



**The Government of the People's Republic of Bangladesh**

## **PARTNERSHIP COMPACT**

**Transforming Education in Bangladesh:  
Teacher professionalization for effective  
teaching towards enhanced learning  
outcomes.**

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**Ministry of Education**

**Ministry of Primary and Mass Education**

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## Acronyms / Abbreviations

ADB	Asian Development Bank
APSC	Annual Primary School Census
ASPR	Annual Sector Performance Report
AT	Assistant Teacher
B.Ed.	Bachelor of Education
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BES	Bangladesh Education Statistics
BIA	Benefit Incidence Analysis
BNFE	Bureau of Non-Formal Education
BTPT	Basic Training for Primary Teachers
CAMPE	Campaign for Popular Education
CC	Climate Change
C-in-Ed	Certificate in Education
CPD	Continuous Professional Development
CSO	Civil Society Organization
DLI	Disbursement Linked Indicators
DME	Directorate of Madrasah Education
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
EFA	Enabling Factor Analysis
EiE	Education in Emergencies
ELCG	Education Local Consultative Group
EMIS	Education Management Information System
ERD	Economic Relations Division
ESD	Education for Sustainable Development
ESPIG	Education Sector Program Implementation Grant
EU	European Union
FCDO	Foreign, Commonwealth and Development Office
FY	Fiscal Year
GA	Grant Agent
GAC	Global Affairs Canada
GDP	Gross Domestic Product
GEEAP	Global Education Evidence Advisory Panel
GER	Gross Enrolment Rate
GPE	Global Partnership for Education
GPS	Government Primary School
HIES	Household Income and Expenditure Survey
HT	Head Teacher
ICT	Information and Communication Technology
IPEMIS	Integrated Primary Education Management Information System
ITAP	Independent Technical Advisory Panel
JARM	Joint Annual Review Mission
JICA	Japan International Cooperation Agency

M&E	Monitoring and Evaluation
MICS	Multiple Indicator Cluster Survey
MoE	Ministry of Education
MoF	Ministry of Finance
MoPME	Ministry of Primary and Mass Education
MPO	Monthly Pay Order
NAEM	National Academy for Educational Management
NAPE	National Academy for Primary Education
NASS	National Assessment of Secondary Students
NCF	National Curriculum Framework
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NER	Net Enrolment Rate
NGO	Non-Governmental Organization
NSA	National Students Assessment
NTRCA	Non-government Teachers Registration and Certification Authority
ODA	Overseas Development Assistance
ODL	Open and Distance Learning
OECD	The Organization for Economic Cooperation and Development
PC	Partnership Compact
PDPP	Preliminary Development Program Proposal
PEDP4	Fourth Primary Education Development Program
PER	Public Expenditure Review
PLC	Professional Learning Community
PPE	Pre-Primary Education
PTI	Primary Teachers Training Institute
PTR	Pupil Teacher Ratio
PTTC	Primary Teachers' Training Curriculum
SCG	System Capacity Grant
SDG	Sustainable Development Goal
SEDP	Secondary Education Development Program
SEND	Special Education Needs and Disability
STG	System Transformation Grant
SWAp	Sector Wide Approach
TOC	Theory of Change
TPD	Teacher Professional Development
TPDF	Teacher Professional Development Framework
TTI	Teacher Training Institute
TVET	Technical and Vocational Education and Training
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	United States Agency for International Development
WB	World Bank
WFP	World Food Programme

# INTRODUCTION

## Context

The Global Partnership for Education (GPE)'s 2025 Strategic Plan supports enhancing countries' ability to carry out impactful reforms for transforming education. GPE mandates the development of a country-level Partnership Compact (PC) that serves as a road map for aligning partners and financial resources to support key reforms, aiming to drive comprehensive transformation in education.

The Bangladesh PC was developed through a consultative/collaborative process led by the Government of Bangladesh<sup>1</sup>. This process involved active contributions from sub-national education officials, civil society organizations, and both international and national development partners, enriching the PC's focus on education transformation. UNICEF as the Grant Agent (GA) for the System Capacity Grant (SCG) and the Foreign, Commonwealth and Development Office (FCDO) as the Coordinating Agency (CA) for the Education Local Consultative Group (ELCG) assisted the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE) throughout this process.

## Process

The preparation of the PC involved several key steps:

- During the initial national consultation (June 2023), ELCG proposed “establishing a smart and inclusive education system for improved learning outcomes” as the priority reform area.
- In April 2024, national consultations on Enabling Factor Analysis (EFA) assessed four enabling factors – (a) data and evidence, (b) gender-responsive sector planning and monitoring, (c) sector coordination and (d) volume, equity, and efficiency of public expenditure for the priority reform. GPE's Independent Technical Advisory Panel (ITAP) endorsed gender-responsive planning, sector coordination and monitoring and volume, equity and efficiency of public expenditure as "high" priority, and the rest, as medium priority.
- A national consultation in June 2024 and five sub-national consultations (March to May 2024) provided contextual insights and resulted in drafting the PC articulating priority reform as "smart, green, and inclusive education system".
- The draft PC was submitted to the GPE Secretariat for review on June 30, 2024, and in August 2024, the GPE Secretariat advised the ELCG that the reform's broad nature and ambitious outcomes within a limited timeframe needed reconsideration.
- During consultations on October 6, 2024, the ELCG agreed to focus the scope of the priority reform to "*teacher professionalization for effective teaching towards enhance learning outcomes*" to better align with the developments in the country and the new government's priorities. The choice to prioritize professionalizing teaching assumes that addressing this priority effectively will lead to broader positive outcomes throughout the education system.

The priority reform is aligned to national education policies<sup>2</sup>, ongoing sector-wide programs<sup>3</sup> as well as the areas identified by the Bangladesh Education Sector Plan (ESP) 2020-2025. The priority reform selection is informed by the enabling factor analysis, international best practices, evidence from various surveys<sup>4</sup>/studies, administrative data<sup>5</sup> and national learning assessments<sup>6</sup>. The priority reform area is also closely aligned with global priorities, especially the Sustainable

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<sup>1</sup> Ministry of Primary and Mass Education (MoPME, Chair of the Education Local Consultative Group (ELCG) along with the Ministry of Education (MoE)

<sup>2</sup> National Education Policy 2010, National Curriculum Framework 2021

<sup>3</sup> The Fourth Primary Education Development Program (PEDP4) 2018-2025 and Secondary Education Development Program (SEDP), both using sub-Sector Wide Approach (SWAp).

<sup>4</sup> Bangladesh Bureau of Statistics: Multi-Indicator Cluster Survey (MICS) 2019 and Education Survey 2021.

<sup>5</sup> The Education Management Information Systems (EMIS), such as the Bangladesh Education Statistics 2022 (2023), Annual Primary School Census 2023 (2024) and Annual Sector Performance Report (ASPR) (2023).

<sup>6</sup> National Student Assessment (NSA, 2022), National Assessment of Secondary Students (NASS), 2019 etc.

Development Goal (SDG) 4 related to inclusive and equitable quality education and its associated targets<sup>7</sup>. In fact, the SDG target 4.c targets that “by 2030, substantially increase the supply of qualified teachers”. As emphasized by Education 2030: Incheon Declaration and Framework for Action for implementing SDG4 (2016), teachers are a fundamental condition for guaranteeing quality education, hence, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well resourced, efficient, and effectively governed systems<sup>8</sup>.

## PRIORITY REFORM OVERVIEW

### Priority Reform:

Bangladesh ELCG had initially identified “*Establishing a Smart, Green and Inclusive Education system for improved learning outcomes*” as the priority reform, focusing on the broader issues. However, in response to the GPE Secretariat’s recommendations, the ELCG has refined its focus to professionalizing teaching in school education (pre-primary, primary and secondary education) as the priority reform area. The new priority reform is “***Transforming teacher professionalization for effective teaching towards enhanced learning outcomes***”.

The ELCG recognizes that teachers play a vital role in all aspects of quality education. Even the best curriculum cannot achieve its desired outcomes without effective teachers and teaching methods. Without effective learning, children—especially those from marginalized groups—are most likely to drop out, rendering access to education ineffective. The national and sub-national consultations<sup>9</sup> involving diverse education stakeholders highlighted critical challenges in transforming teaching profession. The noteworthy barriers and bottlenecks are listed below.

- There is no comprehensive teacher policy in Bangladesh that guides teacher recruitment, deployment, or retention, initial or continuing teacher education, career structure or path, teacher employment, working conditions, reward and remuneration, teacher standards and accountability.
- There are challenges in terms of quantity and quality of teachers in the system and their services. There too many teaching positions remaining vacant. In half of the primary schools, Assistant Teachers (AT) are acting as Head Teachers (HT), which reduces their time for teaching.
- Uncompetitive remunerations and poor working conditions have made teaching an unattractive profession. It also diminishes teachers’ motivation. Teaching has become the last resort for many graduates and those entering the profession have high attrition rates.
- The absence of a performance assessment framework and clear career paths for teachers undermines their motivation and long-term engagement.
- The existing selection processes do not ensure that the right candidates having the necessary skills, motivation, and personal qualities for effective teaching are selected.
- Teacher recruitment, especially in non-government secondary schools, also is often politicized and lacks transparency, though the non-government Teachers Registration and Certification Authority (NTRCA) provides certification for becoming a teacher in the non-government secondary school.
- There is also no equitable teacher deployment strategy, resulting in uneven distribution of qualified teachers across regions.

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<sup>7</sup> The most relevant indicators: SDG 4.1: free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes; SDG 4.5: Eliminating gender disparities and ensuring equal access of vulnerable group of children to all levels of education; and SDG 4.c increased supply of qualified teachers.

<sup>8</sup> UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, World Bank Group, and ILO. 2016. Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

<sup>9</sup> Organized specifically to discuss the priority reforms for Partnership Compact.

- Heavy workloads and administrative burden negatively impact teachers' well-being, compounded by lack of supportive supervision depriving teachers of necessary guidance and feedback for improvement.
- Teacher Training Institutions (TTIs) also face capacity and resource issues, with outdated curricula that fail to prepare teachers adequately, even during induction or in-service training.
- There is no mandatory pre-service or in-service training for the secondary level teachers and school leaders. Most of the training courses are project focused and there is no comprehensive and continuous teachers' professional development plan for secondary level teachers. Lack of training management system or database to avoid duplication in participations to maximize the use of limited resources planned for teachers' professional development. There are gaps in resources and capacity at National Academy for Educational Management (NAEM) to fully function as an apex body of the secondary level teacher's professional development.
- There are no professional standards and competencies for secondary level teachers.
- The existing teacher training courses (such as Bachelor of Education) provided by TTCs, and Universities are more theoretical than practical and not fully aligned with contemporary education transformation agenda.
- Lack of capacity (i.e. TTCs and other organization) to deliver reach number of teachers in secondary and limited digital solutions for greater reach.

In Bangladesh, the delivery of training and the supervision of primary and secondary school teachers face several challenges that impact educational quality.

#### Challenges in Training Delivery:

- **Theoretical Focus:** Training programs often emphasize theoretical knowledge over practical application, limiting teachers' ability to implement new methods effectively in the classroom.
- **Weak design and delivery:** Teacher training programs often overlook adult learning theories, failing to build on teachers' prior experiences. These programs tend to be overly content-heavy, leaving little time for teachers to consolidate, reflect, and integrate new knowledge. This approach can result in fatigue, disengagement, and frustration. Additionally, the lack of a structured annual training plan and delayed fund disbursement—often concentrated in the final quarter of the fiscal year—overburdens both teachers and trainers, hindering effective learning. Consequently, despite significant investments and efforts, the overall impact on teacher capacity remains limited.
- **Implementation Barriers:** Teachers trained in programs like Diploma in Primary Education (DPEd), Basic Training for Primary Teachers (BTPT) encounter difficulties applying learned activities due to systemic constraints and lack of support.
- **Resource Limitations:** Inadequate access to teaching materials and technological tools hampers the effective delivery of training content.

#### Challenges in Supervision and Monitoring:

- **Inspection-Focused Approach:** Supervision tends to prioritize inspection over academic support, which can hinder the enhancement of teaching and learning processes.
- **Lack of Professionalism:** Deficiencies in dedication and professionalism among supervisory personnel impede the improvement of educational quality.
- **Inadequate Support Structures:** The absence of robust support systems for teachers during and after training affects the sustainability of new teaching practices.

Addressing these challenges requires a comprehensive approach, including revising training curricula to balance theory and practice, improving planning and implementation of annual training plans, enhancing resource availability, and reforming supervision methods to focus on academic support and professional development.

The United Nations Secretary-General's High-Level Panel on Teaching Profession (2024)<sup>10</sup> – a key follow-up to the UN's Transforming Education Summit in 2022 outlined recommendations to ensure that every learner has access to a professionally trained, qualified, and well supported teacher. The 6th Asia-Pacific Meeting on Education (APMED 6)<sup>11</sup> also reiterated these recommendations.

### Box.1. The United Nations Secretary-General's High-Level Panel on Teaching Profession (2024): Transforming Teaching Profession. (See Annex 4 for detailed summary)

The United Nations Secretary-General's High-Level Panel on Teaching Profession (2023) highlights critical issues related to global teacher shortages, high attrition rates, and poor working conditions, particularly relevant to Bangladesh. Key recommendations for transforming the teaching profession include:

1. **Enabling Transformation:** Governments should uphold teachers' rights and create inclusive policies for recruitment, training, and career development, ensuring gender equality and support for diverse learning pathways.
2. **Investing in Teachers:** Long-term investments in qualified teachers, including competitive salaries, accessible training, and professional development, are essential for educational stability.
3. **Promoting Equity and Inclusion:** Targeted policies should support vulnerable groups, including women, and protect teachers from violence.
4. **Elevating Status and Dignity:** Governments should enhance the teacher-student relationship, facilitate social dialogue, and recognize teachers' professional contributions to attract new educators and ensure their safety.
5. **Improving Quality and Innovation:** Teacher education should combine theory and practice, with ongoing professional development emphasizing collaboration, mentorship, and innovative teaching practices.
6. **Ensuring Sustainability and Peace:** Teacher training should incorporate sustainable development and climate literacy into curricula.
7. **Fostering Decent Work:** Competitive salaries and favorable working conditions, including manageable workloads and mental health support, are crucial for teacher well-being.
8. **Developing Leadership:** Strong school leadership, supported by mentoring and collaboration, is vital for teacher retention.
9. **Advancing Education Technology:** Training should empower teachers and students to actively engage with technology while maintaining the importance of human relationships in education.
10. **Transforming through Social Dialogue:** Teachers' organizations should work with stakeholders to establish professional standards and engage students in enhancing educational quality.

Overall, these transformations aim to support teachers in becoming effective facilitators of learning and promote a more equitable and sustainable education system.

### Structured pedagogy for teacher reformation and improving foundational learning.

The goal of the Partnership Compact is 'Transforming teacher professionalization for effective teaching towards enhanced learning outcomes.' Therefore, the focus of the Partnership Compact will be on foundational literacy and numeracy, using structured pedagogy considering that countries seeking to improve learning outcomes may opt for using structured support of teaching to achieve a transformation in how foundational learning is delivered, and strengthen teacher professionalism and skills<sup>12</sup>. The literature show that structured pedagogy programs are effective in the Low- and middle-income countries (LMICs) and the task of improving foundational literacy

<sup>10</sup> The United Nations Secretary-General's High-Level Panel on Teaching Profession. 2023. Transforming the teaching profession: Recommendations and summary of deliberations. September 2023, New York.

<sup>11</sup> 6th Asia-Pacific Meeting on Education (APMED 6) 2024. Accelerating actions: Transforming the what and how of learning for a sustainable future, 10-13 September 2024, Bangkok.

<sup>12</sup> FCDO, World Bank, UNICEF and USAID, (2023) Cost-Effective Approaches, To Improve Global Learning, What does recent evidence tell us are "Smart Buys" for improving learning in low- and middle-income countries? Recommendations of the Global Education Evidence Advisory Panel (GEEAP)

and numeracy (FLN) outcomes hinges on raising the quality of teaching and supporting the instructional decision-making of individual teachers<sup>13</sup>. Structured pedagogy programs have shown an ability to support teachers to make those individual pedagogical decisions at large scale and that those changes can have a meaningfully large impact on learning outcomes.

### Rationale for selecting the priority reform:

**Bangladesh has made significant progress in expanding access to primary and secondary education** over the past decades. The net primary enrolment rate (NER) is now 98 per cent with gender parity (2023)<sup>14</sup>, and the gross enrollment rate (GER) at secondary is 76 per cent (2023), with girls (83 per cent) outperforming boys (69 per cent)<sup>15</sup>. Significant improvements are also evident in completion and retention rates, and reduction in dropout both in primary and secondary education.

**However, Bangladesh is experiencing a learning crisis.** Despite the improvements in access, children and young people are not learning. The National Students Assessment (NSA) 2022 shows that only half of the grade 3 and 5 students achieve grade-level competencies in Bangla language, and only one in every three students have grade specific proficiencies in mathematics after completing grade 5<sup>16</sup>. Generally, students perform better on items that require rote memorization compared to those that involve application and higher cognitive skills<sup>17</sup>. Only around 49 per cent of children aged 7–14 years were able to complete three foundational reading tasks<sup>18</sup>, while only 28 per cent could complete four foundational number tasks<sup>19,20</sup>.

The Bangladesh National Student Assessment (NSA) 2022 also shows the correlation between teacher factors and student learning in primary grades<sup>21</sup>. Teacher motivation, job satisfaction, friendliness towards students, use of diverse resources, promoting group work, fostering curiosity, and understanding assessment purposes supports better students' learning outcomes. On the other hand, teacher vacancies and teachers engaging in non-teaching tasks<sup>22</sup> pulls down students' performance as well.

**Teachers and teaching-learning processes are important predictors of learning.** A range of empirical evidence highlights the crucial role of teachers and the teaching-learning processes in students' learning. In 2008, the McKinsey<sup>23</sup> report assessed four factors that helped world's best-performing school systems to come out on the top: (i) the quality of an education system cannot exceed the quality of its teachers; (ii) the only way to improve outcomes is to improve instruction; (iii) every school needs a great leader; and (iv) high performance requires every child to succeed (teaching at learner levels). In 2010 McKinsey<sup>24</sup> explored further to understand how the world's most improved school systems keep getting better<sup>25</sup>, one of the six common Interventions across all improvement journeys was 'building technical skills of teachers and principals'<sup>26</sup>, including

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<sup>13</sup> Structured Pedagogy, A HOW-TO GUIDE, Science of Teaching for Foundational Literacy and Numeracy, Literature Review, 2023, Guide authored by Dr. Benjamin Piper and Joseph DeStefano

<sup>14</sup> Directorate of Primary Education (2024): Annual Primary School Census 2023.

<sup>15</sup> BANBEIS 2023. Bangladesh Education Statistics, 2023

<sup>16</sup> DPE (2023). National Student Assessment (NSA) 2022: Grades 3 and 5.

<sup>17</sup> MoPME and DPE: National Student Assessment 2015 and 2017

<sup>18</sup> The taxonomies of reading skills describe proficiency in reading comprehension as a combination of lower-order (literal) and higher-order (inferential) sub-skills (Lunzer & Gardner 1979). In MICS, the foundational reading tasks measures three items related to literal skills and two items related to inferential skills. The interpretation of the MICS 2019 results is that even half of the children could not do the lower order reading tasks.

<sup>19</sup> According to MICS, the four foundational number tasks involve: (i) number reading; (ii) number discrimination; (iii) simple addition; and (iv) pattern recognition and completion.

<sup>20</sup> BBS and UNICEF (2019): Multiple Indicator Cluster Survey (MICS) 2019

<sup>21</sup> Directorate of Primary Education. (2023). The National Student Assessment (NSA) 2022: Grades 3 and 5

<sup>22</sup> such as administrative duties or external responsibilities like census and election tasks

<sup>23</sup> The McKinsey (2008): How the world's best-performing school systems come out on top.

<sup>24</sup> McKinsey (2010). How the World's Most Improved School Systems Keep getting better.

<sup>25</sup> The reported looked at how education systems improved from: (a) poor systems to fair; (b) fair to good; (c) good to great; and (d) great to excellent, through a cluster of evidence-based interventions.

<sup>26</sup> Six Interventions across all improvement journeys of school systems included: (a) creating enabling environment, including establishing policy documents and education laws; (b) Utilizing data to guide education delivery; (c) revising curriculum and standards; (d) assessing student learning; (e) building technical skills of teachers and principals; and (f) governance & accountability.

training on structured pedagogy, cultivating teacher professional networks, supportive supervision mechanisms and system-supported experimentation/ innovations in all aspects.

Controlling for socioeconomic factors, teachers have been found to be the most important determinant of student learning<sup>27</sup>. The difference between a weak teacher and a great teacher was up to a full year of student learning in the US<sup>28</sup>. The single most important factor affecting student achievement is teachers, and the effects of teachers on student achievement are both additive and cumulative. Lower achieving students are the most likely to benefit from increases in teacher effectiveness<sup>29,30</sup>. Pedagogical interventions (that depends on teachers) that tailor teaching to student learning levels is effective at improving student test scores<sup>31</sup>. It is also argued that in contrast to repeated inputs, pedagogical reforms that match teaching to students' learning levels are highly cost effective at increasing learning, as are reforms that improve accountability and incentives<sup>32</sup>.

Recent report by the Global Education Evidence Advisory Panel (GEEAP)<sup>33</sup> advocated that supporting teachers with structured pedagogy and targeting teaching instruction by learning levels are highly cost-effective interventions, supported by a strong body of evidence in most low- and middle-income countries. It is evident that teachers are the single most important school-based determinant for student achievement, if they are not able to effectively teach, students will not learn. Moreover, teacher compensation represents a significant public investment<sup>34</sup>.

**Quality teachers are essential not only for students' learning but also for their overall well-being.** Yet, a large share of students does not have access to high quality effective teachers<sup>35</sup>. Effective teachers equip students to navigate a changing world, emphasizing the importance of knowledge, attitudes, and behaviors. As noted by Beteille and Evans (2019), most effective education interventions work through teachers, and hence making programs focused on teacher effectiveness is vital for enhancing student learning. In high-performing education systems, teachers go beyond mastering subjects; they also teach students how to learn<sup>36</sup>. However, many education systems face challenges because even knowledgeable teachers often lack the necessary skills to effectively teach.

Education 2030 Incheon Declaration (2015) target SDG 4.c is regrading increasing the supply of qualified teachers substantially by 2030 because “the equity gap in education is exacerbated by the shortage and uneven distribution of professionally trained teachers, especially in disadvantaged areas”. As teachers are a fundamental condition for guaranteeing quality education, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well resourced, efficient and effectively governed systems<sup>37</sup>.

There are ongoing government efforts that have a sharpened focus on teacher quality improvement and lay a solid foundation for advancing the priority reform agenda focusing on Teachers' Professional Development. The Fourth Primary Education Development Program

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<sup>27</sup> Anna Popova David K. Evans Violeta Arancibia. 2016. Training Teachers on the Job What Works and How to Measure It. Background Paper to the 2018 World Development Report, The World Bank

<sup>28</sup> Hanushek, Erik A. and Steven G. Rivkin. 2010. Generalizations about Using Value-Added Measures of Teacher Quality. *American Economic Review*. vol. 100 (2)

<sup>29</sup> Sanders, D. 1998. Keys to Success how to Achieve your Goals. *Australian Journal of Career Development*, 7(1).

<sup>30</sup> Sanders, W. L., and J. C., Rivers. 1996. Cumulative and residual effects of teachers on future academic achievement.

<sup>31</sup> Evans, David. K and Anna Popova 2016. What Really Works to Improve Learning in Developing Countries? An Analysis of Divergent Findings in Systematic Reviews. *The World Bank Research Observer*, Volume 31, Issue 2.

<sup>32</sup> Kremer, M, Conner Brannen and Rachel Glennerster. 2013. The challenge of education and learning in developing world. *Science*.

<sup>33</sup> GEEAP. 2023. Cost-Effective Approaches To Improve Global Learning: What does recent evidence tell us are “Smart Buys” for improving learning in low- and middle-income countries?

<sup>34</sup> Jennifer King Rice 2003. Teacher Quality: Understanding the Effectiveness of Teacher Attributes

<sup>35</sup> Saavedra, Jaime. 2021. Realizing the promise of effective teachers for every child – a global platform for successful teachers. World Bank.

<sup>36</sup> Beteille, Tara & David K. Evans. 2019. Successful Teachers, Successful Students: Recruiting and Supporting Society's Most Crucial Profession. World Bank

<sup>37</sup> UNESCO, UNDP, UNFPA, UNHCR, UNICEF, UN Women, World Bank Group and ILO. 2016. Incheon Declaration and Framework for Action for the implementation of Sustainable Development Goal 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

(PEDP4) (2018–2025) is a comprehensive sub-sector program aiming to strengthen the primary education system. A key focus is enhancing teachers' professional and technical capacities and working conditions, particularly through three dedicated sub-components on Teacher Recruitment and Deployment, Teacher Education and Continuous Professional Development (CPD). Activities under these subcomponents aim to ensure all teachers and educators achieve professional standards through ongoing development, supported by a CPD Framework established in 2018–2019. The framework integrates all professional development initiatives, including training curriculum reviews, delivery methods, assessment, and classroom implementation.

The CPD training programs undertaken during PEDP4 are designed to help teachers continuously improve their skills, fostering effective teaching and learning in classrooms and enhancing student outcomes. A study has also been initiated to evaluate the planning and implementation of CPD programs and examine how teachers apply their learning in classrooms. The insights generated from the study will inform the design of the next phase of the sub-sector program, PEDP5.

Teacher development is already a central element of PEDP5, with priorities outlined in the Preliminary Development Program Proposal (PDPP). Key focus areas include:

- Identifying quality gaps in teacher development.
- Assessing and enhancing teacher competencies.
- Defining and developing "Smart Teacher" capabilities.
- Reviewing teacher deployment strategies.
- Evaluating and improving teacher training programs, curricula, and policies.
- Expanding CPD and advanced training opportunities.
- Establishing robust monitoring, mentoring, and evaluation systems for training.
- Enhancing teachers' working environments and wellbeing.
- Introducing need-based training facilities and improving pre-service teacher education and recruitment.
- Promoting classroom-based assessments.
- Strengthening teacher motivation and transforming training to meet modern needs.

The outcomes of these efforts will be to advance teacher development and improving educational quality across Bangladesh.

In secondary education, National Academy for Educational Management (NAEM), as an apex body for secondary level teachers' professional development, has taken initiatives for developing a comprehensive Teachers' Professional Development and Competency Framework (TPDCF). A draft TPDCF has been developed during 2022-2024 and currently, under process of final review and endorsement. The TPDCF includes three major areas, those are as follows -

- I) professional standards and competencies for teachers
- II) processes for education and development of professionals
- III) professionally satisfying career path

TPDCF includes time-bound milestones and implementation plan to establish 'Teaching as a Profession' by 2041 that ensures professionally qualified and certified teachers in secondary education. Upon endorsement of the TPDCF, it will require engagement of relevant government, non-government agencies, private and public universities, schools, teachers' academic forums and relevant stakeholders to ensure successful implementation.

### **Situation of teacher availability and quality in Bangladesh**

As per the official data, there are 650,293 teachers currently working at the primary level – with 59 per cent in government primary schools (GPS), and among them 62.6 per cent being female teachers. However, among the head teachers, only 40 per cent are female. In secondary schools, mostly in private sector with financial support from government, there are 278,518 teachers, of

whom only 30.8 per cent are female teachers. In recognized madrassahs catering to primary education, there are 18,964 teachers (30% female teachers) while in post-primary madrassahs, there are 118,280 teachers (only 19.5% female teachers). The Pupil Teacher Ratio (PTR) at primary is 29:1 while at secondary, it is 34:1. However the national level PTR camouflage wide disparities in PTR across sub-national, district, upazilla as well as at school levels.

The PTR at primary shows significant improvements in the past decade, from 53:1 in 2011 to 29:1 in 2023. In 2023, 37,574 new teachers were recruited, revealing government's emphasis on enhancing the teaching workforce (APSC 2023). As per the data available, almost a fourth of the teachers in GPS still do not have the required training (teachers with either Certificate in Education (C-in-Ed) or Diploma in Primary Education (DPEd))<sup>38</sup>. Among all teachers in secondary education, 71.86 per cent were trained - 77.24 per cent in Secondary School and 62.79 per cent in senior secondary schools and colleges<sup>39</sup>.

There is very limited data on the efficacy and effectiveness of teachers in Bangladesh schools<sup>40</sup>. The quality of teachers has been compromised for the sake of widening the coverage of education while people now take up teaching as a profession after not getting any other job. Mullick (2008)'s analysis of the issues reveals that insufficient knowledge about content pedagogy, not paying adequate attention to intellectual, social, and personal development, ignoring the issues about the diversity of learners, improper and limited use of multiple instructional strategies, practicing one-way communication, assessing the students' performance through the conventional methods are the major problems related to teaching skills of primary school teachers in Bangladesh<sup>41</sup>.

**Gender analysis of Bangladesh's teaching workforce** reveals significant disparities influenced by socio-cultural norms and systemic issues within the education sector.

**Gender Composition in Teaching:** Bangladesh has made strides toward gender parity in education, notably by reserving 60 per cent of Assistant Teacher positions in primary schools for women. This policy aims to encourage female participation in the teaching profession and provide role models for female students. However, there is no such policy for reserving the Head Teacher positions in primary schools for aspiring female teachers to become school leaders.

In Secondary Education, gender parity in teacher recruitment has not been achieved, and there is no policy specifically aimed at boosting female participation in teaching.

**Socio-Cultural Norms Affecting Female Teachers:** Despite policy efforts, socio-cultural barriers persist. Traditional gender norms often prioritize domestic responsibilities for women, limiting their opportunities for professional advancement. In rural areas, early marriage and economic deprivation further restrict women's access to higher education and professional careers, including teaching. Limited access to professional networking opportunities, resources, cultural and social capitals create additional bar for females aspiring to pursue teaching career.

**Systemic Issues in the Education Sector:** The education system in Bangladesh faces challenges such as inadequate human resource development and deployment, which affect teacher performance and morale. These systemic issues disproportionately impact female teachers, who may already be navigating socio-cultural constraints.

**Impact on Female Students:** The underrepresentation of female teachers, especially in higher-secondary and tertiary education levels, can affect female students' aspirations and achievements. While Bangladesh has achieved gender parity in primary and lower secondary school enrollments, the percentage of girls decreases in higher secondary and tertiary education.

Addressing these challenges requires a multifaceted approach, including:

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<sup>38</sup> BANBAIS. 2023. Bangladesh Education Statistics 2023

<sup>39</sup> Ibid

<sup>40</sup> Akhter, Shahin. 2021. Education widens in Bangladesh at expense of quality, NewsAge.

<sup>41</sup> Mullick, Jahirul Islam. 2008. Teachers' Quality and Teacher Education at Primary Education sub-sector in Bangladesh. BRAC University Journal, vol. V, no. 1, 2008, pp. 77-84

- **Policy Implementation:** Strengthening the enforcement of existing policies that promote female participation in teaching and ensuring they are effectively implemented across all education sectors and regions.
- **Community Engagement:** Working with communities to challenge and change restrictive gender norms, emphasizing the value of female education and professional involvement.
- **Support Systems:** Developing support systems for female teachers, such as mentorship programs and professional development opportunities, to enhance their career progression.

By tackling both socio-cultural and systemic barriers, Bangladesh can create a more equitable teaching workforce, benefiting both educators and students.

## Policies and practices related to teachers in Bangladesh.

**The Bangladesh National Education Policy (NEP)-2010** recognizes the role of qualified teachers for quality education. NEP acknowledged that training is a core function and requirement for teachers to be able to perform their jobs well<sup>42</sup>. NEP admitted that the existing teachers' training system was "traditional, insufficient, certificate-based, loaded with theoretical knowledge, incomplete in practical learning, based on rote learning and conventional testing system". NEP-2010 argued that "to ensure the quality of teachers, it is essential to recruit qualified teachers through scientific and transparent recruitment process on one hand, and on the other, quality teachers' education. Repetitive demand-driven training is imperative to develop the professional excellence of the teachers". The NEP underscored the need for revising the existing primary teachers training program and recommended the duration of the program to be at least one-year-and-half with a nine-month internship incorporating modern strategies of teaching-learning and evaluation (NEP-2010, p-65).

In Bangladesh, only a bachelor's degree is mandatory to enter the teaching profession. Pre-service education is not mandatory. **The induction, foundation and in-service training is in a state of flux in the country now due to various changes in recent times.** According to the National Education Policy-2010 of Bangladesh, immediately after recruitment, primary and secondary teachers are required to undergo a two-months' foundation training. However, this was never implemented in spirit. The primary teachers were expected to take part in either Certificate-in-Education (C-in-Ed) or Diploma in Primary Education (DPEd<sup>43,44</sup>). However, no timeline was prescribed to complete these courses. For primary, the National Academy for Primary Education (NAPE) designed and implemented this course through 67 Primary Teachers Training Institutes (PTIs) across the country. As of 2023, approximately 297,077 primary teachers had completed either C-in-Ed or DPEd (46 per cent of all teachers).<sup>45</sup> However, a study on the effectiveness of the DPEd program (Akhter, 2020) showed that the training was not implemented properly, nor it resulted in expected teacher effectiveness. As a result, in July 2023, the 12-month DPEd was replaced by a 10-month Basic Training for Primary Teachers (BTPT), consisting of a four-months of face-to-face training (at PTIs) followed by a two-month practical training in schools supervised by PTI instructors, and another four-month teaching internship in trainee's own school supervised by the Head Teacher.

In-service teacher training is equally important to teaching effectiveness and learning outcomes. There are in-service training programs for teachers under the PEDP and SEDP. However, there is little evidence that these programs are effectively designed or implemented, nor that they positively impact teachers' daily performance and that they have sustainability once the programs end. It is crucial to review these programs to understand the challenges they face.

As per the continuous professional development (CPD) framework and action plan (2019) of PEDP4, there are 18 types of CPD training provided to primary teachers (including HTs) of different frequencies. These included induction training for newly recruited teachers, leadership

<sup>42</sup> Directorate of Primary Education (DPE), MoPME. 2019. Report on Continuous Professional Development (CPD)

<sup>43</sup> DPEd was first introduced in 2012 with the sole aim of improving the quality of teaching and learning at the classroom.

<sup>44</sup> Akhter, Salma. 2020. Diploma in Primary Education (DPEd) Effectiveness Evaluation, DPE, GoB

<sup>45</sup> DPE (2024). Annual Primary School Census 2023.

training for HTs, ICT-training, curriculum dissemination training, competency-based, item development and test administration training, Master Trainers Training, and Special Education Needs and Disability (SEND) training. Besides there are subject-based training for teachers (5 core and 3 non-core subjects). Details are given in Annex 5.

In secondary education, teachers are not mandated to do a BEd before joining the schools - a BEd only enabled teachers to go one step higher in the pay scale. National Academy for Education Management (NAEM) provides foundation and leadership training to teachers in government schools (only three per cent of the secondary schools and teachers are under government sector). The rest of the secondary schools and teachers are supported by government through a Monthly Pay Order (MPO<sup>46</sup>). Currently secondary teachers go through subject training, ICT training and curriculum training provided by NAEM and TTCs.

The existing in-service training programs face several challenges, including limited access and outreach (considering the large number of teachers), outdated training curriculum, use of traditional training methods, generic and “one size fits all” approach, and lack of follow-up processes or mentoring. Weak monitoring and evaluation mechanisms make it difficult to assess and improve the CPD or training programs. Additionally, the heavy workload, lack of career incentives, technological barriers, and limited gender-responsive training all diminish teacher motivation.

Considering the context mentioned above, current TPD needs to be thoroughly reviewed. A comprehensive TPD framework needs to be developed as a component or complementary system to the teacher professionalization plan. It is important to ensure that TPD is well aligned with teacher standards and competencies. It should also meet the future or emerging requirements with continuous supportive supervision, motivation, and well-being. More importantly, transforming the teaching profession requires more than just teacher education and professional development; it involves boosting teacher motivation by developing and implementing holistic and coherent strategies that address all aspects of teacher-related issues as outlined in the 1966 Global Recommendation Concerning the Status of Teachers<sup>47</sup> and the Teacher Policy Development Guide<sup>48</sup>. In short, these areas include teacher recruitment and retention, teacher education – initial and continuing, deployment, career structure and path, teachers’ employment and working conditions, teacher reward and remuneration, teacher standards, teacher accountability and school governance. Each of these dimensions is interconnected, and neglecting any of them can undermine the effectiveness of efforts made in others. A comprehensive review of teacher policies and initiatives in Bangladesh and the coming Education Sector Analysis (ESA) will reveal more information on teacher-related issues in the coming year.

## **How teachers and teaching is central to student learning: The Conceptual Framework**

The quality of teachers, trainers and instructors is key for effective learning, be it in early childhood education, schools, or technical and vocational education and training (TVET). Considering teachers’ role for learning, ensuring a high-quality teaching workforce is high on policy agendas for any form of education<sup>49</sup>. OECD’s extensive research and analysis of education policy around the world shows that policies and practices, as well as inputs, processes, and outcomes, stand in a dynamic relationship with each other. TPD cannot be looked at in isolation as they are linked to teachers’ working conditions, learning environment, education leadership, appraisal

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<sup>46</sup> MPO is the government’s share in the payroll of the non-government educational institutions in Bangladesh. Under the scheme, the government gives 100 per cent of the basic salaries to the teachers of non-government institutions. Infrastructural development, number and the result of the students are considered to be included under MPO (Sheikh Mohammed Rafiul Huque, Tashmina Aziza and Tahira Farzana. 2021. Contemporary Perspectives on Entrepreneurial Challenges and innovation in Education, A Study on Pandemic Situation in Bangladesh. Handbook of Research on Sustaining SMEs and Entrepreneurial Innovation.

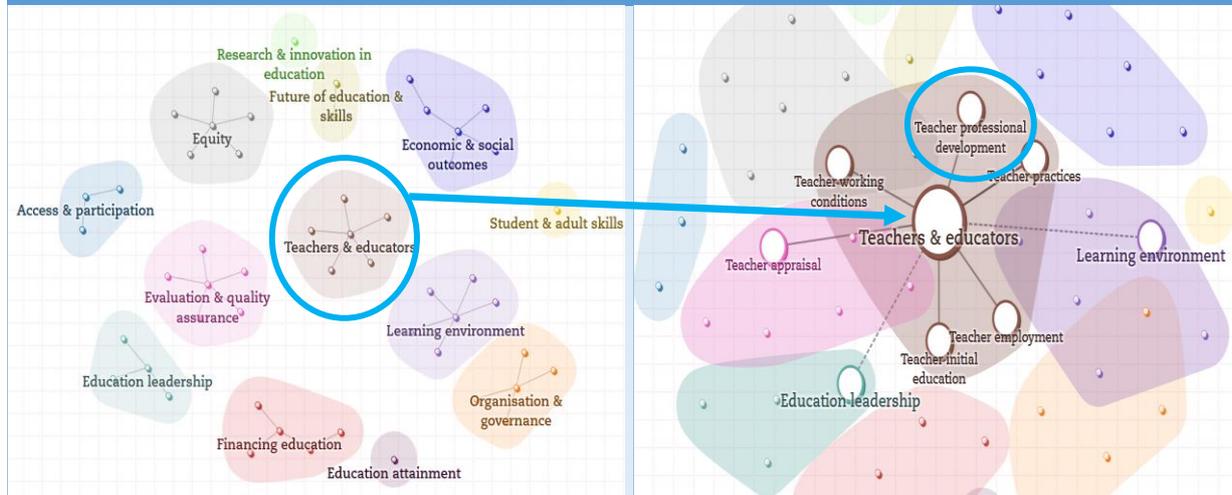
<sup>47</sup> UNESCO/ILO, 1966 Recommendation concerning the Status of Teachers. <https://www.unesco.org/en/legal-affairs/recommendation-concerning-status-teachers>

<sup>48</sup> UNESCO, Teacher Policy Development Guide, 2019. <https://unesdoc.unesco.org/ark:/48223/pf0000370966>

<sup>49</sup> <https://gpseducation.oecd.org/revieweducationpolicies/#!node=&filter=all>

mechanisms as well as the teaching practices. Since the size of the teaching workforce is considerable – schools are the largest single employer of graduate labour – and teachers are a costly resource in education, teacher policies affect many people and can have substantial financial implications.

Figure 1. Teachers in OECD Education GPS



While learning is influenced by many factors, such as a student’s family background and skills and motivation, the single most important factor within schools that impacts student learning is teaching. To unpack the complex system and factors related to students’ performance or learning outcomes, two conceptual frameworks are useful. (i) The school effectiveness framework developed by Heneveld and Craig (1995)<sup>50</sup> (see figure 2) and the UNESCO (2005)<sup>51</sup> framework for quality education (see figure 3). Both frameworks illustrate the interconnectedness of several factors, yet they emphasize that the teaching-learning process and teachers are central to achieving improved learning outcomes.

Figure 2. Factors determining school effectiveness (Heneveld & Craig, 1995)

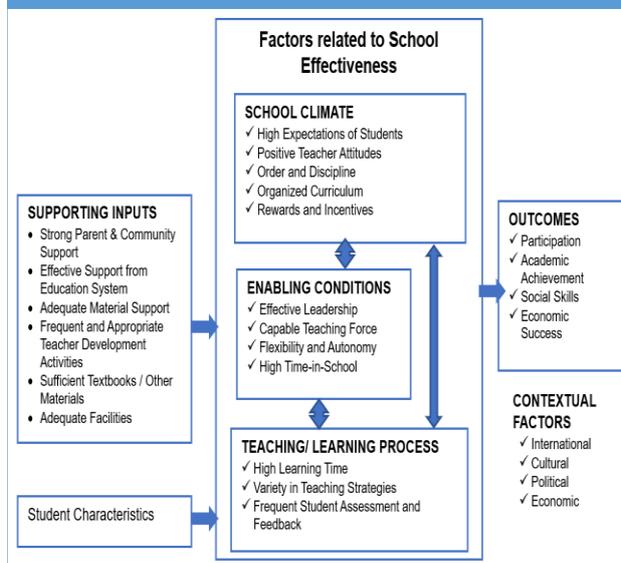
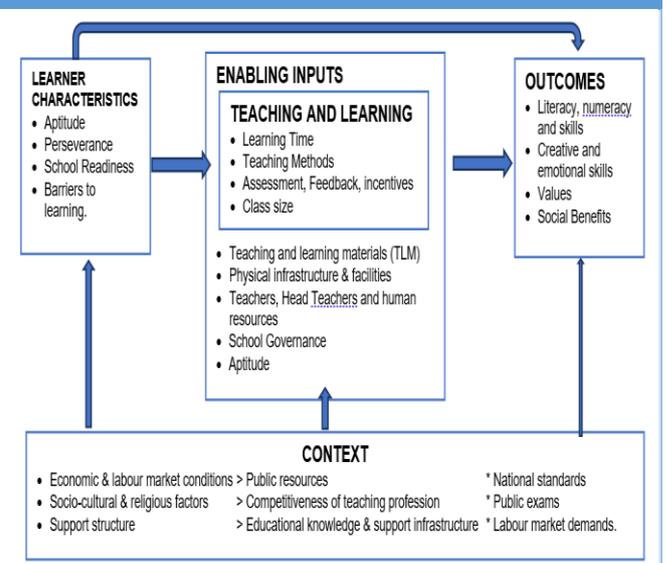


Figure 3. UNESCO Framework of Quality (2005)



<sup>50</sup> Heneveld, Wald and Helen Craig. 1995. Schools Count: World Bank Project Designs and the Quality of Primary Education in Sub-Saharan Africa, World Bank Technical Paper No. 303, 1995.

<sup>51</sup> UNESCO 2005. EFA Global Monitoring Report 2005: Education for All – The Quality Imperative

## How the priority reform will advance system transformation

A theory of Change (ToC) for this priority reform is derived from the school effectiveness and quality education framework described above. Teacher professionalization leading to better education / learning outcomes is described in the figure 4 below.

### The TOC argues two major actions:

- If technical assistance (TA) is used to create policies, strategies, professional standards, etc. and provided technical capacity to implement the policies and strategies,
  - *Then the systems will be enhanced with policies and capacity to implement and support teacher professionalization.*
- If programs are designed and implemented to build the capacity of the teachers in the system to have better knowledge, skills and practices,
  - *Then teachers will be able to effectively impart lessons to students using the most modern pedagogical practices as well as ensure students' well-being.*

And both will lead to better teacher effectiveness, which will ultimately result in better students' learning outcomes (complemented by macro-economic situation as well as household and community level support).

Based on the TOC, a Results Chain is developed, which have the following components (and elaborated in Figure 5.)

The priority reform will involve the following elements:

### ***Vision/ goal / impact: Enhanced students' learning outcomes.***

The outcomes envisaged as in the school effectiveness framework (figure 2) and the quality framework (figure 3), are **learning outcomes**. These are mainly the long-term outcomes or impact aimed through the priority reform.

### ***Outcomes:***

In the long run, the priority reform would benefit teachers by enhancing their effectiveness in delivering good quality teaching and thus impact students' learning levels. In the short run (within the few years of initiating the priority reform), the following outcomes are envisaged:

#### *Program level:*

- % of teachers having enhanced knowledge, skills and attitudes (specific parameters to measure this indicator to be developed).
- % of teachers having enhanced collaborative instructional, innovation and research practices (specific measures for assessing the indicator to be developed).
- % of schools that provide teachers with enhanced enabling environment and supportive supervision and management to deliver quality teaching (indicators to be developed).

#### *System level*

It is also expected that there will be a robust and accountable system for teacher management and strengthened governance systems. This will be achieved by the outcomes during the priority reform period in the form of:

- A roadmap to develop/ implement a teacher competency framework with teacher standards.
- Rolling out of a quality assurance system to support priority reform.
- A roadmap to introduce pre-service training courses for teacher profession.

## **Outputs:**

To achieve the desired outcomes from the priority reforms, the following outputs (results of specific interventions) are envisaged:

- Proportion of teachers who have received professional development training as per needs (based on teachers' standard, role and needs) in the current year / in the past three years.
- Number of Teacher Training Institutes (TTIs)<sup>52</sup> equipped for providing gender-responsive, inclusive, climate-smart training the teachers. This includes:
  - TTIs with enhanced training facilities and required faculty for face-to-face as well as open and distance learning (ODL).
  - Trained faculty to train teachers on a range of topics, using various methods.
  - Availability of revised the in-service courses' curriculum and materials – for both face-to-face training as well as providing ODL support.
  - A long-term plan and roadmap to train all the teachers in the system on a range of topics.
- Teacher professional networks are formed and are effectively functioning.
- A supportive supervision system<sup>53</sup> in place (converting inspectoral systems) with the right supervisors, tools, and resources.
- A “teacher mentoring system” developed for improving teacher motivation and wellbeing.

In addition, for the long-term goals of robust and accountable teacher professional systems, the following outputs are important:

- Comprehensive Teacher Professional Development Framework (TPDF) across primary, and secondary education designed and teacher competencies and Professional standards finalized and approved.
- Quality Assurance system developed for pre-service teacher education (including practicum /internship) as well as in-service training.
- Pre-service education and accreditation program designed. Framework for Pre-Service training of teachers that stipulate mandatory practical teaching experience, embedded in the pre-service training program available.

## **Activities/ interventions**

For achieving the above outputs, the following interventions are required:

- **Gender Analysis:** Conducting gender audit of curriculum, textbook and pedagogy as well as conducting gender analysis of the system (policy, plan, program, budget, monitoring - data, result framework etc.) to ensure gender considerations are identified and duly reflected in all policies and programs.
- **Activities at TTIs:** Assessing and upgrading the TTIs – particularly for ODL training, recruiting adequate number of faculties, assessing the knowledge and skills of TTI faculty, providing capacity building training to TTI faculties, developing teacher training curriculum, materials and pedagogy (for both face-to-face as well as ODL training).
- **Use of EMIS:** Using the teacher modules of the EMIS and data on teacher training, regularly carrying out teacher training needs assessment to understand the gaps and needs.
- **Supportive supervision:** Adapting the supportive supervision methods, strengthening national and sub-national education officials' capacity for school supervision, strengthening HT capacity for school-level supervision, and encouraging community participation in school quality improvements.

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<sup>52</sup> TTI is a generic term referring to various institutions and facilities responsible for training teachers at different sub-sectors and subnational levels, such as PTIs, URCs, TTCs etc.

<sup>53</sup> Supportive supervision is a process of helping staff to improve their own work performance continuously. It is carried out in a respectful and non-authoritarian way with a focus on using supervisory visits as an opportunity to improve knowledge and skills of staff (World Health Organization, 2008. Training for mid-level managers (MLM). Module 4: supportive supervision)

- **Assessment and networking:** Establishing continuous assessment system for teachers, strengthening the functioning of Teacher professional networks (the Professional Learning Community (PLC)) and establish teachers' wellbeing and psychosocial support system.

In addition, for the system level work, technical expertise to be employed for developing the following:

- Teacher recruitment, deployment, transfer strategy and policy, teacher promotion, benefit and reward strategy and policy including after retirement engagements and teacher's certification and accreditation policy.
- Social and behaviour change communication strategy and implement the same to popularize the profession including teachers career path.
- Teachers' CPD and competency framework and in-service teacher training courses/trainings in line with the CPD framework
- Teachers' supportive supervision, mentoring and coaching strategies and policy.

### ***Inputs***

While the teachers (with their existing capacity) and TTIs (with the existing continuous professional programs are critical inputs, a pool of technical expertise needs to be mobilized for initiating the priority reforms. The most important input for carrying out priority reforms and supporting interventions is the availability of financial resources. To this end, it is important to ensure:

- That the government allocates adequate resources to education (at least 4 per cent of the GDP per UNESCO recommended standards globally as against the current <2 percent)
- From education budget, adequate resources are allocated for teacher development activities as well as supporting / enabling interventions that promote good teaching-learning practices.

The TOC and results chain for enhancing the priority reform are provided below.

Figure 4. Theory of Change: How Teacher Professionalization will contribute to students' learning outcomes

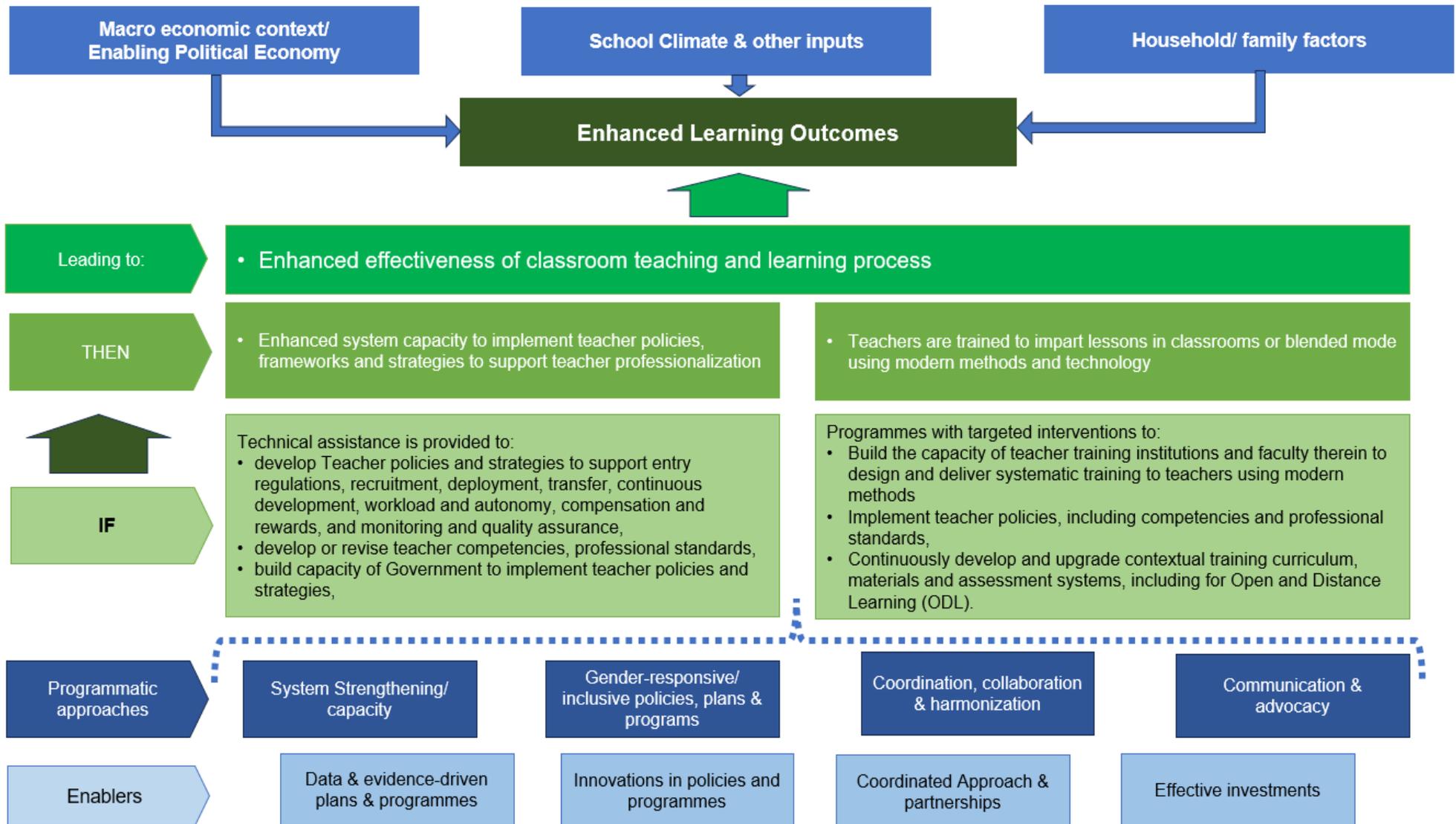
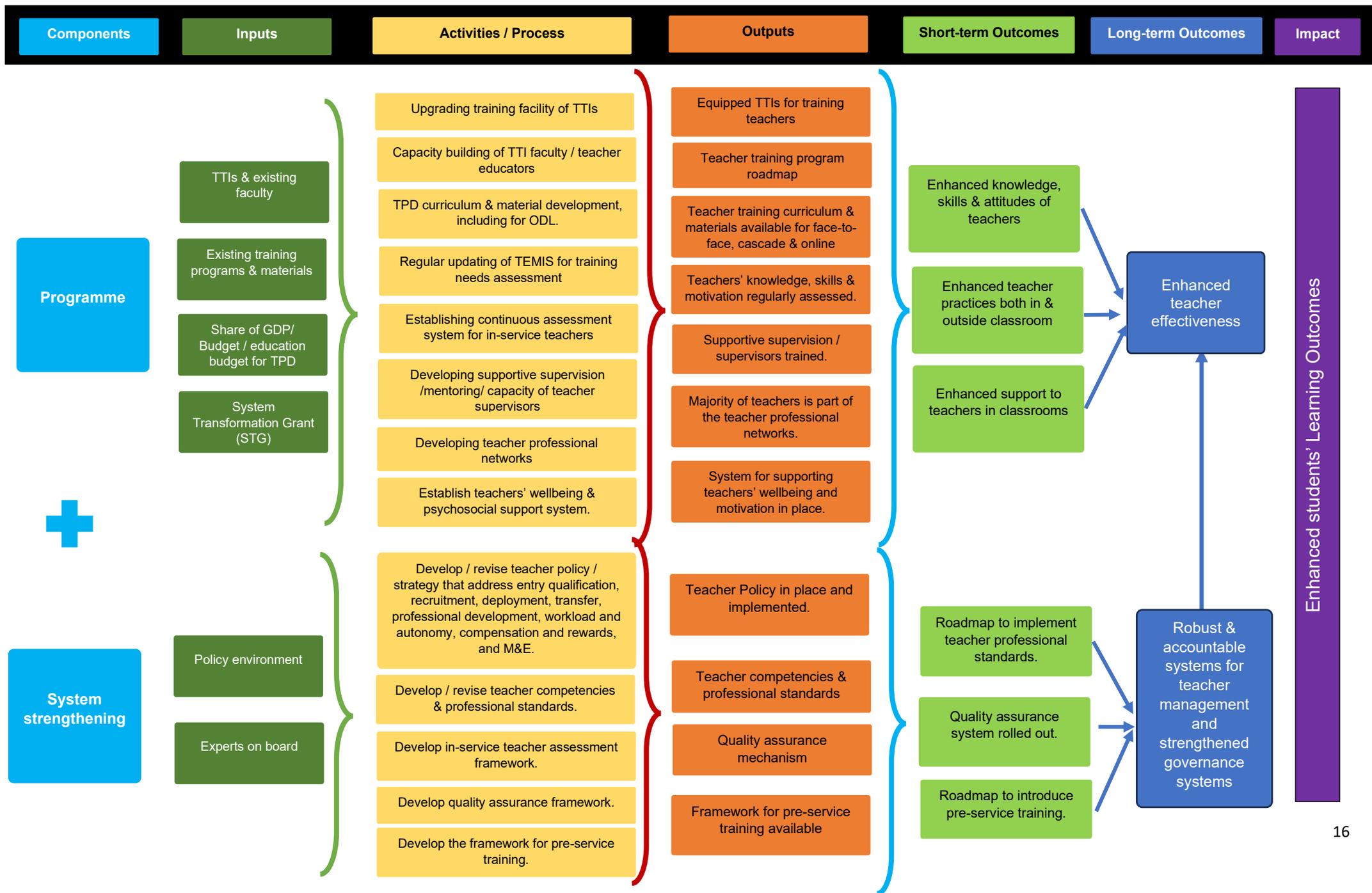


Figure 5. Results Chain for the Priority Reform “Teacher Professionalization for Teacher Effectiveness leading to Students learning outcomes.



The priority reform of TPD for enhancing teacher effectiveness needs to be complemented by government and other development partners' efforts in the following areas:

Table 1. System wide interventions that complement priority reform agenda <sup>54</sup>	
Area	Outputs
Developing an inclusive system to reach and retain all children	<ul style="list-style-type: none"> <li>○ Provision for two-years pre-primary education (preparing children for school)</li> <li>○ Availability of education opportunities for all children (alternative learning programs for out-of-school children and adolescents).</li> <li>○ Early warning systems in place for addressing potential dropout of children.</li> <li>○ Social and behaviour change communication to enhance parents/ caregivers' knowledge/ understanding on the benefits of children's education.</li> <li>○ Teachers practice inclusive and positive behavior to ensure all children are attending school regularly</li> </ul>
Smart and green school environment facilitates inclusive learning	<p><i>All schools have:</i></p> <ul style="list-style-type: none"> <li>○ Gender-sensitive, inclusive, and 'green' (climate adapted) infrastructure.</li> <li>○ Adequate teaching-learning resources</li> <li>○ Health, nutrition, and psycho-social support</li> <li>○ Increased instructional days and time.</li> <li>○ Support system for uninterrupted learning during emergencies.</li> </ul>
Smart, green, and inclusive contents and pedagogies used for instruction	<ul style="list-style-type: none"> <li>○ Competency-based, inclusive, green and flexible teaching-learning materials, methods and assessment practices in place.</li> <li>○ Effective learning enhancement/remediation strategy integrated into pedagogy.</li> <li>○ Social and behaviour change communication to enhance parents/ caregivers' understanding about curriculum and assessment reforms.</li> <li>○ Effective EdTech provisions to diversify learning opportunities.</li> </ul>
Smart systems use data and evidence to innovate smart solutions	<ul style="list-style-type: none"> <li>○ Availability of quality data in a timely manner disaggregated by gender, ethnicity, location, information on disasters and other risks as well as other socioeconomic parameters.</li> <li>○ Enhanced capacity of national and sub-national government staffs to use the data for planning, managing, and monitoring of education sector plans and activities.</li> <li>○ Regular studies to understand a range of issues in education, particularly on various aspects of learning outcomes</li> </ul>
Smart systems use increased funds efficiently and effectively	<ul style="list-style-type: none"> <li>○ Increased public funding in education.</li> <li>○ Gender-responsive, risk-informed, and equitable budgets for various sub-sectors and activities</li> <li>○ Gradually enhancing decentralization of decision-making process and budget utilization.</li> </ul>
Smart systems ensure improved policy environment, sector coordination and governance	<ul style="list-style-type: none"> <li>○ Effective inter and intra-ministerial coordination.</li> <li>○ Improved governance and coordination for equitable and harmonized service delivery and outcomes.</li> <li>○ Improved accountability of duty bearers/service providers.</li> <li>○ Improved policy environment ensuring right to education</li> </ul>

<sup>54</sup> This is taken from the logical framework developed for the originally conceptualized broad priority reform in education – “establishing a smart and inclusive education system for improved learning outcomes. Please refer to the theory of change for the system wide reforms in Annex 3.

# ENABLING FACTORS

The GPE 2025 Operating Model identified four “enabling factors” for system transformation. (see the table). The Bangladesh ELCG, facilitated by UNICEF, assessed the enabling factors in the context of education in Bangladesh and indicated the level of priority to be assigned for transformation. GPE’s Independent Technical Advisory Panel (ITAP) reviewed the Enabling Factor Analysis and provided its recommendation for prioritization of enabling factors.

Enabling Factors	ELCG Proposed	ITAP Recommended
1. Data and Evidence	High	Medium
2. Gender-Responsive Sector Planning, Policy and Monitoring	High	High
3. Sector Coordination	High	High
3.1. Inclusive Sector Dialogue and Coordinated Action	High	High
3.2. Coordinated Financing and Funding	Medium	Medium
4. Volume, Equity and Efficiency of Public Expenditure	High	High

Following is an overview of the enabling factors and specific actions to address the existing gaps in the enabling factors for achieving the priority reform.

## Data and evidence (medium priority)

The MoPME and MoE operate distinct Education Management Information Systems (EMIS) that gather data on school facilities, student enrollments, teachers, and other education indicators. They also conduct specific studies, such as the NSA surveys. The Bangladesh Bureau of Statistics (BBS), in partnership with development partners carry out surveys which provides critical information on the demand for education<sup>55</sup>. However, concerns persist regarding the quality and reliability of education data as well as the capacity to analyze and utilize this data for decision-making and accountability. There is a need to connect different EMIS, explore ways to address significant data gaps<sup>56</sup>.

Taking into consideration the gaps, the ELCG had suggested data and evidence to be a high priority enabling factor to support system transformation. However, ITAP has assessed data and evidence as **medium priority**.

## Gender responsive sector planning, policy and monitoring (high priority)

Bangladesh has sound gender-responsive policies for education planning, achieving gender parity in enrollments. However, girls increasingly drop out from secondary level onwards and have limited participation in post-secondary education. While approximately 62 per cent of primary school teachers are female due to government quotas, only a third of headteachers in primary and secondary education are women.

It is important to note that several targeted interventions (such as cash transfers for girls), while increasing girls’ enrolment in secondary, were largely ineffective in closing gender gaps, especially resource allocations at household level (ADB, 2019)<sup>57</sup>. Deep-rooted discriminatory beliefs and

<sup>55</sup> For example, the Multiple Indicator Cluster Survey (MICS) and the Household Income and Expenditure Survey (HIES), Labour surveys etc.  
<sup>56</sup> For e.g., data on out-of-school children, children with disabilities, non-government schools, TVET and non-formal education programs  
<sup>57</sup> Sijja Xu, Abu S. Shonchoy, and Tomoki Fujii 2019. Illusion of Gender Parity in Education: Intra-Household Resource Allocation in Bangladesh, Asian Development Bank Institute

practices still limit women's access to resources and opportunities, resulting in unequal access to education and jobs<sup>58</sup>. It is important to enhance the institutional capacity to (i) develop gender-transformative, inclusive, contextualized, and innovative education plan, (ii) implement and coordinate education program interventions more effectively; and (iii) use data/evidence more strategically to address gaps in education quality and access.

The ITAP agreed with the ELCG rating and believes that this enabling factor, according to the GPE criteria, should be viewed as a **HIGH priority** as failure to address these challenges will make the achievement of the priority goals highly unlikely or impossible.

## **Sector coordination.**

### *Inclusive sector dialogue and coordinated action (high priority)*

The ITAP recognizes that Bangladesh has several mechanisms to facilitate sector dialogue and coordination. The ELCG is chaired by the MoPME with senior representation from the MoE divisions responsible for secondary, higher, technical and madrasa education. There is active participation of development partners.

However, the ITAP also noted that the inadequate inclusion of CSOs, teacher unions, parents, or other key stakeholders. There was also limited evidence of the involvement of other government ministries including the Ministry of Finance. There was no evidence of the discussion of coordinated efforts to address gender-related issues in the education sector. The ITAP also took note of the fact that the ELCG in the past had largely focused on the primary education sub-sector, and there are capacity gaps with regards to ensuring that the post-primary sub-sectors are included in the coordination activities. Considering the several challenges, the ITAP agreed with ELCG's assessment of this enabling factor as **HIGH priority** as failure to address the coordination challenges across the whole sector will make the achievement of the priority policy goals highly unlikely or impossible.

### *Coordinated financing and funding (medium priority)*

Bangladesh has set a commendable example in coordinated financing through multi-donor funded sector programs such as the Fourth Primary Education Development Program (PEDP4)<sup>59</sup> and Secondary Education Development Program. The government is also in the process of initiating the next sector Program in primary education. This coordinated financing mechanism minimizes duplication and ensures better aid effectiveness.

However, there are project-based discrete interventions outside sector programs in both sub-sectors. While these may offer more flexibility in addressing specific needs, it can also lead to fragmented efforts and difficulty in ensuring alignment with overall sector priorities. Moreover, there are challenges regarding the mapping of projects and interventions implemented by NGOs.

The ITAP, while commending the SWAp approach as the best practice noted that there may be scope to reduce the number of disbursement-linked indicators (DLIs) to support prioritization and reduce transaction costs. The ITAP noted that the level of external financing was high, particularly given the underutilization of the domestic education budget. The ITAP saw evidence of a dialogue on aid effectiveness between government and development partners. However, there was also a lack of evidence of accountability to non-government stakeholders. The enabling factors analysis indicated a desire to improve coordination across sub-sectors and increase the use of aligned funding

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<sup>58</sup> UNDP (United Nations Development Programme). 2023. 2023 Gender Social Norms Index (GSNI): Breaking down gender biases: Shifting social norms towards gender equality. New York.

<sup>59</sup> operates under the Sector-wide Approach (SWAp), pooling contributions from six financing development partners: ADB, European Union, GPE, JICA, UNICEF, and the World Bank

mechanisms wherever possible. The ITAP encouraged greater interaction with the Ministry of Finance and the General Economics Division of the Ministry of Planning to ensure coherence and consistency across government departments. Given the strength of the existing coordinated financing mechanisms in the primary sub-sector and the stated intention to extend similar approaches to the other sub-sectors and bilateral programs, the ITAP agreed with the ELCG's assessment of this factor as a **MEDIUM priority** as failure to address these issues is likely to result in significant delays in the achievement of policy priorities as well as risking inefficiency and inequities in the use of external funding for the sector.

### **Volume, equity and efficiency of public expenditure on education (high priority)**

Although the education sector budget in Bangladesh has increased nominally over the past decade, the percentage of GDP allocated to education and the share of the national budget for education remain low. In FY 2024-25, only 1.69 per cent of GDP was allocated to the education sector, the lowest in fifteen years and well below the Incheon Declaration's recommended 4 per cent. Additionally, the education sector's share of the national budget declined from 14.38 per cent in FY 2016-17 to 11.88 per cent in FY 2024-25, below the international standard of at least 15 per cent. Despite over 80 per cent of education funding coming from government allocations, overseas development assistance (ODA) funds and soft loans from development partners have not resulted in increased public investment (with ODA as a top up). To support reform, public expenditure on education needs to be around (at least) 4 per cent of GDP and 15 per cent of the national budget.

In FY 2024-25, secondary and higher education received about 46.6 per cent of the education budget, while primary education received around 41 per cent. This allocation is disproportionate given that primary education serves around 13 million children in over 65,000 government schools (and in addition, support another 6 million in non-government schools through various measures, including free textbooks provision), while secondary education serves 12 million children in nearly 30,000 schools, most of which are private with government grants. The budget allocated to MoE also covers subsidized private universities as well. This results in limited per-child funding for primary and secondary education. Low allocation to the TVET sub-sector (only 12.4 per cent in FY 2024-25) also raises equity concerns, as it hampers the development of a skilled workforce critical for transitioning to a middle-income status.

To ensure equitable public expenditure, funds should be allocated based on the needs of different regions and population groups. Targeted stipends and financial support will address equity and quality issues. Sub-sector funding requirements will be analyzed to support the transformation agenda, prioritizing disability, and gender-responsive infrastructure, inclusive learning achievement, teacher development, and access to quality teaching materials. Efficient fund utilization will be ensured through evidence-based planning, need-based disbursement, capacity development, and enhanced accountability mechanisms.

After a review of the EFA, the ITAP also agreed with the ELCG's analysis and rated this enabling factor as **HIGH priority**.

### **Key steps to be taken to address the issues identified in the enabling factor analysis.**

Below are the activities and processes that ELCG proposes to undertake to address the systemic bottlenecks identified in the enabling factor analysis. While these activities specifically target the enabling factors, they are complementary to the activities proposed for the priority reform. It is important to note that these activities are deemed critical for addressing the systemic bottlenecks, but their scope will be finalized through further discussion and conceptualization among the partners.

**Table 3. Key steps to address the barriers to enabling factors**

<b>Enabling factors</b>	<b>Key activities proposed</b>
<b><i>Data and evidence</i></b>	<ul style="list-style-type: none"> <li>▪ Enhancing the capacity at all levels for error-free data entry and proper data validation process, leading to improved data quality and reliability</li> <li>▪ Developing mechanisms to collect data on the number of children with disability and out-of-school children.</li> <li>▪ Collecting and reporting all data desegregated by gender, disability, geo-locations, regions, school types and socio-economic status, to facilitate targeted interventions.</li> <li>▪ Ensuring disaggregated data and analysis with triangulation of different data sets in the sector</li> <li>▪ Ensuring specific actions and policy directions on all analysis that can be used for evidence-based decision making.</li> <li>▪ Strengthening disseminating key annual reports and findings including the learning assessment reports among all relevant stakeholders</li> </ul>
<b><i>Gender-Responsive Sector Planning, Policy and Monitoring</i></b>	<ul style="list-style-type: none"> <li>▪ An analysis on gender representation and inclusion in education, integrate a gender perspective in an evidence-based manner into plans, policies, programs and budget.</li> <li>▪ Developing a strategy, plan and roadmap to support the transition from 5-years primary to 8 years primary education, including the implications for secondary education as well as budget allocations.</li> <li>▪ Reviewing/ revising Teacher professional standards, qualification framework and teacher professional development framework and preparing a roadmap to implement the programs.</li> <li>▪ Developing a Framework on Climate Change and Resilience in Education in order to improve awareness on and minimize impact of climate change.</li> <li>▪ Updating the Education Policy addressing the right-based (right to education) and gender-transformative approach</li> <li>▪ Developing a sector-wide Social and Behaviour Change Action Plan with a focus on critical gender issues including child marriage, bullying and gender-based violence and child labour</li> </ul>
<b><i>Sector Coordination</i></b>	<ul style="list-style-type: none"> <li>▪ Co-opting/Including CSOs, representatives from teacher organization, private sector and academia in the sector coordination mechanism.</li> <li>▪ Organizing ELCG meeting regularly (e.g. quarterly) and ensuring broader sector discussion and reviews for more efficient and coordinated planning and service delivery</li> </ul>
<b><i>Volume, Equity and Efficiency of Public Expenditure</i></b>	<ul style="list-style-type: none"> <li>▪ Building institutional capacity on planning, and timely and efficient utilization of budget</li> <li>▪ Carrying out a Public Expenditure Review (PER) on Education (including a specific analysis on the investments in TPD) and developing a roadmap/ strategy to gradually increase the allocation in education sector up to 4% of GDP.</li> </ul>

# DELIVERING EDUCATION SYSTEM TRANSFORMATION

## Alignment of Partner Resources and GPE Support

In line with the broader results-based sector-wide approach (SWAp), partners are actively investing in various areas of education system transformation. The DPs are pooling their resources with the Government of Bangladesh’s PEDP4 in primary education and sub-sector programs in post-primary education (mainly secondary education).

Development partners have provided financial resources and technical expertise, while national civil society organizations have worked both at the systems level as well as at the grassroots level to introduce innovative education provision. Their proven track record of collaboration under a shared strategic direction allows the proposed transformation to leverage the strengths of partners with a significant development presence in the education sector.

Bangladesh is dedicated to enhancing the quality of education through substantial investments. The current two sector programs – PEDP4 and SEDP – are pushing the envelope to improve the learning outcomes of all children through creating a quality and equitable education ecosystem. Several partners are significantly contributing to these sector programs through coordinated funding modality. Other partners are also joining the cause through technical assistance, parallel funds, and concerted efforts.

The Government and partners are also envisioning further improvement and transformation, which includes standardizing teacher recruitment policies, strengthening continuous professional development for teachers, enhancing foundational learning, and improving school facilities to foster a better learning environment. Additionally, Bangladesh aims to digitize processes and systems, implement a competency-based, gender-transformative curriculum, and ensure education access for all children, regardless of gender, disability, ethnicity, or other barriers. Various partners are supporting these government efforts. The figure below illustrates the current government and key donor financing for the education sector, along with indicative area of contribution towards priority reform.

Development Partner	Amount in million USD	Technical Assistance	Primary Education	Secondary education	Whether support includes teacher development
ADB	1450	√	√	√	√
CAMPE	0.36				
EU	265	√	√	√	√
FCDO	69	√	√		√
GAC	48.1	√	√	√	√
GPE ESPIG	53.5	√	√	√	√
GPE	4.78	√	√	√	√
JICA	24.1	√	√	√	√
UNESCO	5.4	√	√	√	√
UNICEF	20	√	√	√	√
USAID	96.5	√	√	√	√
World Bank	1741	√	√	√	√

## Coordination for delivering the priority reforms.

The coordinated approaches between two ministries (MoPME and MoE) would be critical to realizing the vision of this partnership compact as well as achieving the expected outcomes for the priority reform area. As mentioned, in primary, PEDP4 is going to be completed in June 2025; and MoPME is in the process of designing the next (sub)-sector program – PEDP5, with a stronger focus on teacher development and overall system quality. Also, in Secondary, the current SEDP will be followed by targeted projects and initiatives around the agreed reform agenda. In addition to these commitments for further investments, MoPME and MoE are committed to ensure better internal coordination, collaborative policy dialogues and effective and timely communication between two ministries for better implementation of the priority reform.

Efforts will be made to ensure that both ministries are equally and adequately represented in all ELCG meetings, discussions and consultative forums. During the implementation priority reform, several technical teams/groups will be formed based on specific needs. These will be joint technical teams with proper representation from both ministries, focusing on specific areas of the reform to ensure a coordinated approach to problem-solving and decision-making.

Besides, a more effective mechanism for communication between two ministries will be established, with nominating dedicated focal person at each respective divisions/departments of both ministries. The focal persons will be responsible for facilitating regular and transparent information exchange. This includes scheduled joint meetings, shared digital platforms for document and data sharing, and regular updates on progress and challenges.

On the other hand, the current ELCG ToR, endorsed by the Economic Relations Division (ERD), omits the provision for the rotation of ELCG Chairmanship. It would be important to update the ELCG ToR with adding the provision of Chairmanship rotation between two ministries as well as to set the duration for the term of each ELCG Chair. This mechanism will ensure that both ministries take active leadership roles in the policy dialogue, fostering a sense of shared responsibility and collaboration.

## GPE grants to be mobilized in support of the priority reform.

The Partnership Compact includes proposals in support of the priority reform implementation for three GPE grants, namely: (i) System Capacity Grant (SCG), (ii) System Transformation Grant (STG), and (iii) Multiplier Grant (MG). Following activities are proposed under these grants aligning with the priority reform areas.

### System Capacity Grant (SCG):

The SCG to be used for system level analysis and capacity building based on the priority levels of the enabling factor analysis. “Gender-responsive sector planning, policy and monitoring” has been marked as high priority area for transformation. Proposed activities for this priority areas under SCG are:

Table 5. Proposed activities for System Capacity Grant (SCG)	
Activity	Description / rationale
<b>Gender-responsive sector planning, policy and monitoring (High Priority)</b>	
Comprehensive Education Sector Analysis (ESA)	ESA (to be completed by early 2025), aims to provide a comprehensive assessment of the sector progress and challenges, with detailed disaggregated analyses. This diagnostic analysis is expected to support the education sector interventions in an effective way.

Gender and Inclusion Analysis of Education	Using a socio-ecological framework, the analysis will move beyond the typical reliance on quantitative data to identify key enablers and barriers in education. It will conduct a gender and inclusion audit of curricula, textbooks, and educational materials to address any harmful stereotypes on gender or disability. It will also analyze the impact of social norms and school-related gender-based violence (GBV). Additionally, the analysis will offer technical support for capacity-building in gender-responsive planning, monitoring, and evaluation.
Implementation of Curriculum (including pedagogy and assessment):	Bangladesh has been reforming its curricula and related actions (revision of teaching learning materials that include textbooks, teacher guidelines etc.; pedagogy and assessment mechanisms) since 2022, based on NCF 2021. Considering the implementation challenges and the need to accommodate the contextual challenge, curriculum (pedagogy, materials, and assessment) will be reformed/updated based on evolving needs and government priorities.
Review of Education Policy	Bangladesh is currently reviewing the existing policies to modify and reflect its international obligations. A review of Education Policy 2010 to reflect on the innovations emerged in education sector will be useful in the context. Also, capacity-building, and technical assistance related to the full realization of the right to education for all children, such as applying a rights-based assessment of policies.
Roadmap to transit from 5-year primary to 8 years primary	GoB has decided to expand the primary education from 5 years as of now to 8 years on a gradual basis. This require developing a roadmap for transition that cover the infrastructure needs, teachers, other requirements etc., as well as financial resources. A feasibility study is important for the same.
Climate Change (CC) in Education Framework	Climate change and natural disasters significantly impact children and their education, while education plays a vital role in addressing climate issues. Climate change education empowers individuals with the knowledge and skills needed to act as change agents. As part of the global Education for Sustainable Development (ESD) framework for 2030, climate action is a key priority. Bangladesh, ranked seventh in disaster risk, seeks to integrate climate change into education to understand its impacts and how the education sector can respond. To this end, a Climate Change in Education Framework and corresponding action plan will be developed, focusing on integrating climate considerations into sector programs, school designs, curricula, teacher education, and community mobilization efforts.
Guideline for efficient use of learning spaces	School and classroom spaces are often underutilized in promoting learning and supporting children's physical and mental well-being. More effective use of indoor and outdoor spaces can enhance learning and health outcomes. To address this, guidelines and frameworks for innovative learning spaces will be developed. This will include assessing existing spaces, creating guidelines for outdoor usage, revising school architectural designs, fostering inclusive environments with tactile and visual elements, and aligning with experiential learning and climate resilience.
Develop and implement Information, Education and Communication (IEC) strategy	An IEC strategy aims to raise public awareness among key stakeholders about the not only education participation, but also about the factors that enable children's learning outcomes. It is also important to address harmful social and cultural practices, including child marriage and child labour. Parents often express concerns about educational reforms due to their lack of knowledge and limited exposure to modern educational concepts. This communication strategy aims to address these issues and promote understanding of the importance of education reforms.
<b>Sector Coordination (High Priority)</b>	
Sub-national review of education situation	Sub-national situation analysis of education sub-sector wise will inform the Joint Annual Reviews of education sector programs. The reviews will encompass both academic analyses of existing data and programmatic assessments. Capacity building will be provided at sub-national levels to enhance analysis and reviews, improving local representation and participation in policy dialogue and sector

	monitoring. Support will also be needed for coordination between central and local government levels and among various ministries involved in education.
<b>Data and Evidence (Medium Priority)</b>	
Comprehensive review of EMIS, development an Education Data Policy and framework	Comprehensive review of EMIS as of now will help to rationalize the digital expansion, and an Education Data Policy and framework to integrate education data (from various sub-sectors such as Pre-Primary, primary and secondary as well as on various matters such as school data, personnel data, assessment data etc.) under an Education Statistics Agency with legal authority and sustain an integrated Education Management Information System (EMIS) as a point of reference, that collects, processes and disseminate education data on regular basis. The Policy needs to address the human capital policy related to the data management.
<b>Volume, equity and efficiency of domestic public expenditure on education (High priority)</b>	
Conducting a Public Expenditure Review on Education	Conducting a Public Expenditure Review on Education as well as a benefit-incidence analysis (BIA) on education spending in the country. The last PER was done in 2019 using data up to 2017. It is important to develop several financial scenarios with sensitivity analysis and simulation modelling for various reforms in education.

### Multiplier Grant:

Multiplier grant will provide support in mainly three areas: (a) developing high-quality educational content and resources; (b) developing real-time assessment system; and (c) developing AI and GIS based monitoring system. Below activities are planned under these areas.

<b>Table 6. Proposed Activities under the Multiplier Grant</b>	
<b>Areas</b>	<b>Specific interventions</b>
a) High quality educational content and resources:	<ul style="list-style-type: none"> <li>- Establishment of two production studios at DPE and DSHE or associated institutions.</li> <li>- Development of educational TV and e-learning content and resources in collaboration with educational experts and teachers</li> <li>- Development and incorporation of minimum requirements for gender equality and social inclusion into educational content and resources</li> <li>- Continuous professional development/training of teachers and awareness raising activities for students and their guardians on the use of educational content and resources</li> </ul>
b) Real-time assessment system:	<ul style="list-style-type: none"> <li>- Development of the real-time assessment system</li> <li>- Upgrading of data server and storage facilities for the maintenance and operation of the system</li> <li>- Upgrading of digital infrastructure and staff capacity of 11 Boards</li> <li>- Continuous professional development/training of teachers, school leaders, and education administrators on the use of the real-time assessment system.</li> </ul>
c) AI and GIS based monitoring system:	<ul style="list-style-type: none"> <li>- Development and integration of an AI and GIS-based monitoring system into the IPEMIS</li> <li>- Provision of ICT equipment to PPE institutions for effective monitoring of the roll-out of 2-year pre-primary education.</li> <li>- Continuous professional development/training of teachers, institution leaders, and education administrators on the use of the system.</li> </ul>

## System Transformation Grant (STG)

Table 7. Proposed Interventions under System Transformation Grant	
Area	Outputs /interventions
System strengthening	<ul style="list-style-type: none"> <li>• Developing policies/strategies for teacher recruitment, induction, deployment, workload, autonomy, continuous professional development, compensation, motivation, and monitoring for quality assurance.</li> <li>• Developing teacher competencies and professional standards framework.</li> <li>• Developing teacher professional development framework.</li> <li>• Developing teacher assessment framework.</li> <li>• Developing framework for pre-service training program.</li> </ul>
Institutional strengthening for continuous professional development	<ul style="list-style-type: none"> <li>• Equipping Teacher Training Institutes (TTIs) training the teachers.               <ul style="list-style-type: none"> <li>○ Required faculty in place, training facilities, including those provided face-to-face as well as open and distance learning (ODL) are equipped.</li> <li>○ Capacity building of the faculty (teacher-trainers) of TTIs on a range of topics, including instructional practices and leadership, subject content, transactional skills, addressing socio-emotional wellbeing of students and school leadership.</li> <li>○ TTIs have prepared/ revised the in-service courses' curriculum and materials – for both face-to-face training as well as providing ODL support.</li> <li>○ TTIs have also prepared a long-term plan and roadmap to train all the teachers in the system on a range of topics.</li> </ul> </li> </ul>
Professional community strengthening	<ul style="list-style-type: none"> <li>• Teacher professional networks are formed and are effectively functioning.</li> <li>• A supportive supervision system in place (converting inspectoral systems) with the right supervisors, tools, and resources.</li> </ul>

### Triggers for STG Top-up

The “top-up” is GPE’s incentive-based financing mechanism to encourage governments (with partner support) to act towards resolving challenging bottlenecks in one or more of the four enabling factors for system transformation<sup>60</sup>.

Following the revision of the priority reform areas, the ELCG proposed two actionable deliverables as triggers for the remaining 30 per cent of STG funding. These deliverables are expected to be achieved within the first two years of the STG program's inception. Details of these **four triggers**, along with the top-up proposal, are provided below.

#### **Trigger 1: Teacher Professional Development Framework (TPDF) developed and endorsed.**

**Description:** This proposed trigger aligns with the enabling factor of "gender-responsive sector planning and policy." To transform the teaching profession, clear guidelines and frameworks are needed for teacher competencies, professional standards, recruitment, deployment, and professional development. Currently, this area is underdeveloped in Bangladesh. However, waiting for policies and frameworks to be finalized would delay essential teacher training and capacity-building efforts. Therefore, while in-service training will continue under the STG, the development and endorsement of the TPDF has been set as a trigger to release 5 per cent of the STG grant as an incentive for its rollout.

<sup>60</sup> GPE.2024. Guidelines: Top Up Triggers. August 2024

Teachers are central to the education process. Ensuring they are well-equipped, skilled, and accountable is crucial for driving quality learning outcomes, enhancing the education system's effectiveness, and ultimately transforming it. To maintain teacher quality, updated competencies and professional standards are necessary for both primary and secondary education. While a teacher standard was previously developed for primary education, it needs to be revised to incorporate the latest knowledge, skills, professional abilities, norms, and attitudes. This will enable the planning and implementation of effective quality assurance activities, including pre- and in-service professional development and supportive supervision. Similarly, as the TPDF is being prepared, it is essential to ensure that both primary and secondary TPDFs align with the country's context and needs.

Additionally, establishing clear professional standards helps formalize the teaching profession, much like other professions such as doctors or lawyers, which operate with standardized competencies and codes of conduct. This approach grants teaching the recognition and respect it deserves, enhancing its status within society.

Clear professional standards also establish a structured pathway for teacher development, from initial training to continuous professional growth, making teaching a more appealing and sustainable career option. Furthermore, this will enhance teacher quality, directly improving the teaching-learning process and leading to better learning outcomes for students. The achievement protocol, target date, means of verification, and proposed top-up amount for Trigger 1 are outlined in Table 8 below.

<b>Table 8: Trigger 1</b>				
<b>Trigger</b>	<b>Achievement Protocol</b>	<b>Target Date</b>	<b>Means of Verification</b>	<b>Top-up Amount</b>
Teacher Professional Development Framework (TPDF) developed and endorsed.	<p><b>Definition:</b> A TPDF can be defined as a detailed document that includes at least the following:</p> <ul style="list-style-type: none"> <li>○ overall vision for teacher development,</li> <li>○ expected teacher competencies,</li> <li>○ approaches (pre-service, in-service) to professional development,</li> <li>○ teachers' career pathways, and</li> <li>○ quality assurance mechanism.</li> </ul> <p><b>Achievement description:</b> The trigger will be achieved when MoPME and MoE:</p> <ul style="list-style-type: none"> <li>○ develop the TPDF for primary and secondary education sub-sectors as per the definition; and</li> <li>○ the government endorse and approve the TPDF for further implementation.</li> </ul>	30 June 2027	Approved TPDF document with endorsement/ approval letter by ELCG Chair (MoPME/ MoE)	5%

**Trigger 2: Pre-service Education Framework developed and endorsed.**

**Description:** This proposed trigger aligns with the enabling factor of "gender-responsive sector planning and policy." Currently, the education system does not require teachers to have a pre-service qualification in education at either the primary or secondary levels. As a result, many teachers enter the profession by chance rather than by choice, often starting without any professional qualifications in education and continuing in this manner for extended periods. Although in-service training and continuous professional development opportunities are available, they are not mandatory for teachers to remain in the profession. Additionally, there is a high turnover rate among newly recruited

teachers, as teaching is not their first career choice. The proportion of female headteachers in primary education and female teachers in secondary education remains low. Therefore, the pre-service education framework must consider gender aspects to encourage more female teachers to enroll in pre-service training and pursue teaching as a profession. Introducing a mandatory pre-service qualification is expected to help address these issues. As such, a pre-service framework for both primary and secondary teachers is needed to guide the establishment of appropriate institutional arrangements and other systemic alignments. The achievement protocol, target date, means of verification, and proposed top-up amount for Trigger 2 are outlined in Table 9 below.

<b>Trigger</b>	<b>Achievement Protocol</b>	<b>Target Date</b>	<b>Means of Verification</b>	<b>Top-up Amount</b>
Pre-service Education Framework developed and endorsed.	<p><b>Definition:</b> The Pre-service Education Framework for teachers comprises:</p> <ul style="list-style-type: none"> <li>○ Overview of the courses delivered,</li> <li>○ Description of eligible courses,</li> <li>○ professional qualifications developed and defined,</li> <li>○ partnership with education institutions defined,</li> <li>○ roll-out plan, and</li> <li>○ quality assurance mechanisms</li> </ul> <p><b>Achievement description:</b> The trigger will be achieved when MoPME and MoE:</p> <ul style="list-style-type: none"> <li>○ develop a Pre-service Education Framework as per the definition; and</li> <li>○ Endorse /approve it for rollout.</li> </ul>	30 June 2028	Approved Pre-Service Education Framework document with endorsement/ approval letter by ELCG Chair (MoPME/ MoE)	5%

**Trigger 3: Equitable school level improvement plan (SLIP) funding allocation methodology approved. SLIP budget allocation increased by 10% in FY 2027-28 compared to FY 2026-27.<sup>61</sup>**

**Description:** This trigger seeks to expand the scope, scale, and financial allocations dedicated to strengthening school improvement plans, thereby enabling the implementation of context-specific interventions aimed at enhancing student learning outcomes.

In Bangladesh, public expenditure on education has remained consistently low over the past decade, amounting to less than 2 per cent of GDP and comprising only 10 to 12 per cent of the national budget. In the fiscal year 2024–25, primary education accounted for 41 percent of the total education budget. Of this, 42 per cent was allocated to development activities, with approximately 80 to 85 per cent typically directed toward the Fourth Primary Education Development Project (PEDP4)—the flagship Sub-sector Wide Approach Programme (SWAp) of the Ministry of Primary and Mass Education (MoPME). One of the key components of PEDP4 is the School Level Improvement Plan (SLIP), although it receives only 5 to 6 per cent of PEDP4’s annual allocations.

School Level Improvement Plan (SLIP) is a key strategy to support decentralized and participatory planning in primary education. They were first introduced in July 2011 as part of the Third Primary Education Development Programme (PEDP3, 2011–2018). The SLIP initiative has continued under the current Fourth Primary Education Development Programme (PEDP4, 2018–2026). The objective of the SLIP approach is to improve the quality of the learning experience for children and key

<sup>61</sup> Trigger 3 was revised and endorsed by the Education Local Consultative Group on 25 September 2025.

strategies include using funds to address specific school needs, ensuring child-friendly and safe learning environments, and expanding access to quality education for all students, especially girls and those in underserved areas.

#### **Key Uses of SLIP Funds under PEDP4:**

- **Minor Repairs and Maintenance:** Fixing classroom infrastructure, toilets, boundary walls, and furniture; ensuring safe and clean learning spaces.
- **Learning and Teaching Materials:** Purchasing supplementary materials such as charts, books, and basic science kits; Supporting co-curricular activities and creative learning.
- **Water, Sanitation, and Hygiene (WASH):** Improving access to clean drinking water.; Maintaining hygiene facilities like handwashing stations.
- **Inclusive Education Support:** Making schools more accessible for children with disabilities; Supporting gender-sensitive and child-friendly environments.
- **Community Engagement and Awareness:** Organizing meetings with parents and community members; Promoting enrolment, attendance, and retention.
- **Support for School Management:** Training and capacity building for School Management Committees (SMCs); Strengthening school-level planning and accountability.

#### **Some of the challenges of current SLIP programme:**

The current uniform, slab-based formula for SLIP allocations does not adequately capture the diverse and context-specific needs of schools across Bangladesh. Institutions located in geographically disadvantaged, poverty-affected, or climate-vulnerable areas often require additional resources simply to maintain basic standards. It is important that the programme adopts a differentiated, needs-based allocation model. This could involve assessing factors beyond the number of students and involve addressing socio-economic conditions and geographic hardship, with provisions for supplementary allocations in exceptional cases—such as very large schools or those situated in disaster-prone regions. Implementing such revisions would promote equity, enhance the responsiveness of SLIP, and enable schools to more effectively address learning gaps and infrastructure challenges. Other challenges are described below.

- **Limited Financial Allocations:** SLIP receives only 5–6% of the PEDP4 budget, which is insufficient to address the diverse and pressing needs of schools. The small size of grants restricts the scope of activities schools can undertake, often limiting them to minor repairs or purchases rather than transformative improvements.
- **One-Size-Fits-All Approach:** SLIP guidelines and templates are standardized, leaving little room for contextual adaptation based on school-specific challenges. This undermines the potential for locally relevant and innovative solutions.

#### **What is proposed under the Trigger?**

A need-based and equitable methodology for allocating SLIP funding is essential to ensure that resources are directed toward schools with the greatest needs, particularly those serving marginalized children. By adopting a formula-based approach, the system can promote fairness, transparency, and accountability in resource distribution. Moreover, such a mechanism would align Bangladesh's school financing practices with international best standards, enhancing the overall effectiveness of school-level interventions.

At the same time, merely redistributing existing SLIP funds will be insufficient to address the significant resource gaps faced by primary schools. Per-student expenditure in Bangladesh remains low compared to regional benchmarks, constraining schools' ability to deliver quality teaching and learning. To bridge this financing gap and ensure that equity measures yield tangible improvements, a minimum increase of 10 per cent in direct school-level funding is required within FY 2027-28. This

additional investment would enable schools to address critical needs, including gender-responsive infrastructure, inclusive education for children with disabilities, provision of teaching and learning materials, and remedial support for disadvantaged learners. Importantly, such an increase would signal strong government commitment to equity-focused reform, enhance donor confidence, and ensure that equity is pursued without compromising the resources available to relatively better-resourced schools.

The approval of a need-based equitable allocation methodology, coupled with an increase in SLIP funding, marks a transformative milestone for Bangladesh’s education sector. These measures institutionalize systemic equity, reduce disparities in educational opportunities, and strengthen accountability in the use of public resources. By embedding equity within the financing framework, Bangladesh will reinforce the foundations of its primary education system and accelerate progress toward more inclusive and improved learning outcomes.

The achievement protocol, target date, means of verification, and proposed top-up amount for Trigger 3 are outlined in Table 10 below.

<b>Table 10: Trigger 3</b>				
<b>Trigger</b>	<b>Achievement Protocol</b>	<b>Target Date</b>	<b>Means of Verification</b>	<b>Top-up Amount</b>
Equitable school level improvement plan (SLIP) funding allocation methodology approved. SLIP budget allocation increased by 10% in FY 2027-28 compared to FY 2026-27.	<p><b>Definition:</b> The trigger is met when the two following conditions are met:</p> <p>i) <b>Part 1:</b> The methodology of calculating direct per-school funding is revised considering equity and approved by MoPME; and</p> <p>ii) <b>Part 2:</b> At least 10% increase of total direct school fund compared to the previous year.</p> <p><b>Achievement description for part 1:</b> The trigger will be considered as achieved when the per-school direct fund allocation calculation is revised and updated to equity-based formula and approved by the Ministry of Primary and Mass Education (MoPME).</p> <p><b>Achievement description for part 2:</b> The trigger will be considered as achieved when the direct school fund allocation for FY 2027-28 is at least 10% more than the direct school fund allocation of FY 2026-27.</p> <p><b>Part 2 calculation formula:</b></p> <p>Total allocation of direct school fund of FY 2027-28 ≥ Total allocation of direct school fund of FY 2026-27 + (10% of the total allocation of direct school fund of FY 2026-27)</p> <p><b>Example:</b></p> <p>If the direct school fund allocation for FY 2026-27 is US\$ 100, then the direct school fund allocation for FY 2027-28 should be:</p>	30 Jun 2027	Approval letter of the revised/ updated guideline for direct school level improvement fund;  Approved financial report that contains data on direct school funding allocation of FY 2027-28.	10%

	<p>≥ Total direct school fund allocation of FY 2026-27 + (10% of the total direct school fund allocation of FY 2026-27)</p> <p>≥ US\$ 100 + (10% of US\$ 100)</p> <p>≥ US\$ 100 + US\$ 10</p> <p>≥ US\$ 110</p>			
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**Trigger 4: Implementation of the equity-based formula for school level improvement plan (SLIP) funding allocation in FY 2027-28.<sup>62</sup>**

**Description:** As part of Trigger 3, the Government of Bangladesh will revise and endorse a new equity-based School Level Improvement Plan (SLIP) funding allocation methodology and guideline. This new equity-based funding methodology and guideline of SLIP needs to be implemented effectively. But operationalizing the new equity-based SLIP guideline may present several challenges.

A key operational constraint for effective implementation of the SLIP initiative is lack of sufficient capacity of the many SMCs and head teachers on planning, budgeting, and monitoring of the SLIP fund which resulting in weak institutional performance and poorly designed school plans that do not adequately reflect actual needs or community priorities. Although SLIP is intended as a participatory mechanism, community engagement in school planning and decision-making remains limited, as parents and local stakeholders are often not adequately informed or empowered to participate meaningfully.

In addition, irregular disbursement of funds under the reimbursement-based model is another constraint for effective implementation of SLIP fund. Schools often face irregularities in receiving funds, which disrupts planning and implementation processes. The irregularity of fund release cycles also makes it difficult to align SLIP activities with academic calendars or to respond to urgent needs in a timely manner. Consequently, head teachers and School Management Committees (SMCs) frequently experience liquidity shortages and are sometimes compelled to seek alternative funding sources while awaiting reimbursement—undermining motivation and implementation efficiency.

Considering these challenges, implementation of the new equity-based SLIP funding guideline should be initiated through the issuance of a government order mandating its adoption, followed by capacity strengthening of key stakeholders involved in school-level improvement planning and management. Strengthening SLIP planning and implementation requires robust capacity-building initiatives for key actors, including head teachers, School Management Committees (SMCs), Parent-Teacher Associations (PTAs), and Social Audit Committees (SACs). Many of these stakeholders currently lack adequate training in project planning, financial oversight, and participatory school governance. Regular and structured training programs should therefore be introduced, focusing on school planning, financial management, monitoring, and community engagement to enhance the effectiveness and sustainability of SLIP implementation.

Moreover, the implementation process should include regular and advance disbursement of SLIP funds, with financial reporting and utilization to be completed after the implementation year. Introducing an advance payment mechanism for a portion of SLIP funds would help mitigate cash-flow constraints at the school level, enabling more timely and effective planning and execution of activities. This approach would reduce financial stress on schools, ensure better alignment between

<sup>62</sup> Trigger 4 was revised and endorsed by the Education Local Consultative Group on 3 November 2025.

planning cycles and academic calendars, and enhance overall operational efficiency. It would also strengthen financial management by promoting systematic expenditure tracking, improving documentation, ensuring audit readiness, and reinforcing accountability.

This trigger encompasses the above strategies to ensure the effective implementation of the equity-based SLIP guideline in FY 2027-28. The achievement protocol, achievement target date, means of verification and proposed top-up amount of Trigger 4 are given below in Table 11.

<b>Table 11: Trigger 4</b>				
<b>Trigger</b>	<b>Achievement Protocol</b>	<b>Target Date</b>	<b>Means of Verification</b>	<b>Top-up Amount</b>
Implementation of the equity-based formula for school level improvement plan (SLIP) funding allocation in FY 2027-28.	<p><b>Definition:</b> Under the revised SLIP allocation methodology and guidelines, schools are expected to receive SLIP fund based on equity. Schools will receive a portion of SLIP fund within the second quarter of the financial year, with the full grant being disbursed by the fourth quarter of the financial year. After disbursing whole amount, it will be verified whether schools received the fund based on new equity-based formula or not.</p> <p>The trigger is considered achieved when the following conditions are met:</p> <ul style="list-style-type: none"> <li>• The SLIP management team at the school level has received official notice/order and the comprehensive guidelines from the Ministry of Primary and Mass Education (MoPME) regarding the new equity-based SLIP methodology and its implementation.</li> <li>• In accordance with the revised SLIP allocation methodology and guidelines, schools receive a portion of SLIP fund within the second quarter of the financial year, followed by receiving the full grant by fourth quarter of the financial year.</li> </ul>	30 June 2028	<ul style="list-style-type: none"> <li>• Official order by MoPME to follow new equity-based SLIP guideline for implementation, and</li> <li>• Verification the formula has been applied to school SLIP allocations.</li> </ul>	10%

# MONITORING AND EVALUATION

A well-functioning monitoring and evaluation system will be established to track the implementation of the partnership compact. The priority reform related indicators will be embedded in the existing result framework in the sub-sectors, along with current review mechanisms and coordination forums, will be utilized to regularly monitor and evaluate progress.

Government will regularly consult with ELCG to present progress, challenges and seek support and guidance where needed. During this sharing, they will also discuss policy related issues from the implementation of the compact. Government will try to share findings from learning perspective so that necessary policy/systemic interventions can be taken/adjusted/incorporated. This will also enhance system and institutional capacity. The consultative process within the ELCG is particularly critical in identifying areas to be supported by the GPE and other Development Partners' (DP) grants, as well as in reporting on how the grants have reinforced system capacity and education transformation. This consultation and update sharing with ELCG will be done at least twice a year.

In addition to that, a **mid-term review** of the compact will be done after 2 years of starting implementation of the GPE System Transformation Grant (STG). This mid-term review will also assess the ongoing coherence between the STG and other actions taken to reinforce the education system transformation. As mentioned earlier that indicators of the compact will be embedded in existing result framework of the sub-sectors, reporting will also be integrated in joint sector reviews within the broader sector monitoring. Finally, a completion report on STG **and a final evaluation** of the grant will be done to assess the results and impact of the partnership compact and shared with the ELCG, reflecting on how it addressed weaknesses with regards to the enabling factors and to explore how these lessons can be incorporated and applied to future actions.

On the other hand, Government will arrange joint field mission as part of sector review which will be a good platform to monitor the compact activities on the ground. Besides, DPs have independent monitoring mechanism by which they can monitor the progress of the compact and share the findings with ELCG.

However, the table (Table 8) below provides an initial summary of the key performance indicators related to the priority reform agenda. These indicators are aligned with the result matrix of the current sub-sector programs, ensuring that the compact contributes to achieving the objectives of the overarching sub-sectors. Moreover, a high-level result matrix (Table 9) has been added below containing year-wise targets (where possible) which will be finalized during the application phase of GPE grants.

Table 12 M&E Indicators	
<b>Impact level indicator</b>	
<ul style="list-style-type: none"> <li>• Proportion of children achieving desired competencies in core subjects               <ul style="list-style-type: none"> <li>➤ Data for the indicator should be disaggregated by specific grades (for both primary and secondary) as well as for the following:                   <ul style="list-style-type: none"> <li>• By gender</li> <li>• By division / location</li> <li>• By school type</li> <li>• By teachers with various effectiveness levels</li> </ul> </li> </ul> </li> </ul>	
<b>Outcome level indicators</b>	
<ul style="list-style-type: none"> <li>• Number of teachers exhibiting enhanced effectiveness.               <ul style="list-style-type: none"> <li>✓ Disaggregated by gender of the teachers, professional development courses undertaken etc.</li> </ul> </li> </ul>	

- The long-term outcome, “Enhanced Teacher effectiveness” is to be measured by the following indicators:
  - ✓ **Enhanced knowledge, skills, and attitude of teachers.** This will be measured through a composite index that combines information on teachers’ subject content knowledge, pedagogical skills (including using EdTech tools), and inclusive and child-centred attitudes in classrooms. The specific indicators representing the various domains of the composite index will be developed with system strengthening support during the initial year of the priority reform implementation.
  - ✓ **Enhanced teacher classroom practices.** This indicator will be assessed using a classroom observation tool.
  - ✓ **Enhanced support for teachers.** This indicator will be measured using the supportive supervision guidelines.
  - ✓ **Roadmap to implement teacher competencies and teacher professional standards framework.** To develop a robust and accountable systems for teacher management and strengthened governance systems.

***Output level Indicators***

- Pupil-Teacher Ratio
- Proportion of teachers with training qualification
- Proportion of TTIs equipped with standard resources.
- Proportion of teachers in professional networks
- A teacher professional development framework and roadmap is developed and endorsed.
- A performance assessment system for in-service teacher is established.
- Proportion of female teachers in secondary education
- Proportion of female head teachers in primary education
- Education development budget efficiency is increasing.
- An equity-based teacher deployment strategy is developed and approved.
- A teacher deployment monitoring and reporting system developed.
- A pre-service education framework is developed and endorsed.

**Table 13: Result Matrix**

S/N	Indicators	Baseline	PC Target	Year-wise Target				Means of Verification
				Year 1	Year 2	Year 3	Year 4	
<b>1. Impact Level Indicators</b>								
1.1	Proportion of children achieving Foundational Literacy and Numeracy (FLN) skills at the end of Grade 3	<b>MICS 2019</b> Children attending grade 2/3: Reading:55% Numeracy:51% Children at age for grade 2/3: Reading:46% Numeracy:42%	Children attending grade 2/3: Reading:70% Numeracy:70% Children at age for grade 2/3: Reading:65% Numeracy:65%	<b>MICS 2025</b> Children attending grade 2/3: Reading:60% Numeracy:60% Children at age for grade 2/3: Reading:55% Numeracy:55%			<b>MICS 2028</b> Children attending grade 2/3: Reading:70% Numeracy:70% Children at age for grade 2/3: Reading:65% Numeracy:65%	i) Multiple Indicator Cluster Survey (MICS) 2025 and 2028
1.2	Proportion of children achieving desired competencies in core subjects at the end of Grade 5	<b>NSA 2022</b> Grade 5: <b>Bangla</b> Total: 50% Girls: 52% Boys: 47% <b>Maths</b> Total: 30% Girls: 31% Boys: 29%	Grade 5: <b>Bangla</b> Total: 55% Girls: 57% Boys: 52% <b>Maths</b> Total: 35% Girls: 36% Boys: 34%		Grade 5: <b>Bangla</b> Total: 52% Girls: 54% Boys: 49% <b>Maths</b> Total: 32% Girls: 33% Boys: 31%			ii) National Students' Assessment (NSA) Report
1.3	Proportion of children achieving desired competencies in core subjects at the end of Grade 8	Though National Assessment of Secondary Students (NASS) conducted, it does not report grade-wise competencies. Thus, grade-wise competency assessment needs to be included in NASS which will be	5 percentage point increase from the baseline	NASS review and analysis and identify how grade-wise competency assessment can be included	NASS item piloting	NASS conducted (to be considered as baseline)	5 percentage point increase from the baseline	i) National Assessment of Secondary Students (NASS) Report

S/N	Indicators	Baseline	PC Target	Year-wise Target				Means of Verification
				Year 1	Year 2	Year 3	Year 4	
		considered as baseline.						
<b>2. Outcome Level Indicators</b>								
2.1	Number of teachers exhibiting enhanced effectiveness	No baseline data available (a baseline will be conducted)	15 percentage point increase from the baseline	A baseline study conducted.			15 percentage point increase from the baseline	i) PC Mid-term review report ii) Endline study/PCR
2.2	Enhanced knowledge, skills, and attitude of teachers	No baseline data available (a baseline will be conducted)	15 percentage point increase from the baseline	A baseline study conducted.			15 percentage point increase from the baseline	i) PC Mid-term review report ii) Endline study/PCR
2.3	Enhanced teacher classroom practices	No baseline data available (a baseline will be conducted)	15 percentage point increase from the baseline	A baseline study conducted.			15 percentage point increase from the baseline	i) PC Mid-term review report ii) Endline study/PCR
2.4	Enhanced support for teachers	No baseline data available (a baseline will be conducted)	Teacher support system will be enhanced	A baseline analysis conducted	Developing supportive supervision framework	Establishing supportive supervision mechanism	Teachers started accessing supportive supervision	i) PC Mid-term review report ii) Endline study/PCR
2.5	Roadmap to implement teacher competencies and teacher professional standards framework	No roadmap available	Roadmap will be available	Analysis for developing teacher competencies and teacher standards will be done	Based on the analysis, roadmap will be developed and endorsed	N/A	N/A	i) Roadmap Endorsement letter by Govt. ii) Roadmap Document
<b>3. Output Level Indicators</b>								
3.1	Pupil-Teacher Ratio	<b>APSC 2023; BES 2023</b> Primary: 29 Secondary: 34	Primary: 25 Secondary: 30	Primary: 28 Secondary: 33	Primary: 27 Secondary: 32	Primary: 26 Secondary: 31	Primary: 25 Secondary: 30	APSC, BES
3.2	Proportion of teachers with training qualification	<b>APSC 2023; BES 2023</b> Primary: 77% Secondary: 72%	Primary: 85% Secondary: 80%	Primary: 79% Secondary: 74%	Primary: 81% Secondary: 76%	Primary: 83% Secondary: 78%	Primary: 85% Secondary: 80%	APSC, BES

S/N	Indicators	Baseline	PC Target	Year-wise Target				Means of Verification
				Year 1	Year 2	Year 3	Year 4	
3.3	Proportion of TTIs equipped with standard resources	No baseline data available. A baseline will be conducted.	80% of TTIs equipped with standard resources	A baseline study conducted.	20% of TTIs equipped with standard resources	50% of TTIs equipped with standard resources	80% of TTIs equipped with standard resources	i) PC Mid-term review report ii) Endline study/PCR
3.4	Proportion of teachers in professional networks	No baseline data available as there is no professional network for teachers.	80%	20%	40%	60%	80%	Online database of professional network
3.5	A teacher professional development framework and training roadmap is developed and endorsed	No framework available	Framework will be available	Analysis for developing TPDF will be done	Based on the analysis, TPDF framework will be developed and endorsed	N/A	N/A	i) TPDF framework Endorsement letter by Govt. ii) TPDF Document
3.6	A performance assessment system for in-service teacher is established	No performance assessment system available	A performance system will be available	Analysis for developing performance assessment system will be done	Based on the analysis, performance assessment system framework will be developed	Performance assessment system will be established	N/A	i) PC Mid-term review report ii) Endline study/PCR
3.7	Proportion of female teacher in secondary education	<b>APSC 2023; BES 2023</b> 31%	40%	33%	35%	37%	40%	APSC, BES
3.8	Proportion of female head teacher in primary education	<b>APSC 2023; BES 2023</b> 40%	50%	42%	44%	47%	50%	APSC, BES
3.9	An equity-based teacher deployment strategy is	No equity-based teacher deployment	Equity-based teacher deployment	Analysis for developing equity-based teacher	Based on the analysis, equity-based	The equity-based teacher deployment	N/A	i) Equity-based teacher-deployment strategy

S/N	Indicators	Baseline	PC Target	Year-wise Target				Means of Verification
				Year 1	Year 2	Year 3	Year 4	
	developed and approved	strategy is available	strategy will be available	deployment strategy will be done	teacher deployment strategy will be developed	strategy will be endorsed		endorsement letter by Govt. ii) Strategy Document
3.10	A teacher deployment monitoring and reporting system developed.	No teacher deployment monitoring and reporting system is available.	A teacher deployment monitoring and reporting system will be available	Need analysis for developing teacher deployment monitoring and reporting system will be done	Based on the analysis, teacher deployment monitoring and reporting system will be developed	Capacity strengthening of education authorities will be done to use the system	Teacher deployment strategy and monitoring system implemented and regularly followed up.	i) Teacher-deployment monitoring and reporting system developed. ii) User feedback report.
3.11	A pre-service education framework is developed and endorsed	No framework available	Framework will be available	Analysis for developing pre-service education will be done	Based on the analysis, pre-service education framework will be developed and endorsed	The pre-service education framework will be endorsed	N/A	i) Pre-service education framework Endorsement letter by Govt. ii) Pre-service education framework Document
3.12	Education development budget efficiency is increasing	51% [2023 data as per Annual Financial Statement by MoF]	67.8%		56.1%	61.7%	67.8%	Annual Financial Statement published by Ministry of Finance

In the implementation planning phase, a detailed framework for M&E will be developed that will include overall objectives, intermediate results indicators, baselines and target values, frequency, data source methodology, and responsibilities for data collection.

Furthermore, the annually published sector performance report and statistics will include the key performance indicators of the sub-sectors, as well as the indicators of this partnership compact. These reports will highlight results and trends over time, assessing the effectiveness of inputs, activities, and efforts. They will offer insights into what is working well and what needs improvement in different sub-sectors. These reports will be crucial for planning and decision-making processes, enabling adjustments in inputs, processes, and activities.

Besides, ELCG under the leadership of education ministries and in collaboration with education development partners will organize quarterly meeting to review the progress of the implementation and recommend necessary adjustments. Also, at the sub-sector level, joint review missions will be organized annually to monitor and assess the progress in the respective sub-sectors. More frequent (e.g. bi-monthly) coordination meetings will be organized separately by primary and secondary government counterparts. The discussions and agreements of each meeting will be documented, and priority actions will be followed up and implemented.

A provision will be created for viewing live education statistics through the data system dashboard. In primary, the IPEMIS currently enables this provision, but it will be made more comprehensive. A similar provision will be created in secondary. This will allow availability of key education statistics for public access.

Additionally, under the leadership of the education ministries and in collaboration with education development partners, the ELCG will organize quarterly meetings to review implementation progress and recommend necessary adjustments. At the sub-sector level, joint review missions will be conducted annually to monitor and assess progress in their respective areas. More frequent coordination meetings, such as bi-monthly reviews, will be organized separately by primary and secondary counterparts. The discussions and agreements from each meeting will be documented, with priority actions followed up and implemented.

A system will be established to view live education statistics through a data system dashboard. In the primary sector, the IPEMIS currently provides this capability, but it will be enhanced to be more comprehensive. A similar system will be created for the secondary sub-sector, allowing key education statistics to be publicly accessible.

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## Statement of endorsement by government and development partners

The formulation of the Partnership Compact was guided by an inclusive and ongoing dialogue involving the Ministry of Education, the Ministry of Primary and Mass Education, the Local Education Consultative Group (ELCG), and other key national and subnational agencies and stakeholders. The priority reform agenda for educational transformation is based on thorough needs assessments and aligned with national policy priorities, the Education Policy of 2010, and the objectives of current primary and secondary sector programs.

The Government of Bangladesh and its Development Partners are dedicated to implementing the Partnership Compact and its transformative changes, aimed at '**teacher professional development for effective teaching to enhance learning outcomes**'.

The Ministry of Education, the Ministry of Primary and Mass Education, and Development Partners hereby endorse the Bangladesh Partnership Compact 2025-2028 and are fully committed to achieving its vision and aligning with broader national and international priorities for transforming the education system.

Officials endorsing the PC:

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<b>Farid Ahmed</b> Secretary Ministry of Primary and Mass Education, and, Chair, Education Local Consultative Group (ELCG), Government of Bangladesh	<b>Dr. Sheikh Abdur Rashid</b> Senior Secretary Secondary and Higher Education Division Ministry of Education Government of Bangladesh
<b>Dr. Farid Uddin Ahmed</b> Secretary Technical and Madrassah Education Division Ministry of Education Government of Bangladesh	<b>Mohammad Golam Kibria</b> Education Adviser, and Co-Chair, ELCG Foreign, Commonwealth and Development Office (FCDO), British High Commission Dhaka
<b>Smita Gayawali</b> Senior Education Specialist Asia Development Bank (ADB) Bangladesh Resident Mission	<b>Rasheda K. Choudhury</b> Executive Director Campaign for Popular Education (CAMPE)
<b>Jurate Smalskyte Merville</b> Team Leader – Education, Human Development & Public Finance Management, Delegation of the European Union to Bangladesh	<b>Joe McIntosh</b> First Secretary - Development (Education & Skills) High Commission of Canada to Bangladesh

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for International Development (USAID),  
Bangladesh

**Riccardo Suppo**

Head of programs  
World Food Programme (WFP), Bangladesh

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**Matiullah Noori**

Senior Education Specialist  
World Bank, Bangladesh

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## Annex 1: Details of the Partnership Compact Development Process

The compact development process ensured participation of national level government officials from the MoE, MoPME, Directorate of Primary Education (DPE), Directorate of Secondary and Higher Education (DSHE), Directorate of Technical Education (DTE), Directorate of Madrasah Education (DME) and other national level education technical agencies. The process aimed to incorporate perspectives from both primary and secondary sub-sectors as well as General, TVET and Madrasah education streams. Besides national level officials, divisional, district, sub-district and school level officials, including teachers, teacher trainers, supervisors, administrative managers, development partners and CSO members also actively took part in the process.

The first major milestone of Partnership Compact development process was a national workshop held on 12 June 2023 where government officials, development partners and CSO members brainstormed on the potential priority reform area. The suggestions from the workshop were further reviewed in ELCG meeting on 31 August 2023 and '*Smart and inclusive education system for improved learning outcome*' was proposed as the priority reform area. In the same meeting, ELCG selected UNICEF as a Grant Agent for managing the System Capacity Grant (SCG). As agreed by ELCG, the first set of tasks as part of implementing the SCG would be to prepare Enabling Factor Analysis (EFA), Partnership Compact (PC) and Education Sector Analysis (ESA). Consequently, UNICEF, in collaboration with ELCG, drafted the EFA and had it reviewed in a national workshop held on 24 March 2024. This was a multi-stakeholder workshop, participated by officials of all relevant government entities, all active development partners in the sector and representatives from designated CSOs. The EFA was further revised based on the feedback generated from the national consultation and sent to GPE on 16 April 2024 for review by the GPE Independent Technical Advisory Panel (ITAP).

In the meantime, five sub-national consultations were organized covering all eight administrative divisions of Bangladesh during April and May 2024. A total of 438 national, divisional, district and sub-district level officials, supervisors, teacher trainers and teachers participated in these consultations. Based on these consultations, the draft PC was prepared. After that, a national level consultation was organized on 12 June 2024 with ELCG members to review the draft PC. Based on the comments and feedback came from this workshop, the PC was updated and sent to ELCG members for their final review and endorsement. ELCG members endorsed the PC and ELCG chair (MoPME) sent the PC to GPE on 30 June 2024 for their review and feedback. Then, the GPE Secretariat have reviewed the draft Partnership Compact and provided their feedback in August 2024.

One of the major types of feedback from the GPE Secretariat was to narrowing down the priority reform area as it (*Establishing a smart, green and inclusive education system for improved learning outcomes*) seems too broad, especially for the ambitious outcomes targeted within the limited timeframe of the compact's implementation. The GPE Secretariat recommended narrowing down the scope (given the resources available from STG as well as the time) and prioritizing the most strategic focus areas. After reviewing the GPE Secretariat feedback ELCG members felt that another national level workshop would be best to discuss, narrowing down the scope and finalize the priority reform area with the consensus of all stakeholders. Then, another national level consultation was organized on 6 October 2024 to review the GPE Secretariat feedback, discuss and narrow down the priority reform areas. In this workshop, ELCG members came in a consensus by selecting a priority reform area titled "Teacher professional development for effective teaching to improve learning outcomes". ELCG members agreed that this priority reform area is one of the top-most priorities for Govt. to ensure quality education as well as it covers both primary and secondary education sub-sectors. After that the PC was revised in line with the revised priority reform area and sent to ELCG members for their final review and

endorsement. After getting endorsement from the ELCG members, ELCG chair (MoPME) sent the revised PC to GPE.

Composition of the participants in the national and sub-national consultations is summarized in the table below. These consultations yielded important insights and feedback on the proposed priority reform area and its potential themes with consideration to subnational contexts.

*Participant composition in **National Consultations** for Partnership Compact development:*

Type	Agency	Number	Number of Consultation
<b>Government Counterparts</b>	Ministry of Primary and Mass Education (MoPME)	11	3
	Ministry of Education (MoE)	8	3
	Directorate of Primary Education (DPE)	14	3
	Directorate of Secondary and Higher Secondary Education (DSHE)	8	3
	Directorate of Technical Education (DTE)	2	3
	Directorate of Madrasah Education (DME)	2	3
	National Curriculum Textbook Board (NCTB)	4	3
	Bureau of Non-Formal Education (BNFE)	2	3
	National Academy for Educational Management (NAEM)	2	3
	National Academy of Primary Education (NAPE)	2	3
	Bangladesh Bureau of Educational Information and Statistics (BANBEIS)	2	3
<b>Development Partners</b>	Asia Development Bank (ADB)	2	3
	British Council	2	3
	European Union (EU)	1	3
	Foreign, Commonwealth and Development Office (FCDO)	1	3
	Global Affairs Canada (GAC)	2	3
	International Labor Organization (ILO)	1	2
	Japan International Cooperation Agency (JICA)	1	3
	United Nations Educational, Scientific and Cultural Organization (UNESCO)	2	3
	United Nations Population Fund (UNFPA)	2	3
	United Nations Children's Fund (UNICEF)	14	3
	United States Agency for International Development (USAID)	2	3
World Bank	3	3	
<b>Civil Society Organizations</b>	Save the Children	1	3
	Campaign for Popular Education (CAMPE)	2	3
Total		<b>93</b>	

Participant composition in **Sub-national Consultations** for Partnership Compact development

Type	Chattogram	Barishal & Khulna	Rajshahi & Rangpur	Dhaka & Mymensingh	Sylhet	Total
MoPME Officials	3	3	4	3	2	<b>15</b>
MoE Officials	2	2	4	2	1	<b>11</b>
DPE Officials	12	11	11	10	19	<b>63</b>
DSHE Officials	2	2	2	2	2	<b>10</b>
DME Officials	2	2	2	2	2	<b>10</b>
Division Level – Primary	2	3	1	2	2	<b>10</b>
Division Level – Secondary	5	4	4	3	6	<b>22</b>
DPEO <sup>63</sup> /Asst. DPEO	5	7	4	6	5	<b>27</b>
DEO <sup>64</sup> /Asst. DEO	8	7	10	10	5	<b>40</b>
PTI <sup>65</sup> Superintendent/Asst. Superintendent	5	2	4	4	5	<b>20</b>
UEO <sup>66</sup> /Asst. UEO	6	7	6	6	8	<b>33</b>
USEO <sup>67</sup> /Asst. USEO	7	9	10	10	10	<b>46</b>
URC <sup>68</sup> Instructor/Academic Supervisor	4	4	3	3	3	<b>17</b>
School Teacher	6	3	4	2	4	<b>19</b>
<b>Total</b>	<b>69</b>	<b>66</b>	<b>69</b>	<b>65</b>	<b>74</b>	<b>343</b>

<sup>63</sup> District Primary Education Officer

<sup>64</sup> District Education Officer (secondary)

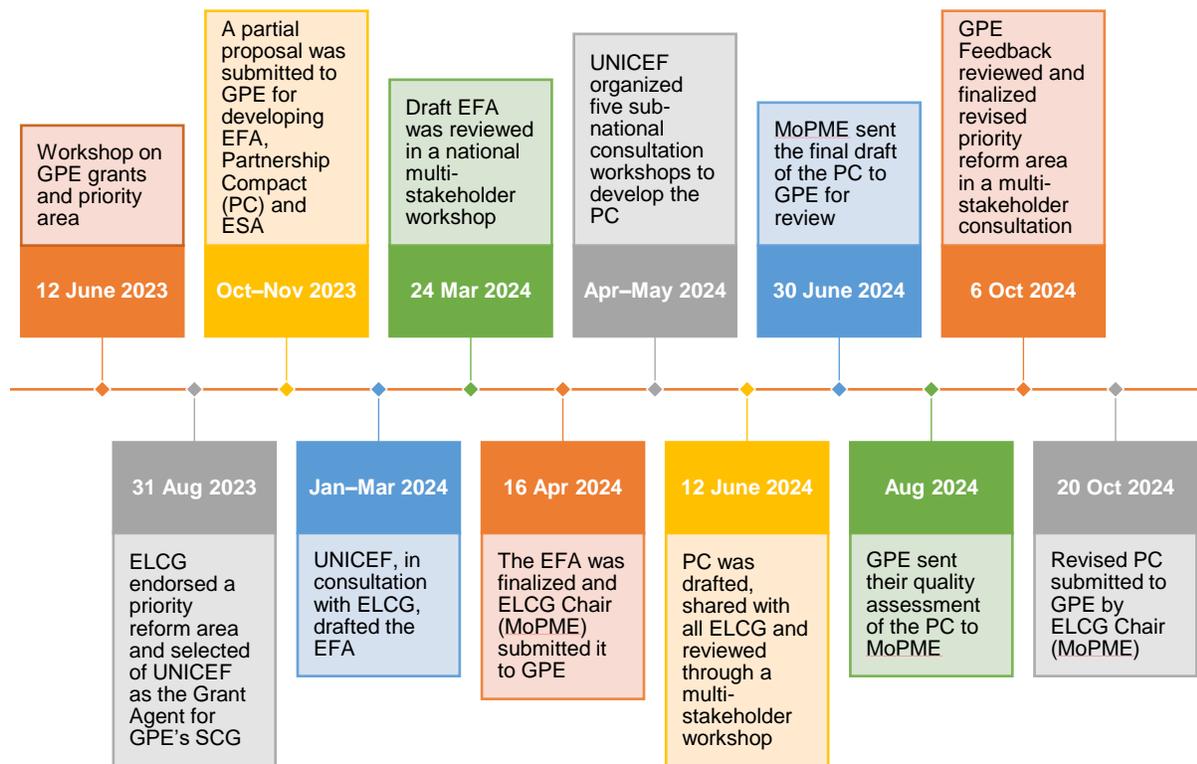
<sup>65</sup> Primary Teachers' Training Institute

<sup>66</sup> Upazila (sub-district) Education Officer (primary)

<sup>67</sup> Upazila Secondary Education Officer

<sup>68</sup> Upazila Resource Center (primary)

The major milestone along the Partnership Compact development process is presented in following figure.



## Annex 2: Mapping of partners' funds and efforts in the education sector in Bangladesh

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
Asian Development Bank (ADB)	Supporting Smart Primary Education Development Program (SPEDP)	Primary education	FY 2026	FY 2031	\$500 million loan	National with targeted selection will be explored	Key areas yet to be confirmed. The focus will be on learning outcome and use of digital technology for teacher development and school management
	Technical Teacher for the Future (TTF) Program	TVET	July 2024	June 2029	150 million	National	Enhanced Access to Modern TVET Training, Improved Quality and Relevance of Training, Strengthened Policy and Institutional Capacity
	Secondary Education Sector Investment Program (SESIP – Trance 1 & 2)	Secondary education	January 2014	December 2024	275 million	National	To reduce the poverty in Bangladesh by establishing a more relevant secondary education in terms of quality, efficiency, and equity through improving the secondary education sector.
	Secondary Education Development Program (SEDP – Trance - 3)	Secondary education	September 2018	November 2023	225 million	National	<ul style="list-style-type: none"> <li>Improved quality: teaching and learning; curriculum, learning materials and examinations; digitization.</li> <li>Increased quantity: student access, participation, and retention; carefully planned construction and renovation.</li> <li>Increase efficiency: Effective, decentralized management; systematic program monitoring; satisfactory and timely resolution of key policy issues.</li> </ul>
	NextGen Secondary Education Program (NSEP)	Secondary education	PDPP approved, preparation is ongoing. Possible commencement date: July 2024	June 2029	300 million, and 50 million (GPE Multiplier Grant)	National	<ul style="list-style-type: none"> <li>Secondary education system and performance.</li> <li>Classroom and teaching and learning activities.</li> <li>Preparedness of teachers and institution leaders.</li> <li>Capacity of education administration for supervision, guidance, and support</li> <li>Climate change and disaster risks and vulnerabilities</li> </ul>
CAMPE	Gender-responsive, climate-resilient, and digitally oriented secondary education environment in	Education, gender, climate change	01/04/2022	31/03/2025	238,795	National, local	Overall objective of the project is to empower girls through influence national policy and practice change discourse for gender-responsive, and climate resilience, secondary education in Bangladesh.

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
	Bangladesh (Funded by MALALA Fund)						
	Education Out Loud - Advocacy & Social Accountability (ASA) (funded by GPE through OXFAM IBIS)	Education, accountability	01/01/2016	01/12/2026	1,406,105	National and local	Objectives of the project is to strengthen national civil society engagement in gender responsive education planning, policy development and monitoring to improve quality with equity in Bangladesh. Contribute for promoting a holistic view and mitigating various problems of fragmentation in education planning, implementation, and governance mechanisms.
	Teachers – the pivot of change in education (funded by British Council)	Education	01/03/2024	30/06/2024	30,116	National	The overall objective of the study is to assess the status of teachers' skills and their relevance to learning outcomes, as well as the landscape of teachers' professional development and training, comparing it with international standards. Additionally, the study will explore the skills and competencies that teachers need to navigate the revised curriculum.
	Empowering Children through Education (ECE) funded by Hempel Foundation	Education	01/01/2024	31/10/2026	88,217	National and local	The ECE project is to improve foundational learning competencies for learners from grade 1-5 through remedial learning support with a special focus on teachers' professional development.
European Union	Human Capital Development Programme for Bangladesh 2021 (HCDP 21)	Primary, non-formal education and TVET	2019	2025	\$ 265 million (€ 245 million)	National	<ul style="list-style-type: none"> <li>Improved quality, relevance, and efficiency of the primary education and TVET subsectors.</li> <li>Improved and equitable access to primary education and TVET services, and.</li> <li>Improved management and governance of Primary Education and TVET.</li> </ul>
Foreign, Commonwealth and Development Office (FCDO)	Educate Most Disadvantaged Children in Bangladesh (EMDC-B)	Catch-up education, Multi-level Multi-lingual education, accelerated learning	2021	2028	49 million	Dhaka, Mymensingh, Jamalpur, Sherpur, Kurigram, Gaibandha, Bhola, Narsingdi,	EMDC-B programme aims to support 360,000 marginalised children including 216,000 girls, to gain foundational skills, i.e., literacy, numeracy, socio-emotional and life skills. EMDC-B is focusing on the poorest girls and children with disabilities, with the goal of improving system-wide support for all marginalised children.

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
	Education Quality Improvement programme in Bangladesh (EQUIP-B)	Curriculum, learning assessment, teacher education and professional development, data management and use, climate change, social mobilisation, SEND	2021	2027	£20 million	Brahmanbaria , Bandarban Bangladesh/ National	EQUIP-B programme aims to improve the quality of education in primary and secondary through needs-based and targeted technical assistance (TA). It supports the two Education Ministries of the government to strengthen the education system's efficiency and effectiveness that results in improving the students' learning outcomes and enable adolescent girls to stay in secondary school.
Global Affairs Canada (GAC)	UNICEF – Covid-19 Response and Recovery in Education	Education, gender equality and inclusion, WASH, System strengthening, technology in education, psychosocial wellbeing	2022	2025	\$7,742,754 CAD \$9.9 M	National	Ensure schools are safe to return to after C-19 pandemic, provide hygiene and remedial kits to primary and secondary schools. Create a resilient, shock-responsive, and inclusive education system that offers equitable and quality primary and secondary education services, by maintaining safe operations at schools. Develop and strengthen remote learning modalities, generate evidence on school participation, learning, learning loss. Strengthen e-monitoring systems and the Disaster Risk Reduction (DRR)/Education in Emergency (EiE) framework components of the system.
	ILO – Promoting Gender Responsive Skills Training Systems in Bangladesh (PRoGRESS)	Skills, GE, policies, operational systems, public/private market actors, wage/self-employment	2021	2026	\$14,710,000 CAD \$20M	National	Improve skills development policies, budget and operational systems in BGD by incorporating gender equality, enterprise development, and green jobs promotion. Contribute to change regulatory procedures, capacities, and incentives of public/private market actors in the skills and value chains. Increased wage and self-employment opportunities for women. Promote inclusive

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
							skills training and business development services for women.
	UNDP – Women and Girls Empowerment Through Education and Skills in CHT (WGETES) Phase I	Education, Skills, GE, graduation to MPO status	2019	2023	\$7,295,000 CAD \$9.9M	CHT – Khagrachari, Rangamati, Bandarban	Address the major barriers to access education (primary and secondary) for girls and women in the CHT, especially ethnic minorities and persons with disabilities, with aim to improve quality and inclusive education, retention of girls/women at school, economic opportunities, and decent work.
	BRAC – Gender Responsive Education and Skills Programme in CHT (GRESPE) Phase I	Education, Skills, GE	2020	2024	\$3,680,000 CAD \$5M	CHT – Rangamati, Bandarban	Improve access to education of girls (primary and secondary) and women (skills) and work through dismantling barriers. Invest in quality education systems (primary (grades 1 to 5) and secondary (grades 6 to 10)) to increase attendance, retention of girls and Indigenous students. Increase access to skills training and labour market participation by girls and women (14-24 years) (dropped out or never attended formal schooling). Work with both Indigenous and Bengali communities to boost social cohesion.
	UNDP – Women and Girls Empowerment Through Inclusive Education in CHT Phase II	Education, GE, graduation to MPO status	2024	2029	\$5,885,000 CAD \$8M	CHT – Khagrachari, Rangamati, Bandarban	Strengthen the quality of foundational education for girls, improve access to education, and strengthen 71 informal secondary schools so they become accredited schools funded by the Government of Bangladesh (Monthly Payment Order - MPO).
	UCEP Bangladesh – Gender Responsive and Inclusive Vocational Education and Training	Education, Skills, GE	2024	2029	\$8,828,000 CAD \$12M	National 10 districts	<b>**NOT APPROVED YET – as of March 27, 2024 **</b> Address Bangladesh’s need to provide underprivileged youth with market-driven skills leading to decent work. Provide underprivileged children and youth, especially girls and women, with inclusive vocational education (grade 6 to 10) and skills training (16-21 years) that meet the needs of the market and responds to the

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
							needs of women and girls. Strengthen the capacity of the organization to provide such training through gender responsive teaching methods and curriculum.
JICA	JICA Support Program 3 for Strengthening Mathematics and Science Education in Primary Education Project	Primary Education	October 2018	June 2025	TCP (In-kind)	National	<ul style="list-style-type: none"> <li>• Revision of science and mathematics curriculum, textbook and TG of G1-G5.</li> <li>• Revision of science and mathematics curriculum and course materials of DPEd.</li> <li>• Support developing a framework for teachers and teacher-educators CPD.</li> </ul>
	Fourth Primary Education Development Program	Primary Education	July 2018	June 2025	2500 million JPY (Grant)	National	500 million JPY out of the 2,500 million JPY is yet to be approved by Government of Japan.
	Project for the Improvement of Technical Education for Industrial Human Resources Development	Technical Education	February 2019	May 2024	TCP (In-kind)	National (TTTC) and Regional (Dhaka, Cox's Bazar Polytechnic)	<ul style="list-style-type: none"> <li>• Capacity development of TTTC and polytechnic teachers on development of hands-on manuals for practical sessions for model subjects of mechanical, electrical, electronics and computer technologies.</li> <li>• Hands-on Manual development guideline.</li> <li>• Collaboration with industries.</li> <li>• Career guidance to the students.</li> <li>• Equipment for model subjects.</li> </ul>
	Project for the Improvement of Equipment for Technical Education	Technical Education	March 2023	April 2025	997 million JPY (Grant)	National (TTTC) and Regional (Dhaka/Mohila Polytechnic)	Provide lab equipment for mechanical, electrical, electronics and computer technologies for Technical Teachers Training College, Dhaka Polytechnic Institute and Dhaka Mohila Polytechnic Institute.
	Structure Building Project for Promoting participatory Sustainable School Meal in Collaboration Between Upazila Education Officer and NGO	Partnership Program	February 2023	October 2025	TCP (In-kind)	Regional (Jessore)	<ul style="list-style-type: none"> <li>• Provide school meals to selected schools.</li> <li>• Student weight and height measurement twice a year</li> <li>• Hygiene promotion to the students and mothers' group</li> </ul>

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
UNESCO	Capacity Development for Education (CapED)	Teacher Strategy and Professional Development; GCED and ESD	2022	2025	USD 800,000	Global programme with national implementation	Review of SDG 4 Strategic Framework (SF); Review of Teacher policy and programs, and development of a Gender-responsive comprehensive Teacher Strategy; Development of ICT Competency Standards for Teachers.
	Regular Programme	Inclusion	2024	2025	USD 30,000	National	Celebration of int. Days (IDE, IMLD, ILD and WTD), Study on MTB-MLE, Conference on Inclusive Education, Promoting digital competency of literacy educators and financial literacy
	GPE Climate Smart Education Systems Initiative	Greening education, Education for Sustainable development	2024	2025	USD 700,000	National	Enhancing capacities to mainstream climate change adaptation and environmental sustainability into education sector plans.
	Regular Programme	GCED and ESD	2024	2025	USD 40,000	National	Readiness and needs assessment, institutional capacity building for all stakeholders on ESD/GEP, Scale-up Learning for Empathy in Madrasah and ASPNet schools; support youth-led climate actions at school, home and in the community.
	Regular Programme	Skills dev. and Higher Education	2024	2025	USD 30,000	National	Strengthening STEM and vocational provisions through counselling, research and workshops, conferences.
	Regular Programme and National Federation of UNESCO Associations in Japan (NFUAJ)	Skills-based Functional Literacy and Livelihoods Skills for Host Community Youth	2023	2024	USD 30,000	District/Regional	Skills-based Functional Literacy for transitioning to Formal Livelihoods Skills Development/TVET, and Livelihood Skills Development Training
	Health-Promoting School (HPS) Programme in Bangladesh	Resilient, safe & inclusive learning environments in school	2024	2024	USD 170,000	National and Regional	Strengthen and promote health and well-being situation in school through situation analysis, needs assessment, training and advocacy.

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
	Education for Rohingya Refugee and Host Community Children in Bangladesh	Quality learning, equity and inclusion	2022	2025	USD 3,584,541.00	Cox's Bazar District	In consortium with UNICEF and UNHCR, UNESCO support the Rohingya and host community in Burmese language training for teachers; Social-emotional wellbeing of teachers; Crisis-sensitive and gender-responsive education management, planning and coordination; Community engagement through parenting education.
UNICEF	Support to PEDP4 (pool fund and parallel fund)	Sector programme (Access and Equity, Quality, and Governance)	2018	2025	\$15 M	National	Providing upstream support and institutional capacity development in implementing PEDP4.
	Support to SEDP and Secondary Education	Activities focusing on quality	2018	2025	\$10 M	National	Providing upstream support and institutional capacity development in implementing SEDP and other sector activities.
USAID	Esho Shikhi	Bangla subject instruction, early grade reading	Nov 2021	Nov 2026	\$38.5 M	National	Esho Shikhi (Come and Learn) is a five-year (2021-2026) project awarded to Winrock International (WI). It aims to improve learning outcomes of children by enhancing teachers' abilities to provide quality instruction for early grade Bangla reading lessons.
	Shobai Miley Shikhi	Disability inclusive Education	April 2022	April 2027	\$18 M	National	USAID Shobai Miley Shikhi is a five year (2022-2027) inclusive education project awarded to RTI International. The project aims to improve learning opportunities of children with disabilities and special education needs in government primary schools
	Higher Secondary Education project	Leadership skills of college principals and pedagogical knowledge and skills of college teachers	Aug 2023	Aug 2028	\$40 M	National	The USAID's Higher Secondary Education Project is a five-year (2023-2028) project awarded to Chemonics International. The project aims to improve the quality of teaching for 11th and 12th grade teachers.
The World Bank	Quality Learning for All Program (QLEAP)	Quality,	June 2018	December- 2024	US\$650 million IDA	National	This is part of the sector programme (PEDP4) in primary education with three

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
		Equitable Access, Management, Financing and Governance			+ US\$53.5 million GPE ESPIG		results areas or components: (a) quality, (b) equitable access and participation, and (c) management, governance, and financing. The main purpose is aligned with PEDP4 target, which is to ensure quality education for all from PPE to Grade 5.
	Learning Acceleration in Secondary Education (LAISE)	Improved learning, teacher competency; systems and resilience of secondary education	November 2023	December 2028	US\$300 million IDA	National	LAISE will support SEP through three Results Areas (RAs). RA1: Student support for improved learning, retention and resilience; RA2: Improved teacher competency; RA3: Improved secondary systems and resilience.
	Higher Education Acceleration and Transformation (HEAT)	Higher education for women, higher education's governance, resilience to emergencies, and graduate employability	June 2023	December 2027	US\$191.2 7 million IDA	National	The development objectives of HEAT are (i) To strengthen the COVID-19 response in higher education, improve connectivity and quality of higher education for women, and (ii) to enhance higher education's governance, resilience to emergencies, and graduate employability; and (iii) in case of an Eligible Crisis or Emergency, respond promptly and effectively to it.
	Accelerating and Strengthening Skills for Economic Transformation (ASSET)	Technical Vocational Educational and Training (TVET)	May 2021	December 2026	US\$300 million IDA	National	To equip Bangladeshi youth and workers, including women and the disadvantaged, with skills demanded for the future of work and improved employment prospects.
	Employment and/or Training (NEET) Youth (EARN)	NEET Youth Employment	June 2023	December 2028	US\$300 million IDA	National	To (i) increase access to education and skills training, and promote employability of the NEET youth, especially for women, in selected rural areas of Bangladesh, and (ii) in case of an Eligible Crisis or Emergency, respond promptly and effectively to it.
World Food Programme	School Feeding Programme	Education and Nutrition	2001	Ongoing	300 million	National (Technical and capacity strengthening support)	The primary objective of the school feeding programme is to enhance positive education outcomes including increasing enrolment, attendance, retention, completion rate, by reducing short-term hunger to increase

DP Name	Project/ program name	Major thematic area	Start	End	Budget (USD)	Program area (national/ regional)	Brief descriptions/objectives/activities
						<p>2001-2011: Implemented in most vulnerable upazilas and assisted over 1.5 million primary schoolchildren across the countries.</p> <p>2011 to 2022: Targeted interventions (14,000 schools of 104 sub-districts)</p> <p>Currently, implementation in all GPS in Teknaf, Ukhiya and Kutubdia upazilas of Cox's Bazar district.</p>	<p>concentration in classroom education in achieving universal primary education through the provision of nutrient-dense foods to primary schoolchildren in government primary schools.</p> <p>Additionally, the programme aims to improve children health and nutrition status and dietary practices of schoolchildren through providing health, hygiene and nutrition education to children, teachers, SMC members and parents and practicing them at schools and their household level.</p> <p>Furthermore, the programme aims to strengthen national capacity to implement School Feeding Programme in an effective, cost efficient and sustainable manner through providing technical and capacity strengthening support to government.</p>
			2008	Ongoing	40 million	3300 Learning Centers in Rohingya camp in Cox's Bazar	
			2023	Ongoing	500,000	29 Schools in Bhasan Char	

### Annex 3. Theory of Change for the broad sector reforms and results

<b>Impact</b>	Enhanced productivity of human capital resulting in accelerated socio-economic development as envisaged in Bangladesh's vision of 2041							
<b>Objectives/ Goals</b>	Improved learning of all children: School readiness by age of 6; ii) Foundational learning by age of 10; and iii) Grade-specific proficiency, employability skills and socio-emotional skills by age of 18.							
<b>Outcomes</b>	Equitable and inclusive right to education All children and young people have access to and participate in inclusive learning opportunities in a safe, green and enabling school environment		Quality learning and skills Motivated, prepared and equipped teachers engage students in gender-transformative, inclusive, interactive and experiential pedagogy			Enhanced systems supporting transformation. National and sub-national government entities develop, implement and monitor "smart solutions" to enhance equitable access and promote quality learning		
<b>Intermediate Outcomes</b>	Smart system reaches and retains all children	Smart and green school environment facilitates inclusive learning	Smart, green and inclusive contents and pedagogies used for instruction	Smart, equipped and motivated teachers facilitate learning	Smart systems use data and evidence to innovate smart solutions	Smart systems use increased funds efficiently and effectively	Smart systems ensure improved policy environment, sector coordination and governance	
<b>Outputs</b>	<ul style="list-style-type: none"> <li>Expanded provision for 2 years pre-primary education.</li> <li>Availability of education opportunities for all children</li> <li>Early warning systems in place for addressing dropout.</li> <li>Parents/ caregivers have enhanced knowledge/ understanding on the benefits of children's education.</li> <li>Teachers practice inclusive and positive behavior to ensure all children are in school</li> </ul>	<p>All schools have:</p> <ul style="list-style-type: none"> <li>Gender sensitive, inclusive and green infrastructure</li> <li>Adequate teaching learning resources</li> <li>Health, nutrition and psychosocial support</li> <li>Increased instructional time.</li> <li>Support system for uninterrupted learning during emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>Competency based, inclusive, green and flexible teaching-learning materials, methods and assessment practices in place.</li> <li>Effective learning enhancement/remediation strategy integrated into pedagogy.</li> <li>Parents/stakeholders have enhanced understanding about curriculum and assessment reforms.</li> <li>EdTech provisions are effectively utilized to diversify learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Innovative, inclusive, gender-transformative and relevant pre- and in-service teacher education and professional development provisions are in place.</li> <li>Teacher performances are assessed according to professional standards.</li> <li>Teachers are rationally deployed and their working conditions (pay scale, career path, etc.) are supportive, inclusive and gender sensitive</li> </ul>	<ul style="list-style-type: none"> <li>Data with improved quality, disaggregation and timeliness is available through interoperable EMIS.</li> <li>National and sub-national government staffs have enhanced capacities on the use of data for planning, managing and monitoring of education sector plans.</li> <li>Valid and reliable data are available on children out of school as well as in school.</li> <li>Data on learning achievement available through regular conduction of large-scale student assessment</li> </ul>	<ul style="list-style-type: none"> <li>Increased public funding in education.</li> <li>Gender-responsive and equitable budgets available.</li> <li>Gradually enhancing decentralization of decision-making process and budget utilization.</li> </ul>	<ul style="list-style-type: none"> <li>Effective inter and intra-ministerial coordination.</li> <li>Improved governance and coordination for equitable and harmonized service delivery and outcomes.</li> <li>Improved accountability of duty bearers/service providers.</li> <li>Improved policy environment ensuring right to education</li> </ul>	

<p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>▪ Improving infrastructure and capacity to scale-up 2 years PPE</li> <li>▪ Identifying and enrolling out of school children and children with disabilities, irrespective of age (e.g., unique ID for all children)</li> <li>▪ Implementing social and behaviour change strategies to enhance awareness of teachers and parents on access, attendance, parental engagement in children's education, harmful social norms (stigma around disability, child marriage, child labor, bullying, violence)</li> <li>▪ Identifying children who are at risk of dropping out and taking measures (i.e., home visits) to mitigate the risk.</li> <li>▪ Strengthening alternative learning pathways through NFE, pre-vocational, literacy+, etc.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Making physical facilities green, climate resilient, accessible and safe for all children</li> <li>▪ Establishing new classrooms (for converting double shift into single shift schools)</li> <li>▪ Improving the supply and quality of learning resources (textbooks, SRM, EdTech resources, play materials, libraries, etc.).</li> <li>▪ Ensuring flexible, creative and efficient use of school spaces to foster learning.</li> <li>▪ Strengthening provision and institutional arrangement for health, nutrition and psychosocial support system</li> <li>▪ Strengthening inclusive education provision through screening, referral, Assistive Device provision and other need-based targeted interventions.</li> <li>▪ Developing EiE contingency plan and arranging necessary EdTech provisions to ensure uninterrupted participation in learning during emergencies.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Reviewing and updating textbooks, teacher's guides, TLMs and assessment strategies to ensure alignment with competency based, gender-transformative, inclusive and green curriculum.</li> <li>▪ Developing curriculum (pedagogy, materials and assessment) implementation strategy and rolling it out</li> <li>▪ Developing and implementing learning enhancement/ remediation strategy</li> <li>▪ Strengthening mechanism for regular monitoring, research and evaluation for implementation and reformation of curriculum and assessment</li> <li>▪ Conducting stakeholder consultation and sensitization activities</li> <li>▪ Developing integrated and equitable EdTech solutions for teaching-learning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Revising policy and making arrangements for: <ul style="list-style-type: none"> <li>- pre-service teacher education.</li> <li>- teacher recruitment, deployment and standards</li> <li>- continuous professional development</li> <li>- provision of teacher assessment and linking it with incentives and career progression.</li> <li>- supportive supervision and mentoring.</li> </ul> </li> <li>▪ Developing capacity of teachers on the use of EdTech in teaching process.</li> <li>▪ Providing EdTech supports to ensure co-creation, effective use and maintenance of EdTech solutions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Strengthening EMIS that is interoperable, generates disaggregated data and provides real-time dynamic reports based on different needs of the agencies.</li> <li>▪ Developing capacity of the officials on error-free data entry, analysis, reporting, dissemination and use.</li> <li>▪ Strengthening institutional capacity and arrangements (protocol and compliance tool) for formulating data-driven policies, programs and interventions.</li> <li>▪ Commissioning independent policy research, study, evaluation, situation analysis to generate and use data and evidence.</li> <li>▪ Conducting school catchment area survey</li> </ul>	<ul style="list-style-type: none"> <li>▪ Developing strategy for progressively increasing public funding in education and its gender-responsive and equitable allocation</li> <li>▪ Developing efficient mechanism for need-based and timely use of budget</li> <li>▪ Conducting a public expenditure review and benefit-incidence analysis</li> <li>▪ Strengthened institutional capacity in national and sub-national levels for coordinated planning and budgeting processes to improve the efficiency of budget utilization</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establishing protocols and accountability mechanism for improved inter and intra-ministerial, sub-national and local level coordination.</li> <li>▪ Bringing all education institutions under ministries' governance</li> <li>▪ Including CSOs, private sector and academia in ELCG.</li> <li>▪ Developing education data policy framework <ul style="list-style-type: none"> <li>▪ Conducting gender and inclusion analysis of education</li> </ul> </li> <li>▪ Updating/developing policies, plans and frameworks for right to education, gender-responsiveness and inclusion, climate change adaptation, data management, etc.</li> <li>▪ Developing roadmap to transition from 5 year to 8-year primary.</li> </ul>
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## Annex 4. The United Nations Secretary-General's High-Level Panel on Teaching Profession (2023): Transforming Teaching Profession: Deliberations and recommendations

### Box.1. The United Nations Secretary-General's High-Level Panel on Teaching Profession (2023): Transforming Teaching Profession.

The Panel reaffirms that education is a human right and emphasizes teachers' crucial role in achieving inclusive and equitable education (SDG 4). The High-Level Panel's concern over the global teacher shortages, high attrition rates, reliance on quasi-qualified personnel, insufficient professional development, and poor working conditions are all relevant for Bangladesh. Talented individuals turn away from pursuing teaching, jeopardizing progress toward SDG4. To address this, education systems must be transformed both externally and internally, with societies investing in education and valuing teachers.

Teachers need secure, supportive, and well-resourced environments to thrive. Government, educational institutions and teacher organizations need to work together to develop teachers who can effectively support learners. Teachers should evolve into knowledge producers and facilitators, fostering inquiry-based learning and preparing students for active citizenship and sustainable living. Investments in the teaching profession are vital for unlocking education's transformative potential.

#### ***Enabling the transformation of the teaching profession***

Teachers are vital for transforming education systems, but they need a supportive environment to be effective. Governments should implement economic and social policies that provide equitable funding for education and lifelong learning, ensuring that families can support learners. The teaching profession must also be held in high regard.

Governments should uphold teachers' rights, including freedom of association and expression, and promote diverse, cooperative learning pathways that foster empathy, ethics, and social consciousness. National teacher policies should cover recruitment, training, career development, and working conditions, while ensuring gender equality and inclusion in the profession.

To address teacher shortages, governments should establish commissions to analyze labor market needs, and retention strategies. Additionally, a Teacher Management and Information System should be developed to monitor teacher demand, professional development, and equitable deployment, particularly for marginalized groups.

#### ***Investing in teachers***

Quality education requires adequate financing, with public education funding recommended at a minimum of 6% of GDP and 20% of total government expenditure (Education 2030 Framework for Action). This funding should be transparent and protected from austerity measures, with tax revenues supporting sustainable financing.

Long-term investments in well-qualified and supported teachers are crucial for enhancing educational quality and stability, as opposed to short-term solutions that lead to high turnover. Governments should provide competitive salaries, accessible training, continuing professional development, quality teaching materials, and qualified support personnel.

Additionally, the efficiency of education funding must be monitored and evaluated. Schools and tertiary institutions should have some financial autonomy to address teacher needs. Mechanisms for tracking education budgets should ensure transparency and accountability, and institutions may require training in financial management as needed.

#### ***Promoting equity, diversity and inclusion***

Governments should implement policies to promote equity, diversity, and inclusion within the teaching workforce, particularly for vulnerable and marginalized groups, starting with workforce planning. Targeted measures are needed to attract these groups and ensure their retention in the profession,

including promoting women and marginalized individuals to leadership roles and protecting teachers from violence and harassment.

Policies should provide accessible pathways to high-quality training, adequate compensation, and a supportive working environment for all teachers, including those with disabilities. Bonuses and incentives, such as transportation and housing support, should be offered to teachers in rural and challenging settings to encourage experienced educators to work in these areas.

Governments must also develop clear policies for teachers in crisis-affected regions, refugee camps, and areas prone to violence. These policies should focus on professional development, address teachers' physical and emotional needs, and enhance their status in crisis situations. Education funding should ensure continuity during disruptions, including considerations for hazard pay and timely salaries for teachers in crisis settings.

### ***Elevating the status and dignity of the teaching profession***

The status and dignity of the teaching profession must be protected and elevated through policies that emphasize the importance of the teacher-student dynamic. Teacher dignity is linked to their ability to influence educational policies, curricula, and pedagogical practices, necessitating policies that ensure teacher agency and foster trust among school authorities, communities, and learners.

Governments should facilitate social dialogue, including collective bargaining, on matters affecting teachers. The role of teachers is evolving from mere knowledge providers to guides in learners' self-discovery, and educational policies should reflect this cultural shift.

To attract young people to the profession, public recognition of teachers' social importance and professional expertise is essential, alongside acknowledging outstanding educators. Measures must be taken to prevent violence, harassment, and intimidation against teachers, with resources provided to ensure their safety.

Governments should phase out the use of contract teachers and unqualified personnel, implementing policies to train these individuals into qualified teachers by recognizing their prior experience and skills.

### ***Improving quality and fostering innovation in teaching through training and lifelong learning***

High-quality initial teacher education and training should ensure that all prospective teachers possess at least a first-level higher education degree. Initial teacher training should blend theory and practice, preparing educators to be innovative guides and leaders in fostering higher order thinking and cooperative learning. Teacher training should focus on providing inclusive, effective, and relevant education, aligned with national and sustainable development goals, and promote lifelong learning.

Continuous professional development (CPD) must be high-quality and designed collaboratively with the teaching profession, ensuring equitable access and integrating active learning and reflective practices. New teachers should receive mentorship and support during their initial years, including reduced workloads.

Policies should encourage collaboration among teachers, providing time and resources for joint planning and interdisciplinary teaching. Governments should facilitate local, regional, and international collaboration, creating platforms for sharing best practices and resources.

Clear career pathways and dedicated resources for professional development should be established, along with accountability measures for assessing teacher performance. Methods for evaluation should reflect the diverse roles of teachers and include feedback mechanisms from learners.

Additionally, partnerships between schools and the private sector can enhance practical learning experiences, such as internships and apprenticeships, supporting students' preparation for the workforce.

### ***Ensuring sustainability, peace and democracy***

In response to the urgent planetary environmental crisis, education for sustainable development, including climate literacy, should be integrated into curricula from early childhood to tertiary education.

Teacher training and professional development must align with these goals, providing educators with free, high-quality, and updated teaching materials.

Teachers should be equipped to help learners become active, responsible global citizens, promoting human rights, social justice, diversity, and global solidarity, thereby fostering a culture of peace. Additionally, educational institutions need well-funded adaptation and contingency strategies to enhance resilience against the impacts of climate change, natural disasters, and emergencies.

### ***Fostering humanity in teaching through decent work***

Secure employment and decent working conditions should be established for teachers through social dialogue and collective bargaining, allowing teacher unions to work.

Teachers should receive competitive salaries and benefits comparable to other professions with similar educational qualifications, ensuring gender pay equity and fairness across different education levels.

Working conditions must include stable contracts, a safe and healthy environment, manageable teacher-to-student ratios, support for addressing student behavior, balanced workloads, and access to quality training and resources. Teachers should also have adequate social protection, reasonable working hours, and arrangements that support mental health and work-life balance.

Educational authorities should collaborate with teachers to develop policies that promote well-being in their working conditions. Additionally, education support personnel should have similar working conditions and collaborate effectively with teachers to minimize non-teaching tasks, allowing teachers to focus on their primary responsibilities.

### ***Developing leadership in teaching***

Strong and collaborative school leadership is essential for attracting and retaining teachers. School leaders should receive mentoring, continuous professional development (CPD), and opportunities for collaboration and reflective practice.

Distributed leadership should be encouraged, allowing teachers to take on leadership roles within their schools, which fosters quality teaching and innovation.

Governments should implement policies that promote women and marginalized groups into leadership positions, offering targeted, free, and accessible professional development and leadership training, along with fair and transparent promotion processes.

### ***Advancing human-centered education technology***

Technology is a transformative force in education that should be integrated into active, human-centered teaching methods. It should empower teachers rather than replace them, enhancing learners' inquisitive, critical, and creative skills.

Teachers need autonomy in using technology to ensure it effectively improves learning, while safeguarding data and privacy for both teachers and students. Training should focus on making teachers and learners active creators and users of technology, not just passive consumers.

Governments should engage in social dialogue to develop policies for educational technology that ensure sustainable and equitable procurement, autonomy over content, and involvement from teachers and students in the design and evaluation of AI tools. These tools should align with pedagogical practices and curricular needs.

While technology can facilitate supported and lifelong learning, it must be complemented by a focus on developing students' social and emotional skills, ensuring that the human relationship with teachers remains central.

### ***Transforming teaching through a new social contract for education and social dialogue***

Coordinated social dialogue among governments, teachers' organizations, and employers is essential for developing education policies, addressing employment conditions, and discussing broader issues

like technology integration and workforce readiness. Collective bargaining should help define teachers' working conditions.

Teachers' organizations, in collaboration with stakeholders, should establish and monitor professional standards to uphold accountability and foster a unified professional ethos. Teachers should also engage in research and dialogue with education systems and training institutions to assume leadership roles in innovative pedagogies and technologies, supported by partnerships between schools and teacher preparation programs.

Employers' organizations should actively participate in social dialogue to ensure decent working conditions in private education and engage in broader policy discussions regarding education transformation and technology regulation.

Furthermore, meaningful student engagement in co-creating and evaluating teaching and learning processes is crucial for enhancing educational quality.

## Annex 5. List of Continuous Professional Development Training for Primary School Teachers

S/N	Type of CPD training*	Target group
1	Induction Training for newly recruited teachers	Assistant Teachers (teaching at G1-G5)
2	Induction Training for newly recruited PPE teachers	Assistant Teachers for Pre-primary Education
3	Leadership Training	Headteachers
4	ICT in Education Training	All Teachers
5	Need-based Sub-cluster Training	All Teachers
6	Curriculum Dissemination Training	All Teachers
7	Competency based item development and test administration training	All Teachers
8	Training of Master Trainer in English (TMTE)	Selected Teachers/ AUEOs/ATEOs as Master Trainers
9	A 7-day Foreign Training	Selected Teachers and Educators
10	SEND Training	Two teachers per school
	<b>Subject-based training</b>	
	<b>Core Subjects</b>	
11	Bangla	Assistant Teachers
12	English	Assistant Teachers
13	Math	Assistant Teachers
14	Science	Assistant Teachers
15	Bangladesh and Global Studies	Assistant Teachers
	<b>Non-core Subjects</b>	
16	Physical Education	Assistant Teachers
17	Arts and Crafts	Assistant Teachers
18	Music	Assistant Teachers

*\*These trainings are provided in different frequencies based on the needs.*