatives. Key words included education, climate change, policy, learning environment, youth, capacity building, research etc.

2.4 Workshop

DSHE organized the 2-day ESD training workshop, UNESCO provides technical support to organize the workshop. Government officials from Ministry of Primary and Mass Education, Ministry of Education, Ministry of Environment, Forest and Climate Change, and other ministries responsible for ESD, UNESCO National Commissions, ASPnet national coordinators, youth, civil society organizations, academia, indigenous groups, private sector and other ESD stakeholders in the country participated in the workshop. The two days training workshops organized to provide training to the relevant stakeholders so that they could share and input initiatives of individual actors and identify gaps, opportunities and challenges among program implementation strategy, resourcing and fund, monitoring, and quality assurance.

2.5 Stakeholder consultations

Based on collected data written and published literature, a draft report was compiled. A virtual workshop was organized for stakeholders to review the compiled report and also provide additional information. During review, additional information was collected virtually using an interactive online tool. Selected participants` confirmed tentative findings, followed by a general discussion to assess general agreement. Additional information gaps were filled through scheduled follow up with selected key informants.

2.6 Secondary Document Review

Secondary document review process was applied in the study that assisted the researcher to understand the current status of ESD in Bangladesh.

2.7 Analysis Process

Thematic analysis guided by UNESCO format procedure applied during the review process. A thematic analysis procedure prescribed by UNESCO and DSHE was followed to analyse the data collected through various sources. Thematic analysis provides researchers opportunities with analysis of written data by extracting themes from the data by coding (Denzin & Lincoln, 2000). Objective of the study and the literature review was guiding principle for analysis of the interview data.

3.0 Findings ESD and climate change initiatives

The mapping study was conducted on initiatives at different national levels. A total of 75 initiatives were reviewed from which 68 initiatives were considered as ESD and climate change initiatives. These have been further categorized into 5 priority action areas of ESD 2030 Roadmap such as Policy, Learning environment, Capacity building of educators, Youth empowerment, Local level action. The ensuing subsections highlight results of the main mapping characteristics that include policy/plan, strategy, approach, partnership, advocacy, research, mobilizing resources executing entity, goals/ development objective, timeline, focus area, location, partners and funding among others. The details of the different categories and related initiatives are indicated in the Appendix.

3.1 Type of initiatives

The mapped initiatives are categorized based on the priority action area of ESD such as advancing policy, transforming learning environments, building capacities of educators, empowering and mobilizing youth, accelerating local level actions and key ESD focus area such as policy, learning environment, capacity building of educators, youth, local community, partnership, advocacy, research, monitoring, and mobilizing resources.

Figure 1: ESD climate change and sample initiatives

Policy/ Plan	Strategy	Approach	Executing Entity	Title of Programme/ Project/ Initiative/ Event	Goals/ Development Objective	Area of Implementation	Timeline	Source
Integrate climate change measures into	Integrating /aligning climate change	Updating course materials considering climate	MoE/DoE /BFD/General Economic	-National Adaptation Plan (2023-2050)	Addressing climate change adaptation, mitigation, finance,	Nationwide	2023-2050	MoEFCC, DoE

national policies, strategies and planning, including education policy	policy with national (short-medium-long term) plan and education policy	change aspects	s Division (GED)	-Mujib Climate Prosperity Plan (2022-2041) -Nationally Determined Contributions, 2021 -8 th Five Year Plan (2020-2025)	technology, knowledge, learning and capacity building program			
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3.2 Vision and overall objective of the initiatives

In consultation with stakeholders, the vision and objectives of the country initiative on ESD for 2030 were identified as well.

The vision of the country initiative on ESD for 2030 is -

“Building a sustainable Bangladesh through a Green, Inclusive and SMART education system that empowers every learner to be adaptive, responsible and competent global citizen to contribute to People, Planet, Prosperity, Peace and Partnership.”

Objectives has been set according to the priority action areas. Those are:

Policy framework:

- To make ESD mainstreamed and coherent with other sectoral development policies, including education policy

Learning environment:

- To build knowledge through media, networking, partnership etc.
- To improve awareness and behavior change practices considering the multidimensional aspects of ESD
- To integrate Smart Technology in education to enhance the learning experience and equip learners with the skills needed for the future
- To embed environmental and climate change education in different levels of curricula, teaching-learning and training materials to instill a sense of responsibility towards the planet, fostering eco-friendly practices among learners, staff and community
- To develop inclusive, climate resilient and sustainable infrastructure including standard WASH facilities

Capacity building:

- To strengthen knowledge, skills and values of all teachers, educators and other stakeholders to address interconnected global challenges: climate change, loss of biodiversity, unsustainable use of resources, inequality etc.

Youth:

- To empower and mobilize young people of all genders
- To strengthen existing youth platforms, networks and student cabinets etc. to contribute and make change in GCED, ESD and other relevant areas

Local level action:

- To strengthen collaborative local-level partnership to support and supply resources for improvement of institutional environment
- To develop a local-level expert network for climate resilient, green and smart community
- To promote sustainable practices through green initiatives such as energy efficiency, waste reduction etc. within learning institutions and community

Table 1: Initiative characteristics

Type of Initiative	Frequency	Percent
advancing policy	11	16%
transforming learning environments	21	31%
building capacities of educators	23	34%
empowering and mobilizing youth	7	10%
accelerating local level actions	8	12%
Key ESD Area		
Policy	11	16%
Learning environment	21	31%
Capacity building of educators	23	34%
Youth	7	10%
Local community	8	12%
Partnership	6	9%
Research	7	10%
Monitoring	6	9%
Mobilizing resources	7	10%
Geographical area/location		
National	60	88%
District/Local	8	12%

Implementation period	in years	
Average	5	
Maximum	28	
Minimum	1	

3.3 Focus area of the initiatives

Several initiatives were captured both in the field of education, ESD and climate change. Most of the ongoing initiatives are in the area of capacity building. Table above indicated that 34% of ESD or related initiatives were in the area of capacity building. Capacity building initiatives focus on training, continuous professional development and lifelong learning opportunities. A considerable number of initiatives were found focusing on transforming learning environments which is 31%. Analyzed indicates that the amount of policy area Initiatives was 16%. On the other hand, local action and youth empowerment area were both found as 12% and 10% individually.

Along with the mentioned 5 priority area of ESD, some other key ESD area analysis was done. As per the table above, initiatives also covered the area of research, partnership, monitoring, and mobilizing resources. Among the initiatives, the area of research was 10%; the area of partnership 12%; the area of monitoring 9%, and the area of mobilizing resources was 10%.

3.4 Location/geographical coverage of the initiatives

Initiatives were further categorized by location based on the geographical area that they either targeted or operated in. Most of the initiatives were found as centralized which 88% of total initiatives was. On the other hand a few initiatives were found as local or district level initiatives. An initiative would be national if it was open to everyone or most of the country.

3.5 Initiative period

Analyzed data indicated that among the initiatives, there were two initiatives that had a duration of more than 20 years. Among them, the period of “National Adaptation Plan” is from 2023 to 2050 and the period of “Mujib Climate Prosperity Plan” is from 2022 to 2041. The initiatives of “National Curriculum Transformation” estimated to be 10 years; from 2018 to 2027 as well. The average intervention period for all the initiatives is 5 years.

3.6 Target Population

More interventions appear to target students and education institutions in general compared to other groups of people. The mapping study revealed that almost 50 percent of the initiatives focus on students-teachers and educational institutions, followed by 30 percent that target the entire public while women and policy makers are the least targeted.

The results also revealed a limited focus and target on other groups of people who could significantly accelerate climate actions. Youth appear not to be specifically targeted. While a big number of targeted population was made up of students, these were mainly young people and those in school. A significant number of youth and young people out of school were less targeted. Equally less targeted were PWDs and refugees.

3.7 Executing agencies

Several agencies are involved in implementation of ESD climate change and advocacy initiatives. These include Ministry of Primary and Mass Education, Ministry of Education, Ministry of Environment, Forest and Climate Change and other relevant ministries responsible for ESD. In order to implement ESD and climate change initiatives, a "National Working Committee" has been formed from the Secondary and Higher Education Department (SHED) of the Ministry of Education comprising representatives of various ministries. For smooth implementation of the activities, Directorate of Secondary and Higher Education (DSHE), as the focal point of ESD Net-30, has formed a group on WhatsApp so that concerned Ministries and Departments can share their various initiatives, success stories and challenges with each other.

3.8 Partners agencies

The implemented initiatives are supported by a number of partners including World Bank, UNESCO, UNICEFF, ILO and other development partner agencies.

3.9 Funding and cost estimates

Most of the initiatives did not indicate the costs related to the implementation. It was not possible to estimate ESD climate change specific costs given that most of the initiatives costs were either silent or not clear. Where some costing was indicated, the specific resources towards ESD climate change were not available. The amount provided is thus a crude estimate and includes all the other components of the initiative beyond the ESD climate change aspects.

4.0 Challenges and opportunities in implementation of ESD climate change initiatives

Major challenges that were identified by main actors of ESD implementation are:

- (i) Limited source of fund
- (ii) Quality assurance of resources
- (iii) No baseline-endline data and quality of research and its implementation
- (iv) Multi-stakeholder engagement and networking in implementation
- (v) Mentoring mechanism
- (vi) Monitoring and evaluation tools

Opportunities of sustainability includes:

- (i) Curricular transformation will strengthen the achievement of SDGs goals and targets. It will ensure to develop the current students of Bangladesh as truly global citizens of the future. The country is implementing a new national curriculum from this year. It will prepare the students for the Fourth Industrial Revolution. It will build awareness of the climate change and sustainability issues of the world and will develop proper knowledge and skills among the students to make them climate resilient. It will turn them into the real agents of Bangladesh's Vision-2041 to become a developed, knowledge-based economy.
- (ii) Proper implementation of the environment policy can ensure sustainability. National Environment Policy 2018 is prioritizing on environment conservation, pollution control, biodiversity conservation, and mitigation of the adverse effect of climate change to ensure sustainable development.
- (iii) Knowledge: Students from pre-primary to tertiary level are provided with environment and climate education. Universities are providing different courses on sustainable development, SDGs, environment, climate change, disaster management, renewable energy, preservation of biodiversity and marine ecology.
- (iv) Skills, values and attitude: Greening school, tree plantation, energy saving and efficient use of energy, clean school environment and waste management, maintaining health and hygiene, are given priority through different initiatives taken locally and nationwide. Development of skills, values and attitude are also being ensured through different co-curricular activities and awareness programs throughout the country.
- (v) Capacity building: Incorporation of environmental education and ESD in teacher training and capacity building of the teachers and educators, capacity building of the institution management and policy makers have been planned and implemented. Collaboration with other stakeholders in this regard can also strengthen Bangladesh's ESD related opportunities.
- (vi) Community engagement: Engaging local community to protect and preserve environment, promoting indigenous local sustainable practices, initiatives for disaster risk management and mitigation are being prioritized, which can help achieve SDGs.

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Appendix: Country Initiatives

Sl.	Policy/Plan	Strategy	Approach	Executing Entity	Title of Program/ Project/ Initiative/ Event	Goals/ Development Objective	Area of Implementation	Timeline	Source	Remark
1.	Transforming Education	<ul style="list-style-type: none"> Extent to which (i) Global citizenship education and (ii) education for sustainable development are mainstreamed 	Cultural diversity and tolerance, Gender equality, Human rights, Peace and non-violence, Climate change, Environmental sustainability, Human survival and wellbeing and Sustainable consumption and production.	1. NCTB 2. DSHE 3. DPE 4. DME 5. BANBEIS	<ul style="list-style-type: none"> National Curriculum 2021 for Primary level and National Curriculum 2022 for Secondary level aligned to SDG-4 implemented for Grade-One and Grade-Six & Grade-Seven for academic year-academic year-2027. 	National Curriculum 2021 for primary level, National Curriculum 2022 for secondary level aligned to SDG-4 Implementation up to grade twelve by academic year 2027.	1. Pre-primary, Primary and secondary education up to grade twelve in General Education stream. 2. Technical and Madrasha Education up to grade twelve.	Year 2018-2027	GoB UNICEF	

2.	Strengthen efforts to protect and safeguard the cultural and natural heritage	Assessment, monitoring and sustainable management of cultural and natural heritage like Sundarbans Mangrove Forest	Enhancement of nature-based learning through updating curricula	MoEFCC/Bangladesh Forest Department (BFD)/Ministry of Education (MoE)	<ul style="list-style-type: none"> - Support to the management of the Sundarban mangrove forest - Sundarban Eco-tourism facility extension and development (1st revised) project - Protection of the Sundarban reserve forest 	Conservation and sustainable management of Sundarbans mangrove heritage to protect its natural resources	Sundarbans (Khulna, Bagerhat, Satkhira)	2019-2024	MoEF CC	Aligned with SDG target 11.4
3.	Education and mass awareness for the conservation of the environment and natural resources	Inclusion/updating nature-based education	Developing/improving training and learning materials	MoE, Dept of Environment (DoE)/BFD	National Environmental Policy 2018	Expanding Environmental knowledge and information in formal and informal education system	Nationwide	2018 onwards	DoE, MoEF CC	
4.	Achieve the sustainable use and efficient management of natural resources	Promote the approach of responsible consumption and production	Updating course materials considering the aspects of sustainable management of natural resources	MoEFCC/MoE/Ministry of Food/Agriculture/Fisheries/Industry/Power/Mineral Resources/DoE/BFD	National Environmental Policy 2018	Reduction of carbon footprint and all forms of pollution in the utilization of resources	Nationwide	2018 onwards	MoEF CC, DoE	Aligned with SDG target 12.2

5.	Integrate climate change measures into national policies, strategies and planning, including education policy	Integrating /aligning climate change policy with national (short-medium-long term) plan and education policy	Updating course materials considering climate change aspects	MoE/DoE/BFD/General Economics Division (GED)	-National Adaptation Plan (2023-2050) -Mujib Climate Prosperity Plan (2022-2041) -Nationally Determined Contributions, 2021 -8 th Five Year Plan (2020-2025)	Addressing climate change adaptation, mitigation, finance, technology, knowledge, learning and capacity building program	Nationwide	-	MoEF CC, DoE	Aligned with SDG target 13.2
6.	Promote the implementation of sustainable management of forests, reduce deforestation and increase forest coverage	Integrating the concepts of sustainable forest management in the education policy	Updating course curricula based on forestry education	MoEFCC/MoE/BFD	-Sustainable Forests and Livelihood Project (2018-2024) -National Forest Policy, 1994 -National Environmental policy 2018	-Sustainable management and restoration of degraded forests -Research and Education -Community empowerment through access to forest-based resources	Nationwide	-	MoEF CC, BFD	Aligned with SDG target 15.1 and 15.2
7.	Promote and mainstream biodiversity-related knowledge and learning	Mainstreaming biodiversity policy	Inclusion/Updating course curricula considering biodiversity education	MoEFCC/MoE/BFD/DoE	-National Biodiversity Act, 2017 -National Environmental policy 2018 -National Forest Policy 1994	-Halt the loss of biodiversity and extinction of flora and fauna -Share the benefits to local	Nationwide	-	MoEF CC/BF D	Aligned with SDG 15.5 and 15.6

					Sustainable Forests and Livelihood Project (2018-2024)	and indigenous people -Assessment of biodiversity value -Management of invasive alien species -Preparation of Red List index for flora and fauna				
8.	National Education Policy-2010	Inclusive and Equitable Quality Education	Holistic Development	DPE	Fourth Primary Education Development Program (PEDP4)	Enhance quality of Primary Education	Nationwide all primary Schools	2018-2025	MoPME, GoB	Aligns with SDG4 targets
9.	Construction of New Class in Government Primary School under PEDP4	Inclusive and Equitable Quality Education	Holistic Development	DPE and LGED	Improved Learning Environment under Fourth Primary Education Development Program (PEDP4)	Improved Learning Environment	All primary Schools	2018-2025	MoPME	Aligns with SDG4 targets
10.	Construction of gender segregated WASH BLOCK under PEDP4	Inclusive and Equitable Quality Education	Holistic Development	DPE and DPHE	Fourth Primary Education Development Program (PEDP4)	Ensure Basic Services in all Government Primary School	All primary Schools	2018-2025	MoPME	Aligns with SDG4 targets
11.	School Level Improvement Plan	Community Engagement	Participatory Planning	DPE	School Level Improvement Plan (SLIP) engaged with	Strengthen community	Rural and Urban Areas	2023-2025	MoPME	Enhances local ownership

					Community-Based School Management under PEDP4 Community Engagement Improved learning environment	involvement in education				p and accountability
12.	Data for Decision Making : Primary Education Integrated Information System (PEMIS)	Data Driven Decision making	Holistic Development	DPE-IMD	Fourth Primary Education Development Program (PEDP4)					
13.	Teacher Training and Development Program	Capacity Building and Professional Development	Blended Learning (Online and Offline)	DPE under Training Division	Continuous Professional Development for primary School Teachers Provide Leadership Training <ul style="list-style-type: none"> • Subject 	Improve teacher skills and competencies	Nationwide	2023-2025	GoB	Focuses on teacher quality enhancement
14.	Digital Learning Initiative	Technology Integration	E-Learning Platforms	DPE	Develop Digital learning platform under Fourth Primary Education Development Program (PEDP4)	Promote digital literacy and learning	Nationwide, with focus on remote areas	2023-2030	MoPME , DPE	Addresses digital divide in education
15.	School Feeding Policy	Health and Nutrition Integration	School-based Nutrition	World Food Programme, Directorate of	School Meal Program July 2021-June 2026 (Proposed & under approval process)	Improve health and cognitive functions of students	Rural and Urban Areas	2023-2026	WFP, GoB	Linked with improved education

				Primary Education						nal outcomes
16.	Environmental Education Integration	Sustainability Awareness	Curriculum Enhancement	DPE	Green School Program (Proposed)	Educate on environmental sustainability	Nationwide	2023-2028	MoE, GoB	Promotes awareness of environmental issues
17.	Gender Equality in Education	Gender-responsive Policies	Gender Mainstreaming	DPE	Fourth Primary Education Development Program (PEDP4)					
18.	Strengthen Pre-primary teachers' training				Fourth Primary Education Development Program (PEDP4)	Enhance quality and access to primary education	Nationwide all primary Schools	2018-2025	MoPME, GoB	Aligns with SDG4 targets
19.	Strengthened School Health programs	Develop Readiness of Primary school	School Based program	DPE	<ul style="list-style-type: none"> Bangladesh Covid-19 School Sector Response (CSSR) July 2020-June 2022 					
20.	Capacity Development	Training	Participatory	DPE	SDG Metadata and Methodology Development and Training	To work on metadata and methodology development for the NIF additional indicators	National and Sub National Level	2023	DPE	Concerned people of the stakeholders of DPE

										and MoPME
21.	Strategy Development	Throughout collaboration	Critical analysis	BANBEIS	Climate change education for sustainable development in Bangladesh	To facilitate the education planners and administrators to ensure that the education system in Bangladesh could respond more effectively to the needs of disaster impacts as well as climate change adaptation processes	Through dissemination	2015	BANBEIS	Concerned people of the stakeholders of Ministry of Primary and Mass Education and Ministry of Education
22.	Strategy Development	Throughout collaboration /Training/ Documentation	Critical analysis	BANBEIS	<p><u>-National Indicators Framework (NIF)</u></p> <p><u>-Data Mapping and Data Action Plan (DM & AP)</u></p> <p>- GED (DQAF)</p> <p>-National Strategy for the Development of Education Statistics and Action Plan (NSDES & AP) for Bangladesh</p>	<p>a) To provide a guidance on data requirement and data generation in holistic manner</p> <p>b) To draw a comprehensive list of indicators which helps to monitor national education policy priorities</p>	Through Workshop and dissemination	2018-2022	BANBEIS	Concerned people of the stakeholders of Ministry of Primary and Mass Education and Ministry of

						in one hand but another hand it in also caters for the global data demand				Education
23.	Capacity Development	Throughout Training	Participatory	BANBEIS	Metadata and Methodology Development Training	To work on metadata and methodology development for the NIF additional indicators	Through Workshop	2022	BANBEIS	Concerned people of the stakeholders of Ministry of Education
24.	Capacity Development		Participatory	BANBEIS	Capacity enhancement of relevant government agencies and officials both national sub-national level in the implementation and the use of NSDES, NIF and DM & AP for effective monitoring and reporting	To support the SDG4 localization initiatives and formalize with the development documents (NIF, DM & DQAF and NSDES & AP) and enhance knowledge about survey questionnaire to obtain quality data from field level	Through training	2022	BANBEIS	Concerned people of the stakeholders of Ministry of Primary and Mass Education and Ministry of Education

25.	Strategy and gap analysis	Throughout workshop, KII, FGD and consultation	Critical analysis	BANBEIS	Rapid National Capacity Assessment on Sector Wide Policy, Planning & Monitoring for Education in Bangladesh	a) To identify the system, institutional and individual strengths, challenges and gaps that help or hinder the implementation of sector-wide policy, planning and monitoring b) To assist in the overall implementation, coordination and monitoring of GoB's Eighth Five-Year Plan education goals, education sector plans and the national SDG4 Strategic Framework for Bangladesh	Through dissemination	2022	BANB EIS	Concerned people of the stakeholders of Ministry of Primary and Mass Education and Ministry of Education
26.	4.7 and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and	Enactment of National Education Act -NEP-2010 -SDG-4 Strategic Framework	-Next phase of Implementation of guidance and counselling in secondary education	Secondary and Higher Education Division, MoE Directorate of Secondary and Higher Education	Development of Government Secondary Schools project Fostering Opportunities of Science Education in Public Colleges Project	-Create Better Citizen - Develop Better tools to measure learning outcomes	Secondary, Higher Secondary and Higher Education Sector	(2017-2021) RDP 2024	GOB WB ADB	

		<p>for Bangladesh</p> <ul style="list-style-type: none"> -National Strategy for Development of Education Statistics (NSDES) -National Curriculum Policy framework (SESIP) Introduction of skill driven courses in post graduate colleges -National Council of Educational Research and Training -PPP policy for education sector -Increase science enrolment 	<ul style="list-style-type: none"> -Next phase of Providing psychological support (Counseling, student mental health service, exam concessions arrangement s, mentoring, peer support) to the college students -Next phase of Open Online Courses (OOC) for science students of higher secondary (PPP) -Enhance use of ICT for pedagogy - Enhancemen 		<p>ICT for Education in Secondary and Higher Secondary level project (phase-II)</p> <p>Secondary Education Sector Investment Program- SESIP (Enhance use of ICT)</p> <p>DRS/DRH Program (under SEDP)</p> <p>Establishment of Central Research Laboratory</p>	<ul style="list-style-type: none"> -Reduce the Gender gap -Making market-oriented training and curriculum -Increase focus on Science, Technology, Engineering and Mathematics (STEM) -Fields adapt to lifelong learning models of education -100 percent electricity access in secondary school. -Secondary schools will have 100 percent internet and computer access 	<p>(2018-2021) RDP 2024</p> <p>(2016-2022) RDP 2023</p> <p>(2014-2023)</p> <p>2019-2024</p>		
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			<p>t of industry-academia relationship in higher secondary level</p> <p>- Strengthening Skill driven courses in post graduate colleges</p> <p>-Program to align education objectives with industry demand and industry development policy</p>		<p>Improvement of Science Education in Secondary level education</p> <p>Language and ICT skill development project</p> <p>Implementation of guidance and counselling in secondary education</p> <p>Providing psychological support (Counseling, student mental health service, exam concessions arrangements, mentoring, peer support) to the college students</p> <p>Establishment of Educational TV channel</p>	<p>-Establishment of multimedia classroom</p> <p>-Increase of wash facilities</p> <p>-Reduce the non-attending students</p> <p>-Reading and numeracy skill</p>		<p>(July-2021 to June-2026)</p> <p>To be Undertaken</p> <p>To be Undertaken</p> <p>To be Undertaken</p>		
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					Enhancement of the use of ICT for pedagogy			To be Undertaken		
					Program on skill driven courses in post graduate colleges			To be Undertaken		
27.	SDG 4.7 & 4.C	Teacher Training	Orientation Workshop Follow up Workshop Implementing Yearly Action Plan Financing to Establish Empathy Corner IEC Materials	Secondary and Higher Education Division, MoE Directorate of Secondary and Higher Education Unesco Dhaka Office	Learning for Empathy	To strengthen enabling conditions for education professionals in Bangladesh, (i.e. Head and Assistant head teachers and Subject teachers) to revisit their teaching practices at the school level through the Sustainable Development Goal 4 (SDG4) lens, especially its Target 4.7 for peace and sustainability.	Secondary Schools up to grade 10	2021-2022	UNESCO Bangkok initiative of a regional project “Building a Peaceful and Sustainable Future in Asia through Education: Teacher Excha	Completion Report (May 2022)

						Schools are considered a good, safe and responsible space for engaging intercultural and interfaith dialogue that is a critical factor for developing learner's competencies as active contributors to building a peaceful social cohesion and embracing diversity.			ng and Support Program", funded by the Japanese Government	
28.	SDG 4.7 & 4.C	Teacher Training Student Activity	National Orientation Workshop National Training Workshop Implementing 6 months' pilot project	Secondary and Higher Education Division, MoE Directorate of Secondary and Higher Education Arigatou International Geneva	Ethics Education Fellowship Pilot Project	Foster Ethics Education in Formal Education to Contribute to Global Citizenship and Peaceful and Inclusive Societies. Increasing focus on education	Secondary Schools up to grade 10	2022-2023	Online Global Ethics Education Symposium held on 22-23 November 2021 organized by	Country Report (October 2023)

			Monitoring Evaluation Learning (MEL)			programs and pedagogical and dialogical approaches that cultivate ethical values as well as intercultural and interreligious/ inter-world view dialogue, learning and collaboration that is crucial to implement and achieve the Sustainable Development Goals (SDG), particularly target 4.7 , which aims to promote a culture of peace and non-violence, global and democratic citizenship, and appreciation of cultural diversity.			Arigatou International, in partnership with The Guerrand-Hermès Foundation for Peace, The Higher Committee for Human Fraternity, ICESCO - The Islamic World Educational, Scientific and Cultural
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									al Organi zation, The Interna tional Dialog ue Centre (KAIC IID), Kenya Nation al Comm ission for UNES CO, Ministr y of Educat ion of Kenya, (Schol as Occurr entes), Religio ns for Peace, UN Allianc e of Civiliz	
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									ations, UNIC EF, and with the collabo ration of UNES CO.	
29.	SDG 4.7 & 4.C	Teacher Training Student Activity Develop Contextualiz ed Teacher Training Module Digital Content Developmen t	Training Workshop Implementin g 6 months’ pilot project Monitoring Evaluation Learning (MEL) Validation of the Contextualiz ed Teacher Training Module Extend coverage through	Secondary and Higher Education Division, MoE Directorate of Secondary and Higher Education Arigatou International Geneva	Ethics Education Fellowship Pilot Project- Phase 2	Create space for formal education institutions, and educators to share their approaches, practices, experiences and to advance their thinking on ethics education for children. Build capacity of formal education institutions and educators to implement Ethics Education	Secondary Schools up to grade 10	2024 onward	Ethics Educat ion Fellow ship Pilot Project Countr y Report (Octob er 2023)	In progress

			virtual platform			<p>programs in their classroom</p> <p>Support the implementation and strengthening of ethics education program</p> <p>Learn from the implementation experience, advance knowledge, and create evidence on the benefits of ethics education through Action Research.</p> <p>Create a network of formal education institutions and educators implementing ethics education programs to foster intercultural</p>				
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						and interfaith learning among children in their societies.				
30.	SDG 4.7 & 4.C	Conduct a review of teacher-related issues and prepare a comprehensive report with specific recommendations towards the development of a National Teacher Strategy for Bangladesh	Arrange the governance mechanisms for the review and future teacher strategy development	Secondary and Higher Education Division, MoE Directorate of Secondary and Higher Education Unesco Dhaka Office	Develop a Gender-responsive National Teacher Strategy (NTS) in Bangladesh	The overall goal is to support the government in strategizing its policies and actions to build a highly skilled teaching workforce with a sufficient number of teachers receiving adequate support to implement competency-based education, blended education, and education transformation for achieving SDG 4. The specific objectives are to:	Secondary Schools up to grade 10	2023-2024	Capacity Development for Education (CapED) program of UNESCO Dhaka Office	In Progress

						<ul style="list-style-type: none"> • Conduct a Review with specific recommendations for the development of a Gender-responsive National Teacher Strategy (CNTS) aligned with national policies and plans, following a participatory and consultative process. 				
31.	SDG 4.7 & 4.C	i. Capacity enhancement of government in policy, planning, and monitoring, ii. Teachers on Global Citizenship	Promotion of GCED and ESD at school, home and community	Secondary and Higher Education Division, MoE Directorate of Secondary and Higher Education Unesco Dhaka Office	promote GCED and ESD at the school level	Enhance the capacity of teachers to develop and implement a School-level Action Plan to promote Global Citizenship Education values and Education for	Secondary Schools up to grade 10	2023-2024	SDG4-Education 2030 Agenda	In Progress

		Education and ESD				Sustainable Development initiatives at school, at home, and in the community				
32.	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	Enactment of National Education Act -NEP-2010 -SDG-4 Strategic Framework for Bangladesh. -National Strategy for Development of Education Statistics (NSDES) -National Curriculum Policy framework (SESIP)	Necessary training and support to the teachers and students -Stipend, tuition fees, Financial assistance & aid are given from class six to degree & equivalent level students across the country	Secondary and Higher Education Division, MoE Directorate of Secondary and Higher Education	Learning Acceleration in Secondary Education Project	Strengthening teaching and management capacity in schools -Strengthening teaching and management capacity through filling the teachers' vacancies and recruitment (Post creation, based on students). -Development of a policy/strategy for teachers training and research -Improvement of teaching-learning in Bangla,	Secondary Schools up to grade 10	2024-2026	GOB WB	

						<p>English, Mathematics, Science, ICT and Practical Science</p> <p>-Incentive for Secondary teachers in Disadvantaged Areas & Institutions (Phase -2)</p> <p>Strengthening teacher's quality and skills</p>				
33.	<p>4.5</p> <p>By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable,</p>	<p>SDG-4 Strategic Framework for Bangladesh</p>	<p>Implementation of guidance and counselling in secondary education</p>	<p>Secondary and Higher Education Division, MoE</p> <p>Directorate of Secondary and Higher Education</p>	<p>Generation Break Through (Phase II)</p>	<p>Develop Inclusive pedagogies and learning environments to ensure equity & inclusion in secondary education</p>	<p>Secondary Schools up to grade 10</p>	<p>(2019-2022)</p>	<p>GOB WB UNFP A</p>	

	including persons with disabilities, indigenous peoples and children in vulnerable situations	National Curriculum Policy framework (SESIP) - Introduction of common curriculum in secondary education level	Curriculum dissemination training for secondary level school teachers Curriculum dissemination and curriculum implementation, monitoring & supervision training for educational administrator/officials		Dissemination of New Curriculum -2023	Capacity development of teachers to ensure proper implementation of revised curriculum Enhance capacity of education officials to provide adequate monitoring and mentoring support to teachers for proper implementation of revised curriculum	Secondary Schools up to grade 10	2023-2024	GOB	
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34.	National, NAEM, UNESCO	Through Collaboration	Critical analysis	NAEM	Program: ELT Manual Development Programs for Secondary Level English Teachers in collaboration with UNESCO	a) Preparing ELT Manual b) Capacity Building of Teacher Trainers	Through Teacher Training	2020	NAEM Annual Report 2020	Good
35.	National, NAEM, UNESCO	Collaboration	Critical analysis, reviewing and integrating the recent ones	NAEM	Project: “Capacity Enhancement for the Teachers of Secondary Education in Bangladesh through Contextualization of ICT-CFT and Mainstreaming the GCED and ESD aspects in NAEM Teacher Training Programmes	a) Preparing GCED and ICT Manual and Curriculum integrating ESD, b) Capacity Building of NAEM faculties an	Through Teacher Training and disseminating ideas with stakeholders	Ongoing (2023)	NAEM	Good
36.	National, NAEM, UNICEF	Collaboration	Critical analysis, reviewing and integrating the recent ones	Ministry of Education/ NAEM	Project: Bangladesh – UNICEF program of cooperation 2022-2026	Towards quality education	Through Teacher Training and disseminating ideas with stakeholders	2022-2026 (on going)	NAEM	Good
37.	National, NAEM, UNESCO	Collaboration	Participatory	NAEM	Participation on “Global Capacity Building Workshop on GCED” of NAEM faculties	Capacity Building	Through teacher Training and dissemination	2023	NAEM /APCEIU	Good
38.	National, NAEM, UNESCO	Collaboration	Critical Analysis, Participatory , Conducting Research	NAEM	Carrying out 2 small scale projects by two NAEM faculties with the fund and logistic support of APCEU-UNESCO on	To equip teachers with GCED and ESD ideas	Through teacher Training and dissemination	2023	NAEM /APCEIU	Good

					<p>GCED issue with the integration of ESD</p> <p>Name of the project: a) Capacity Building Workshop on GCED for Secondary Level Teachers in Bangladesh.</p> <p>And 2) “Bangladeshi Secondary Teachers’ Understanding and Curriculum Integration of Global Citizenship Education: A Case Study of a Disadvantaged School”</p>	To create informed global learners				
39.	Gender Equality	Ensure that all girls and boys complete free, equitable, inclusive and quality primary and secondary education leading to relevant and effective learning outcomes and inclusive,	Ditto	Ditto	Gender equality is maintained while incorporating contents, pictures, diction and activities. The related examples also focus on gender equality through the Primary, Secondary, Technical and Madrasha Education Textbooks.	Ditto	Ditto	Ditto	Ditto	

		sustainable economic growth.								
40.	Infrastructure Development		Project approach. With the Recommendation of the Honorable MPs, The Madrasahs have been selected.	Directorate of Madrasah Education (DME)	Selected Madrasahs Development Project (1800 Madrasahs)	<p>a) In order to achieve the goal of digital Bangladesh including ensuring the quality of education, under this project, infrastructure development of 1800 Madrasahs, internal electrification, sanitation and water supply, and construction of new academic buildings.</p> <p>f) Ensuring the provision of separate toilets and travel ramps for students with special needs including</p>	1800 Madrasahs in whole Bangladesh.	1 July 2018 to 30 June-2024	Government of Bangladesh (GOB)	Construction of 644 Madrasah's Building completed.

						setting up separate toilets for male and female students.				
41.	Teachers Training			Directorate of Madrasah Education (DME)	Training Project for Madrasa Teachers to Enhance their Teaching Skills	<p>a) To improve teaching skills of Madrasah teachers.</p> <p>b) To develop a group of competent teachers with a view to making the Madrasah education system modern, functional and up-to-date.</p> <p>3</p> <p>c) To make Madrasah teachers especially proficient in PEDAGOGY through subject oriented training.</p> <p>d) To improve the administrative</p>	All over the country	01 January 2021 to 31 December 2023	Government of Bangladesh (GOB)	<p>Financial progress: 10.33%</p> <p>Physical Progress: 10.60%</p>

						skills of Madrasah teachers.				
42.	Digitization	Multimedia Classroom		Directorate of Madrasah Education (DME)	Establishment of Multimedia Classroom in 653 Madrasahs of the Country	<p>a) Improvement of teacher's capacity to create a resourceful teacher Pool.</p> <p>b) Integration of teaching learning practice to enlighten the students with Multimedia Classroom ie ICT based leading- edge education.</p> <p>c) Creation of motivational mechanism for attracting the students in the classroom.</p> <p>d) Improvement of present teaching learning system</p>	653 Madrasahs in Whole Bangladesh.	<p>1 July 2017- 30 Jun 2023</p> <p>1 July 2017- 30 Jun 2024 (Proposed)</p>	Government of Bangladesh (GOB)	<p>Financial progress: 72.93%</p> <p>Physical Progress: 75.40%</p>

						by adopting ICT.				
43.	Automation			Directorate of Madrasah Education (DME)	Establishment of Madrasah Educational Management and Information System (MEMIS)	<p>a) Bringing transparency and simplifying services to the Directorate of Madrasah Education through digitization/online.</p> <p>b) Confirmation of payment of MPO through online.</p> <p>c) Teacher database creation and salary payment through digitization/online.</p> <p>d) Achieving the goals of Madrasah education in implementing the goals of the National</p>	All over the country.	01 July 2017 to 31 December-2023	Government of Bangladesh (GOB)	<p>Financial progress: 77.7%</p> <p>Physical Progress: 77.7 %</p>

						<p>Education Policy.</p> <p>e) Online receipt of grants for teachers of independent participating Madrasahs.</p> <p>f) To keep the servers and data centers set up in the project uninterrupted.</p>				
44.	Capacity Development of Madrasah Education			Scheme Director	Secondary Education Development Program (SEDP)	<p>a) Capacity building of Madrasah Teachers;</p> <p>b) To equip the Madrasah with the latest technology-based equipment, tools and skilled teachers;</p> <p>c) To build a well-trained and competent workforce through continuous</p>	All over the country.	01 July 2023 to 30 June 2025 (Proposed)	Government of Bangladesh (GOB)	Proposed

						development and training in modern systems; d) Ensuring Multimedia classroom in Madrasahs; e) Tracer study of madrasah Education.				
45.	Advancing policy	Develop a comprehensive national TVET policies that aligns with economic and technological trends	Engage key stakeholders, including government, industry, and education institutions, to create a policy that ensures quality, relevance, and accessibility of TVET programs.	TMED	<ul style="list-style-type: none"> • Bangladesh National Qualification Framework (BNQF) • Integrated TVET Development Action Plan • National Education Policy- 2010 • National Skills Development Policy-2011 • 8th 5 Year Plan (FY2020 - FY2025) • Bangladesh Perspective Plan (2010-2021) • Sustainable Development Goals (2016-2030) • Bangladesh Technical Education Board Act-2018 	The development objectives of TVET policies encompass both short and long-term goals. In the short term, the focus is on enhancing employability and skills alignment with industry needs. Short-term goals include improving access, raising educational standards, and facilitating lifelong learning. In the	<ul style="list-style-type: none"> • Enhance employability • Improve access and inclusivity in TVET • Aligning with industry needs • Quality improvement • Teachers professional development • Promote lifelong learning • Provide clear pathways and transition 		GoB Development Partners	

					<ul style="list-style-type: none"> National Skills Development Policy (NSDP)-2022 	<p>long term, the objectives shift towards strengthening industry partnerships, supporting entrepreneurship, and promoting international recognition of qualifications. The overarching aim is to create a sustainable, high-quality TVET system that fosters continuous skill development, reduces skills mismatches, and contributes to economic growth and social inclusion.</p>	<ul style="list-style-type: none"> between them Research and innovation 			
46.	Transforming learning and training environments	Modernize TVET facilities and curriculum to meet industry demands.	Invest in equipment, update curricula to match industry standards,	TMED DTE BTEB	<ul style="list-style-type: none"> Establishment of 100 Technical School & College (TSC) in Upazila [January 2014- December 2024] Establishment of 329 Technical School & 	<ul style="list-style-type: none"> Establish at least one national level quality TVET institute in 			GoB Development Partners	

			modernize TVET infrastructure at both public and private levels	<p>College (TSC) at Upazila level (2nd Phase) [January 2020-December 2024]</p> <ul style="list-style-type: none"> • Establishment of Four Mohila Polytechnic Institute in Sylhet, Barisal, Rangpur and Mymensingh Division [January 2018-June 2024] • Strengthening Land Survey Education in Bangladesh [July 2018-June 2025] • Establishment of Polytechnic Institute in 23 Districts [October 2018-June 2025] • Establishment of Four Engineering Colleges at Chittagong, Khulna, Rajshahi and Rangpur Divisions [October 2018- June 2025] • Capacity Development of 64 Technical School & College (TSC) under Directorate of Technical Education [February 2019- June 2025] • Accelerating and Strengthening Skills for Economic Transformation 	<p>every sub-district of the country;</p> <ul style="list-style-type: none"> • Establish at least one public polytechnic institute in every district in country; • Capacity development through infrastructure expansion and modernization of laboratories of existing public TVET institutes; • Mobilization of short course providers through industry partner engagement ; 				
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					<p>(ASSET) [July 2021-December 2026]</p> <ul style="list-style-type: none"> • Skills 21-Empowering Citizens for Inclusive and Sustainable Growth [January 2018-June 2024] • Project for Improvement of Technical Education for Industrial Human Resources development [September 2020-March 2024] • Project for The Improvement of Equipment for Technical Education [January 2023-December 2024] • Promoting Gender Responsive Enterprise Development and TVET Systems (ProGRESS) [October 2022-September 2027] 	<ul style="list-style-type: none"> • Empowering women through TVET and linking them with enterprise based entrepreneurship; • Policy strengthening mechanism with strengthened TVET training system and establishing an National qualification framework; • Bridging the gap between industry and institute through supporting the job placement and employmen 				
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						t support service;				
47.	Building capacities of educators and trainers	Train and support TVET instructors to deliver effective, up-to-date training.	Provide ongoing professional development, expose educators to industry practices, and offer incentives to attract and retain qualified instructors.	TMED DTE	<ul style="list-style-type: none"> In FY 2023-24, a total of 15 teachers/ a total of 2242 teachers/officers have been provided with various types of local pedagogy/skills training and 15 teachers' foreign trainings till September 2023. In FY 2021-22, a total of 4,358 teachers/officers and in FY 2022-23, a total of 2738 teachers/officers have been provided with various types of pedagogy/skills training. In FY 2021-22, a total of 205 teachers/officers and in FY 2022-23, a total of 270 teachers/officers have been provided with foundation training. In Learning Management System (LMS) a total of 805 teachers have been provided with training. In FY 2022-23, a total of 35 	<ul style="list-style-type: none"> Provide continuous professional development opportunities for TVET instructors. Offer training in modern teaching methodologies and classroom management. Enhance instructors' subject knowledge and industry-specific skills. Promote the use of technology in the 	<ul style="list-style-type: none"> Subject specific skills training; Technology integration; Industry collaboration ; Enhancing pedagogy skills; Performance evaluation; Resource allocation; 		GoB Development Partners	

				<p>teachers/officers have been provided with foreign training.</p> <ul style="list-style-type: none"> • Under Bangladesh Technical Education Board (BTEB) total 46,416 trainees have been registered through 527 Registered Training Organization (RTO) and total 80,607 persons have been certified with RPL. • 1997 teachers-officer under DTE has been trained up at Singapore Nanyang Polytechnic International. • 581 teachers and officers provided training in GZITTC, Guangzhou, China. • 3525 TVET teachers and staff have got capacity building training in FY2021-22. • In construction and garments sector 1,05,612 persons have received work-oriented skills training through SEP-B project. • Under B-SEP project 24300 persons 	<p>teaching process.</p> <ul style="list-style-type: none"> • Foster collaboration with industries to keep instructors updated on industry practices. • Establish mentorship programs to support new instructors. • Encourage TVET instructors to obtain higher qualifications and certifications. • Recognize and reward outstanding teaching and commitment to professional 				
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					<p>provided work-oriented education training.</p> <ul style="list-style-type: none"> A total of 8598 TVET teachers were provided training in various fields such as, pedagogy, subjective training on different technologies, cyber security and ethics, public procurement, e-GP, professional training on PPR etc. To improve communication skills 300 hundred teachers from different Polytechnic Institutes and Technical Schools and Colleges have received online based “Improving English Language Skills (IELS)” conducted by the TVET master trainers. Step by step every TVET teacher will avail this opportunity. 	<p>development.</p> <ul style="list-style-type: none"> Implement regular evaluations of instructor performance and feedback mechanisms. Ensure instructors have access to up-to-date teaching resources and materials. 				
48.	Empowering and mobilizing youth	Encourage youth participation and involvement in TVET.	Create awareness about the value of TVET through campaigns	<p>TMED</p> <p>DTE</p> <p>Industry partners</p>	<ul style="list-style-type: none"> To expand the culture of research and innovation in TVET teachers, a separate Research and Knowledge Management Cell has been formed. National Skills Competition is 	<ul style="list-style-type: none"> Raise public awareness about the importance of TVET in building a 	<ul style="list-style-type: none"> Public awareness campaigning programs; Academia-industry partnerships; 		GoB	Development Partners

			and outreach programs.		<p>being organized every year since 2014. A total of 8768 innovative projects have been showcased at the organization level through national skills competition.</p> <ul style="list-style-type: none"> • All TVET students (both public and private sector students) are being provided monthly stipend through DTE stipend cell under regular stipend program; • Through the Skills-21 project, an awareness campaign strategy and action plan for technical and vocational training institutes has been formulated, Facebook page “Technical Talents” has been launched and the implementation of this campaign has already started in 3 institutes. • Campus Open Day/Technical Talent Fairs have been organized centrally at Rangpur/Barishal/Feni Polytechnic Institute, Rajshahi/ Khulna/ 	<p>skilled workforce.</p> <ul style="list-style-type: none"> • Promote the diverse career opportunities and pathways available through TVET. • Educate parents, students, and communities about the benefits of practical skills and vocational education. • Highlight the relevance of TVET in addressing industry needs and reducing unemployment. • Encourage gender inclusivity 	<ul style="list-style-type: none"> • Community engagement workshops; • Career counseling centers; • Job fairs; • Job placement cells in TVET institutes; • Engagement with local administration; • Online platforms; mass media coverage; • Collaboration with private sector and NGOs; 			
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				<p>Chattogram Mohila Polytechnic Institute, IMT-Bagerhat and Dhaka during the financial year 2022-23 through the Skills-21 project.</p> <ul style="list-style-type: none"> • The event included Skills Competition, Quiz Competition, Skills Fair, Job Fair, City Branding, Rally, Seminar on Teachers' Professional Development and BNQF. • Through the ASSET project under the Directorate of Technical Education, Skills Competition (innovative competition) has been organized in 120 government institutions of technical education in the financial year 2022-23 with the aim of increasing the popularity and promotion of technical education and developing the talent and innovative power of students. 	<p>and emphasize that TVET is a viable option for all, regardless of gender.</p> <ul style="list-style-type: none"> • Showcase success stories and role models who have thrived through TVET. • Advocate for policy support and increased funding for TVET programs. • Engage with local industries to convey the value of collaborating with TVET institutions for skills development. 				
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						<ul style="list-style-type: none"> • Disseminate information about scholarship programs and financial incentives available for TVET students. • Promote TVET as a means to drive entrepreneurship, innovation, and self-employment within communities. 				
49.	Accelerating sustainable solutions at local level	Foster local industry partnerships and community involvement in TVET	Establish partnerships with local businesses for internships and job placement, involve communities	TMED DTE Social partners Community	<ul style="list-style-type: none"> • Promoting Gender Responsive Enterprise Development in TVET (ProGRESS) • Necessary steps have been taken to implement NTVQF in all areas of technical education. An integrated TVET Action Plan has 	<ul style="list-style-type: none"> • Establish partnerships with local industries to provide practical training opportunities for TVET students. 	<ul style="list-style-type: none"> • Establish Industry Advisory Boards • Organize Industry Fairs and Career Expos • Develop Community- 		GoB Development Partners	

			<p>in supporting TVET centers, and adapt programs to meet the specific needs of different regions.</p>	<p>Industries</p>	<p>been developed in coordination with SDG targets and other government action plans.</p> <ul style="list-style-type: none"> • For strengthening Industry-Institute Linkage Memorandum of Understanding (MoU) has been signed with 744 industries for industrial collaboration for student’s placement and training. • Under DTE, in almost all TVET organizations job placement cell has been established. Job fairs are being arranged regularly by the government TVET institutes under DTE. 570 RTOs have been established. 	<ul style="list-style-type: none"> • Encourage industries to actively participate in curriculum development to ensure it aligns with industry needs. • Promote apprenticeships and internships within local businesses to facilitate hands-on learning. • Engage industries in offering job placement and employment opportunities for TVET graduates. • Create industry advisory boards to provide guidance and insights into 	<ul style="list-style-type: none"> • Based TVET Centers • Encourage Local Business Sponsorships • Partner with Local Chambers of Commerce • Create Industry Partnerships for Practical Training • Promote Apprenticeships and Internships • Facilitate Job Placement Opportunities • Involve Community Members in Governance • Engage Industries in Curriculum Development 			
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						<p>the relevance of TVET programs.</p> <ul style="list-style-type: none">• Encourage community members to participate in the governance and decision-making processes of TVET institutions.• Organize industry fairs and career expos to connect TVET students with potential employers.• Develop partnerships with local chambers of commerce and business associations to support TVET programs.• Establish community-				
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						<p>based TVET centers in underserved areas to improve access to vocational education.</p> <ul style="list-style-type: none">• Encourage local businesses to sponsor scholarships and financial incentives for TVET students.				
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