



National SDG 4 Midterm Review: Bangladesh



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

**Government of the People’s Republic of Bangladesh
Secondary and Higher Education Division, Ministry of Education
Bangladesh Bureau of Educational Information and Statistics (BANBEIS)**

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National SDG 4 Midterm Review: Bangladesh

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List of Acronyms

APSC	Annual Primary School Census
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BBS	Bangladesh Bureau of Statistics
BdREN	Bangladesh Research and Education Network
BNCU	Bangladesh National Commission for UNESCO
BNQF	Bangladesh National Qualifications Framework
CBHE	Cross Border Higher Education
COVID	Corona Virus
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
ECE	Early Childhood Education
FYP	Five Year Plan
GDP	Gross Domestic Product
GOB	Government of Bangladesh
ICT	Information Communication Technology
LAS	Literacy Assessment Survey
LASI	Learning Assessment of Secondary Institutions
MICS	Multiple Indicator Cluster Survey
MOE	Ministry of Education
MOPME	Ministry of Primary and Mass Education
MTR	Mid Term Review
NASS	National Assessment of Secondary Students
NEP	National Education Policy
NSA	National Student Assessment
NSDA	National Skills Development Authority
NSMP	National School Meal Policy
NTVQF	National Technical and Vocational Qualifications Framework
PEDP	Primary Education Development Programme
PP	Perspective Plan
ROSC	Reaching Out of School Children
SDG	Sustainable Development Goal
SDG 4	Sustainable Development Goal 4
SDSN	Sustainable Development Solutions Network
SHED	Secondary and Higher Education Division
STR	Student-Teacher Ratio
SVRS	Sample Vital Registration Survey
TES	Transforming Education Summit
TVET	Technical-Vocational Education and Training
UN	United Nations
UNESCO	United Nations Educational Scientific and Cultural Organization
UNGA	United Nations General Assembly

Executive Summary

The National SDG4 Mid-Term Review of Bangladesh provides a comprehensive assessment of the country's progress toward achieving Sustainable Development Goal 4, focusing on quality education. This review encompasses various indicators, including proficiency levels, completion rates, gross intake ratios, out-of-school rates, and nationally representative learning assessments. The findings of the review highlight achievements, challenges, and strategic directions to ensure the nation's commitment to providing universal access to quality primary and secondary education.

This report presents a detailed overview of Bangladesh's policies and endeavors in pursuit of the SDGs, with a focal point on education (SDG4). The country's remarkable progress, earning international recognition through the SDG Progress Award, is highlighted, with Bangladesh positioned at 101 out of 163 countries in the Sustainable Development Report of 2023, signifying significant advancement. Additionally, it addresses the profound impact of the COVID-19 pandemic on Bangladesh, highlighting the government's swift responses to health and economic challenges, with diverse policies and strategies outlined, placing strong emphasis on ensuring quality education for all.

Bangladesh demonstrates a steadfast commitment to aligning its national development endeavors, particularly in education, with the Sustainable Development Goals (SDGs), emphasizing education as a pivotal driver of progress amidst the challenges posed by climate change. Significantly, the government's endeavors to institute an environmentally conscious secondary education system take center stage, underscoring the importance of a united, nationwide endeavor that surpasses political or ideological disparities for the successful implementation of policies and the attainment of goals. Education stands out as a crucial element in molding a sustainable and thriving future for Bangladesh.

Efforts are concentrated on extending basic education, enhancing secondary education outcomes, and ensuring equitable access, with specific objectives for primary education delved into, encompassing the enhancement of school quality, system efficiency, and achieving universal coverage. Initiatives to bolster higher education, research-based environments, and technological skills are outlined, including the expansion of technical and vocational education to cultivate a skilled workforce.

Moreover, essential services and strategies for transforming education in Bangladesh are discussed, including curriculum reforms, expanding pre-primary education, teacher recruitment and training, creating safe learning environments, promoting gender equality and inclusion, and ensuring quality higher education. The Bangladesh National Qualification Framework (BNQF) is highlighted as a crucial component of the education system, providing performance data of children and young people in Bangladesh, particularly in achieving minimum proficiency levels in reading and mathematics at different grade levels.

In this report, Indicator 4.1.1 presents the advancement in Bangla and Mathematics proficiency levels at Grade 2/3 and the conclusion of primary and lower secondary education. Notably, in 2022, 51 percent of Grade 3 students attained the minimum proficiency in reading (Bangla), and 39 percent achieved it in mathematics. Similarly, upon completing Grade 5, 50 percent exhibit proficiency in reading, and 30 percent in mathematics. These statistics indicate strides towards achieving the 2030 targets, with some 2025 objectives already met. Furthermore, data from the 2015 Learning Assessment of Secondary Institutions (LASI) underscores accomplishments in minimum proficiency levels in reading Bangla and mathematics at the lower secondary level. However, English reading proficiency lags due to a shortage of qualified teachers.

Additionally, the report incorporated Indicator 4.1.2, which assesses completion rates in primary, lower secondary, and upper secondary education within specified time frames. The Annual Primary School Census (APSC) reports noteworthy advancements in primary education completion rates, increasing from 79.6% in 2015 to 86.05% in 2022. Targets set aspire for further improvements by 2025 and 2030. For lower secondary and upper secondary education, data from surveys such as the Multiple Indicator Cluster Survey and Sample Vital Registration Survey display completion rates. Notably, rates stand at 68.1% for lower secondary and 47.3% for upper secondary education in 2022.

Indicator 4.2.1 shows the proportion of children under 5 years of age who are developmentally on track in health, learning, and psychosocial well-being, by sex. According to BBS, it was 63.9% in 2012-13 and 74.5% in 2019, which exhibits a positive trend towards the target.

Indicator 4.2.2 focuses on the participation rate in organized learning (one year before the official primary entry age). According to Annual Primary School Census Conducted by DPE, there is a continuous advancement from 2019 to 2022. In 2019 this participation rate was 86.70%, whereas in 2022 it was 94.17%. This report also exhibits the progress on the participation rates of youth and adults in formal and non-formal education and training through indicator 4.3.1.

In Indicator 4.4.1, the Proportion of youth and adults (age 15-64 years) with information and communications technology (ICT) skills is discussed. According to LAS 2023, 4.28% of individuals using computers or tablets, 3.49% of individuals can send email and messages and 2.23% are capable of using Excel spreadsheets.

Moreover, the report covers indicator 4.5.1, where the education level wise Gender Parity Index (GPI) was discussed. Indicator 4.6.1 assesses the percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills. According to LAS 2011, 53.6% of the population of the 15-64y age group was found to achieve at least a fixed level of proficiency in functional literacy skills and 52.8% of that age group had that much proficiency in numeracy skills. In LAS 2023, it is found that for the age group (15-64y), 63.06% and 57.75% have at least a fixed level of proficiency in literacy and numeracy respectively. Component wise baseline value of Indicator 4.7.1 is incorporated in this report.

In order to assess the basic facilities in the educational institutions the 4.a.1 was introduced in SDG4. Because of several initiatives of the government this indicator shows remarkable progress in ensuring the basic facilities in the schools. More than 95% of Primary Schools and 98% of Secondary Schools have electricity connection in 2022. 91.22% of Primary Schools have access

to computers for pedagogical purposes. 97.69% of Secondary Schools have ensured safe drinking water in their premises. Similarly the basic hand-washing facilities and single-sex sanitation facilities are introduced in most of the primary and secondary schools.

Finally, Indicator 4.c.1 is discussed, focusing on the progress in proportion of teachers with the minimum required qualification. According to DPE, 48.0% teachers in primary have minimum required qualification in 2015, which rose to 73.6% in 2022. Similarly, the proportion of teachers with minimum required qualification in lower secondary and upper secondary were increased to 62.76% and 61.95% in 2022 from 59.73% and 44.10% in 2015.

Noteworthy progress towards meeting the 2030 targets is reported, with some targets for 2025 already achieved. Data from various assessments, including the Learning Assessment of Secondary Institutions (LASI) in 2015, showcase achievements in minimum proficiency levels in reading Bangla and Mathematics at the lower secondary level, with notable gender parity observed. However, challenges such as English reading proficiency due to a shortage of qualified teachers are acknowledged.

Furthermore, indicators such as completion rates in primary, lower secondary, and upper secondary education, as well as gross intake ratios and out-of-school rates, are discussed, highlighting critical progress in ensuring access to formal education and evaluating the internal efficiency of the education system. Efforts to monitor learning outcomes and shape educational policies through nationally representative learning assessments, such as the National Students Assessment (NSA) and National Assessment of Secondary Students (NASS), are emphasized.

In conclusion, Bangladesh has implemented comprehensive initiatives to achieve SDG 4 ensuring universal access to quality primary and secondary education. These efforts encompass achieving universal primary education, offering stipends for enrollment, improving schools, providing teacher training, revising the curriculum, implementing school feeding programs, and promoting inclusive education. Despite challenges such as resource constraints, remote access, gender disparity, quality teacher shortages and the digital divide, Bangladesh is making significant strides in advancing its educational landscape.

Chapter 1

Socio-Economic Context

The SDGs recognize the importance of action across all scales to achieve a sustainable future, to contribute to overall national-scale SDG achievement, the government is working towards encouraging local communities to focus on the locally relevant subset of goals and understand potential future pathways for key drivers, which influence local sustainability. To encourage local implementation, initiatives such as SDG localization have been adopted to complement and augment national implementation. The expectation is that this will empower the communities and give them an autonomous voice to advance their local sustainability agenda.

On September 25, 1974, in a speech given at the United Nations, Bangabandhu Sheikh Mujibur Rahman, the Father of the Nation, stated that the Bengali nation is committed to building a world order that reflects people's desire for achieving peace and justice."The statement made by Bangabandhu has a direct reflection in SDG-16."In addition, in the speech, he emphasized eradicating poverty (SDG 1), eliminating hunger (SDG 2), reducing inequality (SDG 10), good health (SDG 3), education (SDG 4), solving the problem of unemployment (SDG 8), emphasizing building equitable economic systems (SDG 16), addressing natural disasters (SDGs 1, 11, 13) and recognizing interdependence and concerted efforts to solve problems (SDG 17). Therefore, it is clear that the thematic statements made by Bangabandhu are widely reflected in the SDGs.

At the 66th session of the United Nations General Assembly (UNGA) in 2011, the Hon'ble Prime Minister Sheikh Hasina presented "People's Empowerment and a Peace-centric Development Model". Focusing on sustainable democracy as a fundamental instrument of development, she presented six mutually reinforcing peace factors, namely: (a) eradication of poverty and hunger, (b) reduction of inequality, (c) mitigation of deprivation, (d) inclusion of the excluded people, (e) acceleration of human development, and (f) elimination of terrorism. Later, the Prime Minister's proposal was unanimously adopted as a resolution at the UN in the category of "People's Empowerment and Development". All the issues of the resolution adopted based on the model of the philosophy of Hon'ble Prime Minister Sheikh Hasina are present in the SDGs.

The main target of the development agenda of the Hon'ble Prime Minister is the people, and so are the SDGs. The Government has thus incorporated the SDGs into its development agenda from the outset to address the challenges of social inclusion, economic development, and environmental protection. The ongoing Eighth Five-Year Plan (FYP) (2021-2025) is aligned with all the SDGs. 66 of the 104 indicators chosen to monitor the Eighth Plan are SDG indicators.

The Government of Bangladesh is striving towards the ambitious goal of reaching the furthest behind first, through adopting the 'whole-of-society' approach and implementing the 'leaving no one behind' agenda. The year 2020 witnessed a surge in human-made crises and natural disasters, which made it challenging to achieve the Sustainable Development Goals (SDGs) in the global economy. Additionally, the COVID-19 pandemic posed significant difficulties in responding to these challenges. Although the economy started to rebound in 2021, it slowed down again towards the end of the year due to new COVID-19 variants and continued global vaccine

inequity, along with rising inflation, supply chain disruptions, policy uncertainties, and the global impact of the Russia-Ukraine war.

Since the introduction of the SDGs, the Government of Bangladesh started to coordinate national efforts and evaluate performance against the SDGs. Furthermore, it was also recognized how challenging it would be to meet the SDGs at the national level, without active engagement with subnational stakeholders. Effective public participation and collective action by local stakeholders are key to achieving inclusive and sustainable development and meeting the SDG targets by 2030. With the above in view, the government has consistently applied the 'whole-of-society' approach to the preparation of national development plans and policy documents of national importance.

Education is the key to a nation's development. Education is the principal means to achieve the goal of poverty alleviation. A properly educated nation, which is modern in genius and intellect and forward-looking in thinking, can only put the country at the zenith of its development. That is why education is the backbone of a nation.

Education sector development is crucial for building the human capital of a country. Theoretically, a country can sustain economic growth even without technological progress by accumulating human and physical capital. In developing countries, the return to education typically demonstrates higher levels. Investing in education has shown remarkably strong persistence across generations, which makes education interventions an effective policy tool worldwide. Moreover, human capital helps countries in their structural transformation from agrarian to manufacturing and service-based economies and is regarded as the key driver of inclusive growth, poverty and inequality reduction, and social development, particularly in developing countries.

Bangladesh achieved remarkable success in accelerating growth, lowering poverty and improving human development during the Sixth and Seventh FYPs. The associated education and training sector strategies and policies played a major role in securing these achievements. The Perspective Plan (PP) 2021 and the National Education Policy 2010 (NEP) guided these strategies and policies. The Plans emphasized providing appropriate education and training to a large group of the population; expanding coverage in both urban and rural areas, to both males and females; improving the quality of education; increasing availability of technical and vocational education and ICT education; and addressing the dropout rates. Evidence shows that in recent years, Bangladesh has made remarkable progress in providing education to its citizens; the literacy rate has risen substantially and the share of the workforce with secondary, higher secondary and tertiary education has risen.

Ensuring education for all children is a fundamental issue. Future generations must acquire quality, modern, and updated knowledge of science and technology and evolve as skilled human resources so that they may contribute to eradicating poverty, illiteracy, corruption, communalism, and backwardness and build up a developed and prosperous Bangladesh. The education system in Bangladesh requires restructuring to address the prevalent issues. Expanding technical and vocational education in Bangladesh can transform the country's large youth population into a skilled and professional workforce. On the other hand, ensuring quality education for all is a

great challenge for Bangladesh. The main force behind quality education and the development of skilled human resources is a team of properly qualified, skilled, and committed teachers. Technology has emerged as the most important factor in the modern world. Computer and Information Technology has become the inseparable and most important part of education all over the world. We need to give it a priority in our education system as well.

Just as we need to eradicate illiteracy through ensuring education for all, on the other hand, we need to upgrade the quality of our higher education to match the international standard. It is very important for young people to acquire professional skills and we will have to take all necessary steps to ensure this.

Overall, to achieve quality, modern, and updated education, it is important to acquire and apply knowledge based on information technology. Language, mathematics, history, science, information technology - technical knowledge and education, and society with learning at its base are all matters of priority. There is no scope for leaving anything to be undone in the future. No matter how huge the challenges are, we have to face them and must come out successful. Education is the most useful tool to help us achieve the goals we have set for the country. Diverse issues right from eradicating illiteracy to ensuring technology-based education must find a place in our education system.

A unified effort of the entire nation, irrespective of political and ideological differences is absolutely essential to make the implementation process of this policy or objectives to achieve the goals. A nationwide awakening and united initiatives can only make that success happen.

Qualitative change in our education system is the most important priority of the day. We hope that people from all strata of society will be actively involved in this noble initiative of building the future society. The process of implementing the policy will start with this hope. Education is the most important factor in our present and future. There has to be a qualitative increase in both government and non-government investment and cooperation for education. There is a need for a huge investment in order to expand and implement ICT. Investment in education means investment in a brighter future.

It is important to instill moral values, honesty, patriotism, accountability, and social responsibility into the youths as they acquire quality modern education and knowledge of contemporary science and technology. Knowledge of our national heritage, values, and glorious history will make our future generation proud and courageous; efficient in the acquisition of knowledge, and help them grow into a true patriotic force. They will have to be enterprising, creative, and able to provide leadership in their respective fields.

On April 30, 2023, UNFPA Bangladesh presented its annual flagship publication, the State of the World Population Report (SWP) 2023, to local media. In the report, it is mentioned that Bangladesh's overall population in 2022 is 169.8 million according to the most recent census. The SWP projected that the country's population would reach at 173 million in 2023.

According to the Census, Bangladesh has a higher proportion of females (50.43%) than males (49.51%), which has ramifications for society and the economy, including enjoying the gender

dividend. The report forecasted that in 2023, men's life expectancy at birth would be 72, while women's would be 76 years. The population's age structure indicates a favorable demographic transition, with 26% of the population aged 0-14, 68% aged 15-64, and 6% aged 65 and up.

Bangladesh has ample opportunity to get the maximum benefit from this favorable demographic structure. With a robust mix of youthful energy, a skilled and dynamic workforce, and a growing population of experienced professionals, such a demographic profile fuels innovation, productivity, and adaptability. This diverse age distribution not only supports a thriving labor market but also fosters intergenerational knowledge transfer, creating a resilient and vibrant community. Overall, a favorable demographic structure sets the stage for sustainable development, ensuring a bright future for the region.

The Bangladesh Bureau of Statistics (BBS) recently published the results of the Labor Force Survey on May 2, 2023. In the 1st quarter of 2023, the total labor force in Bangladesh rose to 73.69 million, with 48.25 million being male and 25.44 million female. This encompasses individuals aged 15 and above engaged in work, including both employed and unemployed.

The youth force (aged 15-29 years) in the country amounted to 27.38 million, with 14.03 million males and 13.35 million females.

Breaking down the 71.10 million engaged in various sectors in the 1st quarter of 2023, 31.94 million worked in agriculture, 12.25 million in industries, and 26.91 million in services.

According to the latest BBS Labor Force Survey, the unemployment rate in Bangladesh decreased to 3.6% in 2022, primarily attributed to increased participation by women and youth. This is a notable improvement from the 4.2% reported in the 2016-17 survey.

Statista, a global data and business intelligence portal, reported that in 2021, the employment distribution in Bangladesh across economic sectors showed that 37.09% of the workforce was engaged in agriculture, 21.71% in industry, and 41.2% in the service sector. Contrasting this with the figures from 2011, where 46.67% of employees were in agriculture, 18.54% in industry, and 34% in services, a notable shift in the employment landscape is evident.

It's worth noting that in Bangladesh, even students originating from agro-based households typically opt not to pursue employment in the agriculture sector after completing their education, be it at the graduate or mid-level schooling stage. Consequently, there is a noticeable decline in employment within the agricultural sector, coupled with an increase in both the industry and service sectors.

The labor force survey in Bangladesh relates to Sustainable Development Goal 4 (SDG 4), which aims to provide quality education and lifelong learning opportunities for all in an inclusive and equitable manner. The increase in the total labor force, particularly among youth, aligns with the goal's emphasis on providing opportunities for skill development and employment for young people. Additionally, the improved participation of women in the labor force reflects progress toward gender equality, another key aspect of SDG 4.

The sectoral distribution of employment, with a notable shift away from agriculture toward the service sector, could be linked to SDG 4's focus on fostering the development of relevant skills for employment and entrepreneurship. As the economy diversifies, there is a growing need for education and training

programs that prepare individuals for roles in various sectors, including industry and services. This shift underscores the importance of adapting education and training to meet the evolving demands of the labor market, a central tenet of SDG 4.

A recent report by the World Health Organization on air pollution and child health, launched on the occasion of their first Global Health Conference on Air Pollution and Health, presented that Air pollution is one of the leading threats to child health, accounting for almost 1 in 10 deaths in children under five years of age. In low- and middle-income countries around the world, 98% of all children under 5 are exposed to PM2.5 levels above WHO air quality guidelines.

"Ambient air pollution puts everyone at risk, from children to the elderly. In 2019, air pollution was the second largest cause of death and disability in Bangladesh," said Dandan Chen, Acting World Bank Country Director for Bangladesh and Bhutan in the 2022 World Bank report.

High levels of air pollution can result in respiratory tract infections, depression, and various other health issues. The most vulnerable groups, as highlighted in a 2022 World Bank report on the health impacts of air pollution, include young children under the age of five, the elderly, and individuals with other comorbid conditions such as diabetes, heart disease, or respiratory problems. Due to drastic air pollution, a high proportion of Bangladeshi youngsters are prone to colds, asthma, and respiratory issues. These infections were particularly prevalent during the winter. As a result, a large number of students were unable to attend their lessons, which hampered their academic progress.

In a study by the World Bank, it was found that loss of welfare due to air pollution accounted for about 6.14 percent of the total GDP of Bangladesh in 2013 (IHME and World Bank, 2016). The economic cost of air pollution is often attributed to the cost of healthcare. Bangladesh's average annual out-of-pocket expenditure has drastically risen over the years. Each individual in Bangladesh had to pay BDT 8,334 out of his or her pocket for healthcare in 2019. (The World Bank, 2022). Healthcare expenses have become a huge burden on the poor and marginalized people of the country. Moreover, if people suffer from health problems due to air pollution, their cost and health expenditure would most likely rise, which in turn puts a strain on their work productivity. Due to pollution and environmental degradation in urban areas, the annual loss of productivity was estimated to be USD 1.44 billion for Dhaka city, and approximately USD 6.52 billion, or 3.4 percent of GDP for Bangladesh in 2015 (The World Bank, 2018).

Over the years, the Government of Bangladesh has taken several measures to improve the air quality of Bangladeshi cities. In July 1999, the government removed lead from gasoline to reduce harmful emissions of pollutants into the air. At the beginning of 2003, the government helped improve the air quality by eliminating 41 percent of PM2.5 pollution, by banning and completely phasing out 2-stroke engine-driven auto-rickshaws from Dhaka city (DoE and the World Bank, 2019). The government promoted the use of Compressed Natural Gas (CNG) as a clean fuel for vehicles, reducing emissions from fossil fuels and greenhouse gases. Moreover, the government banned the use of buses and trucks older than 20 years and 25 years respectively.

In our education, climate change poses a significant threat to achieving sustainable and inclusive quality education, a key component of SDG4. Climate change impacts include the destruction and damage of school infrastructure, disrupted education access due to natural hazards, school dropout due to child marriage and child labor related to climate-induced household hardships,

increased student ill health due to environmental factors, and challenges in teaching and learning in increasingly harsh conditions. We need a climate-smart education system is required to address these challenges.

We cannot push the life of a learner into a path without a destination. We cannot allow any learner to drop out or get lost in the middle of her/his learning process unless s/he acquires the minimum level of skills or quality education. To make the life of the learner meaningful, s/he must acquire at least one recognized academic qualification. It is essential for educational institutions to effectively communicate the value and benefits of the time invested by learners during their academic tenure. We do never want any learner to get lost in her/his academic life with the experience of failure.

It is necessary to implement basic changes in the examination methods or the evaluation of the standard of learning. This requires successful classroom teaching. The learners will be able to learn without the need for expensive private tuition or notebooks. The examination has to be held in a peaceful, secure, and congenial environment; it will never become scary for them, rather they will accept it as a joyful festivity. The examinees will welcome the examinations as an opportunity for evaluation and recognition of the success of their academic life. Comprehensive education will contribute to making life attractive, secure, and joyful. The creation of such an environment is what we wish to achieve.

Education for children must be imparted in a friendly learning environment, with joyful teaching methods and attractive content, and not by any kind of force. To realize our national dream, our young generation has to be developed as a human resource, and efficient in education, knowledge, and technology.

"Our primary goal is to ensure that the next generation receives a genuine education and develops a deep understanding of science and technology. By doing so, they will become skilled and efficient members of society, who are respectful and dedicated to serving others, and driven by a strong sense of patriotism."

Secondary education is a crucial stage in students' academic journey that prepares them for higher education and the workforce. By disrupting this journey climate change can undermine their success in higher education and the workforce. Bangladesh is committed to bringing about transformational changes in education to realize everyone's fundamental right to education and build more sustainable, inclusive, and peaceful futures. This is shifting the emphasis of education toward (i) inclusive, equitable, safe, and healthy schools; (ii) teachers, teaching, and the teaching profession; (iii) learning and skills for life, work, and sustainable development; (iv) digital learning and transformation; and (v) financing of education. Notably, several initiatives aimed at fostering systemic changes for quality education, including the recently approved national competency-based curriculum framework and the Blended Education initiative, are at risk due to the effects of climate change.

Climate change is a huge obstacle to achieving the SDG- ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all. Furthermore, the Government of Bangladesh (GOB) is preparing the Next Generation Secondary Education Project that includes

(i) curriculum reform; (ii) digital transformation; (iii) Blended Education Master Plan; and (iv) skills development of students for smooth school-to-work transition.

While Bangladesh is making relentless efforts, from early childhood to adult education as well as ensuring equity, inclusion, and gender equality as part of its commitment to SDG4, climate change impacts are posing a present and immediate threat to achieving it. There are several ways climate change impacts are thwarting the resiliency of the education system. These include (i) school infrastructure destruction and damage caused by climate change-induced fast- and slow-onset hazards; (ii) interrupted education access due to recurring natural hazards of various scales, (ii) school dropout due to child marriage and child labor linked to household hardship caused by the climate-induced shocks; (iv) an increasing incidence of student ill-health due to water- and vector-borne diseases, air and water pollution and excessive heat; (v) difficulty in recovering from lesson time loss due to natural disasters; (vi) challenges in teaching and learning in the classroom with increasingly unbearable temperatures; and (vii) loss of outdoor activities and school assembly opportunities under the harsh temperatures and hazard conditions are some of facets of climate change impacts on the secondary education system. All of these require system-wide effort to build a climate-smart secondary education system that can embrace global changes such as digital learning and transformation.

Chapter 2

Countries' adaption and implementation of SDG4

In September 2021, Sheikh Hasina, the Honorable Prime Minister of Bangladesh, received the prestigious SDG Progress Award from the UN-sponsored Sustainable Development Solutions Network (SDSN). This international recognition acknowledged Bangladesh's commendable strides towards achieving the Sustainable Development Goals (SDGs). The Sustainable Development Report 2022 further attests to Bangladesh's remarkable progress, ranking the nation 104th among 163 countries, a notable improvement from its 2019 ranking of 116. The report highlights East and South Asia as the region making the most substantial progress on the SDGs since their adoption in 2015, with Bangladesh and Cambodia leading the way.

Historical Context of Education in Bangladesh: Navigating Challenges, Achieving Successes

Education in Bangladesh has a rich and complex history shaped by diverse cultural influences, colonial legacies, and the quest for national identity. This historical context provides insights into the challenges faced and the remarkable successes achieved in the pursuit of education for all.

- **Colonial Legacy:** The roots of formal education in Bangladesh can be traced back to the British colonial period when Western-style educational institutions were established. However, this system primarily served the elite, reinforcing social hierarchies and leaving the majority of the population, especially in rural areas, without access to formal education.
- **Language Movement and Identity Formation:** One pivotal moment in Bangladesh's education history was the Language Movement of 1952. The protest against the imposition of Urdu as the sole official language fueled a sense of linguistic and cultural identity. The subsequent recognition of Bengali as the official language marked a turning point, fostering a stronger sense of national identity.
- **Post-Independence Challenges:** After gaining independence in 1971, Bangladesh faced numerous challenges in rebuilding the nation, and the education sector was no exception. A significant portion of educational infrastructure was destroyed during the liberation war, necessitating extensive reconstruction efforts. Additionally, the country inherited a high illiteracy rate and a fragmented education system.
- **Achieving Primary Education:** One of the notable successes in Bangladesh's education history is the substantial progress made in achieving universal primary education. Government initiatives, such as the Primary Education Stipend Project and the Primary Education Development Program, have significantly increased enrollment rates and reduced dropout rates in primary schools.
- **Addressing Gender Disparities:** Historically, gender disparities in education were pronounced, with girls facing challenges in accessing and completing their education. Successes in this area include targeted interventions like stipends for girls, awareness campaigns, and community engagement programs that have contributed to increased female enrollment and retention in schools.
- **Quality Education Challenges:** While strides have been made in expanding access, challenges persist in ensuring the delivery of quality education. Issues such as teacher

shortages, outdated curricula, and the need for improved infrastructure pose ongoing challenges that require sustained efforts.

- **Technological Advancements:** In recent years, Bangladesh has embraced technological advancements to enhance education. Initiatives like the 'Smart Bangladesh' program aim to integrate technology into classrooms, providing students with a more dynamic and interactive learning environment.
- **Current Global Challenges:** The education sector in Bangladesh faces contemporary challenges, including the impact of global events like the COVID-19 pandemic, which has highlighted the need for flexible and resilient education systems.

Alignment of Bangladesh's National Education Policies with SDG4: A Holistic Approach to Quality Education

Bangladesh, recognizing the transformative power of education, has strategically aligned its national policies with the ambitious goals outlined in SDG4, emphasizing the need for inclusive and quality education for all. The nation's commitment is evident in the comprehensive integration of SDG4 targets into its overarching national development plans.

- **National Education Policy:** Bangladesh's National Education Policy serves as the cornerstone of the country's commitment to providing quality education. The policy, revised periodically, reflects the evolving global and national educational landscapes. Notably, it aligns with SDG4's emphasis on ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all.
- **Inclusive Education:** A key focus area in both Bangladesh's national education policy and SDG4 is inclusive education. Policies have been crafted to address the diverse needs of learners, including those with disabilities and other marginalized groups. Initiatives such as inclusive classrooms, accessible learning materials, and teacher training programs underscore Bangladesh's commitment to leaving no one behind in the pursuit of education.
- **Access to Quality Education:** Ensuring universal access to quality education is a shared goal between Bangladesh's policies and SDG4. The national education policies prioritize expanding educational opportunities, reducing dropout rates, and enhancing the overall quality of education. Special emphasis is placed on reaching remote and disadvantaged areas, reflecting a commitment to overcoming geographical and socio-economic barriers.
- **Integration of SDG4 Targets:** Bangladesh has proactively integrated specific SDG4 targets into its national education policies, showcasing a tangible commitment to achieving global benchmarks. The incorporation of indicators such as increased enrollment rates, reduced gender disparities, and improved learning outcomes demonstrates a synchronized approach in realizing the aspirations of both national and global education agendas.
- **National Development Plans:** The integration of SDG4 into Bangladesh's national development plans is a testament to the country's recognition of education as a catalyst for broader socio-economic advancement. The targets outlined in SDG4 align seamlessly with the overarching goals of national development plans, fostering coherence in policy implementation. This alignment ensures that education remains a central pillar for sustainable and inclusive development.
- **Sector-Wide Approach:** Bangladesh's commitment to SDG4 is not confined to the education sector alone. The government has embraced a sector-wide approach, acknowledging the interdependence of education with other crucial sectors such as health,

poverty alleviation, and gender equality. This holistic perspective ensures that education contributes synergistically to the achievement of multiple SDGs.

- **Periodic Review and Adaptation:** Recognizing the dynamic nature of education and the evolving global landscape, Bangladesh consistently engages in the periodic review and adaptation of its national education policies. This iterative process allows the country to realign its strategies with emerging challenges and global developments, reinforcing its commitment to SDG4.

Access to Education:

Bangladesh has made commendable efforts to dismantle barriers and ensure universal access to education, particularly for marginalized and vulnerable groups. Recognizing the transformative power of education in breaking the cycle of poverty, the government has implemented a range of initiatives, including stipends, scholarships, and infrastructure development, to enhance access and inclusivity.

- **Stipends for Girls:** One of the standout initiatives in Bangladesh's pursuit of universal access is the introduction of stipends specifically targeting girls. This targeted approach aims to address gender disparities in education by providing financial support to families, incentivizing them to send their daughters to school. Stipends cover various educational expenses, including tuition fees, textbooks, and uniforms, thus alleviating the financial burden on families.
- **General Stipend Programs:** Beyond gender-specific initiatives, Bangladesh has also implemented general stipend programs that benefit economically disadvantaged students. These stipends serve as a crucial tool in promoting inclusivity, ensuring that financial constraints do not become a barrier to education. By offering financial assistance, the government seeks to make education accessible to all, irrespective of socio-economic background.
- **Scholarships for Meritorious Students:** To encourage academic excellence and mitigate financial barriers, Bangladesh has established scholarship programs for meritorious students. These scholarships provide opportunities for marginalized and economically disadvantaged students to pursue higher education, fostering a culture of educational attainment and excellence within these communities.
- **Infrastructure Development:** Access to education is not only about financial support but also hinges on the availability of adequate infrastructure. Bangladesh has prioritized infrastructure development, particularly in rural and remote areas, to ensure that schools are physically accessible and well-equipped. This includes the construction of new schools, classrooms, and the provision of essential amenities like clean water and sanitation facilities.
- **Special Initiatives for Indigenous Communities:** To address the specific challenges faced by indigenous communities, Bangladesh has implemented targeted initiatives. These include the establishment of schools in indigenous areas, culturally sensitive curriculum development, and measures to incorporate indigenous languages in the education system. These efforts are designed to make education more relevant and accessible to indigenous children.

Quality of Education: Elevating the Quality of Education in Bangladesh: A Comprehensive Approach

Bangladesh has undertaken a multifaceted approach to enhance the quality of education, recognizing that quality education is essential for sustainable development and individual empowerment. The measures implemented span curriculum reforms, teacher training initiatives, and the integration of technology into the educational landscape.

- **Curriculum Reforms:** Bangladesh has actively pursued curriculum reforms to align education with contemporary needs and global standards. These reforms focus on updating content, introducing modern teaching methodologies, and incorporating practical and life skills into the curriculum. By fostering relevance and applicability, the government aims to equip students with the knowledge and skills required for the evolving socio-economic landscape.
- **Teacher Training Programs:** Investing in teacher training programs is pivotal to ensuring that educators are equipped with the latest pedagogical methods and subject knowledge. Bangladesh has initiated comprehensive teacher training programs, addressing both pre-service and in-service training needs. This includes workshops, seminars, and professional development courses aimed at enhancing teaching methodologies, classroom management, and the use of innovative teaching tools.
- **Professional Development for Teachers:** Recognizing that teachers are central to the quality of education, Bangladesh emphasizes continuous professional development. Initiatives such as mentoring programs, peer learning, and opportunities for further education encourage educators to stay abreast of the latest educational trends and research, fostering a culture of lifelong learning among teaching professionals.
- **Technology Integration:** The integration of technology into the education system is a cornerstone of Bangladesh's strategy to enhance the quality of education. The government has implemented initiatives to provide schools with digital tools, including smart classrooms, e-books, and online resources. This tech-savvy approach not only makes learning more engaging but also equips students with digital literacy skills crucial for the modern world.
- **E-Learning Platforms:** Especially in the wake of the COVID-19 pandemic, Bangladesh has accelerated efforts to establish e-learning platforms. These platforms offer a blend of online lessons, interactive content, and multimedia resources, ensuring continuity in education during disruptions. E-learning initiatives contribute to the diversification of teaching methods, catering to different learning styles.
- **Quality Assurance Mechanisms:** The government has implemented robust quality assurance mechanisms to monitor and evaluate the effectiveness of educational interventions. This includes standardized testing, regular assessments, and feedback mechanisms to gauge student performance and identify areas for improvement. The data generated through these mechanisms inform further policy adjustments and improvements in the education system.
- **Impact Assessment:** The impact of these measures is assessed through various indicators, including improvements in academic performance, increased enrollment rates, and feedback from students and teachers. Monitoring the implementation of curriculum reforms and analyzing the outcomes of teacher training and technology integration help measure the success of these initiatives.
- **Challenges and Continuous Improvement:** Despite the strides made, challenges persist, such as resource constraints and accessibility issues, particularly in rural areas. However,

Bangladesh remains committed to addressing these challenges through continuous improvement, adaptive strategies, and collaboration with international partners.

Impact of SDG4 Implementation on Bangladesh's Socio-Economic Development: A Catalyst for Progress

Spearheading the achievement of Sustainable Development Goal 4 (SDG4), Bangladesh has harnessed the power of education as a catalyst for socio-economic progress. Education not only empowers individuals but also serves as a cornerstone for poverty reduction, economic growth, gender equality, and overall sustainable development. Through various initiatives and programs, Bangladesh has demonstrated remarkable success in leveraging education to drive positive change across its socio-economic landscape.

Poverty Alleviation through Education:

Education stands as a potent tool in breaking the cycle of poverty by equipping individuals with knowledge and skills essential for economic empowerment. Bangladesh's implementation of stipend programs, particularly for girls, has been instrumental in reducing poverty rates. These initiatives incentivize families to prioritize education, thereby expanding access and opportunities, especially among marginalized communities.

Empowering Women and Promoting Gender Equality:

Central to Bangladesh's socio-economic progress is the empowerment of women through education. The Girls' Stipend Program stands as a testament to the nation's commitment to gender equality. By providing financial incentives for girls' education, Bangladesh has witnessed a significant increase in female enrollment and retention, thereby fostering gender parity and empowering women to actively participate in the socio-economic sphere.

Skill Development and Economic Prosperity:

Emphasizing technical and vocational education has bolstered Bangladesh's workforce with practical skills aligned with market demands. A skilled workforce contributes to economic growth by driving innovation, enhancing productivity, and meeting industry needs. Through vocational training initiatives, Bangladesh has created pathways for individuals to secure gainful employment and contribute to the nation's economic prosperity.

The government has adopted the National Skill Development Authority Act 2018 (NSDA 2018) to formulate and implement all strategies to develop skills and bring coordination between different institutions and stakeholders regarding skills training, etc. The NSDA 2018 specifically targets disadvantaged people and people with specialized needs and provides them with access to education and training.

Promoting Social Cohesion and Community Development:

Community-based education initiatives have not only expanded access to education in remote areas but also fostered social cohesion and community development. By actively involving local communities in school development and management, Bangladesh has nurtured a sense of ownership and collective responsibility for education, thereby strengthening social bonds and promoting inclusive development.

Fostering Entrepreneurship and Innovation:

Education has nurtured a thriving entrepreneurial ecosystem in Bangladesh, driving innovation and creating employment opportunities. Educated individuals are better equipped to engage in entrepreneurial ventures, thereby diversifying the economy and fueling economic growth. Initiatives focusing on healthcare, environmental sustainability, and social welfare underscore how education instills a sense of responsibility and fosters positive societal change.

Enhancing Global Competitiveness and Trade:

Bangladesh's emphasis on international cooperation has facilitated global recognition of qualifications, enhancing the nation's competitiveness in the global workforce. Educated professionals contribute to Bangladesh's economic growth both domestically and abroad, as evidenced by remittances from skilled professionals overseas. This underscores the global impact of education on Bangladesh's socio-economic development trajectory.

The government aims to broaden and elevate the reach and excellence of higher education within the nation. To achieve this objective, the government enacted the Cross Border Higher Education (CBHE) Act in 2014, facilitating the establishment of permanent campuses for globally recognized private universities in Bangladesh. To promote a research-oriented educational atmosphere in higher education institutions, an operational Academic Innovation Fund has been established, along with the creation of the Bangladesh Research and Education Network (BdREN).

Promoting Environmental Sustainability and Awareness:

Education serves as a catalyst for environmental awareness and sustainability. By integrating environmental education into the curriculum, Bangladesh empowers students to become environmentally conscious citizens, advocating for responsible resource management and sustainable practices. Such initiatives play a pivotal role in addressing environmental challenges and fostering a culture of sustainability.

Building Flexible Learning Pathways and Improvement of Technological Skills:

Bangladesh has effectively developed the BNQF, a comprehensive framework covering ten levels across various educational domains such as higher education, TVET, schools, and Madrasah. Legislation will be implemented to establish a robust legal basis for the BNQF in Bangladesh.

The government has undertaken measures to enhance technological expertise, with a focus on expanding the nation's technical and vocational education. The objective is to empower the youthful demographic with productive and skilled capabilities. By 2020, the aim is to have 20 percent of schools and colleges participating in Technical-Vocational Education and Training (TVET), increasing to 30 percent by 2030, thereby optimizing human resources. The implementation of the National Technical and Vocational Qualifications Framework (NTVQF) is part of the broader effort to amplify TVET. Additionally, under the guidance of the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE), a strategic framework and Action Plan for SDG4 have been formulated.

Improving Health and Well-being:

Education plays a vital role in improving health outcomes by raising awareness about sanitation, nutrition, and disease prevention. Health education programs have contributed to enhanced overall health and well-being, with educated individuals, particularly women, exhibiting improved maternal and child health indicators. Educated mothers are more likely to seek healthcare services, leading to reduced maternal and child mortality rates and improved health outcomes for families.

Bangladesh's journey in the realm of education is a tale of resilience, adaptation, and continuous improvement. From the colonial legacy to post-independence challenges, the nation has navigated complex historical landscapes and achieved notable successes while recognizing persistent challenges. As Bangladesh forges ahead, the historical context of its education system serves as a guide, reminding policymakers and educators of the importance of addressing ongoing issues while building on past achievements for a more inclusive and equitable future.

Case Study: Farida's Journey from Tenant Farmer's Daughter to Primary School Teacher

Farida's journey from rural poverty to educational empowerment exemplifies the transformative impact of access to education. Despite her father's struggles as a tenant farmer, Farida's enrollment in the Girls' Stipend Program provided a pathway to opportunity. Today, she serves as a beacon of inspiration, defying societal norms as a primary school teacher.

Born into rural poverty, Farida faced limited opportunities for education due to her family's financial instability. Her father, a tenant farmer, struggled to provide consistent income for their household, exacerbating the challenges of accessing education. Due to her family's financial hardships, Farida was on the brink of discontinuing her education after completing seventh grade, midway through her secondary education. In 2002, the Girls' Stipend Program offered Farida the chance to pursue her education without financial burden. This initiative proved pivotal in her journey, allowing her to continue her studies beyond the primary level and break free from the cycle of poverty.

Farida's determination and resilience propelled her forward, defying societal expectations that marginalized girls' education. Despite obstacles, she remained committed to her academic pursuits, ultimately realizing her dream of becoming a teacher.

Farida's journey came full circle when she became a primary school teacher after completing her graduation, dedicating herself to nurturing the next generation of learners. Through her role, she continues to inspire and empower her students, instilling in them the belief that education is a pathway to a brighter future.

Farida's story serves as a testament to the transformative power of education in breaking barriers and creating opportunities for marginalized communities. Her legacy extends beyond her village, inspiring others to invest in education as a means of overcoming poverty and realizing their potential.

Chapter 3

Assessment by SDG 4 targets





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

i. Indicator wise progress:

Indicator 4.1.1: Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

As per DPE, MoPME, in 2022 the minimum proficiency in reading (Bangla) is achieved by 51 percent of Grade 3 students, while math-solving proficiency is achieved by 39 percent. Similarly, minimum proficiency in reading (Bangla) and mathematics is achieved by 51 percent and 39 percent respectively at the end of Grade 5. These figures show promising progress towards achieving the 2030 targets. In fact, we have already achieved the established targets of 2025 on achieving minimum proficiency in mathematics at grade 3 and achieving minimum proficiency in reading at grade 5.

According to the Learning Assessment of Secondary Institutions (LASI) (2015), 54 percent of the students at the end of the lower secondary level achieved the minimum proficiency in reading Bangla, which is 55 percent for boys and 54 percent for girls. On the contrary, English reading proficiency is achieved comparatively low among only 19 percent of students, 22 percent of boys and 18 percent of girls. The lack of competent teachers is a major reason for this poor performance. In mathematics, the minimum proficiency is achieved by 57 percent of the students with 62 percent of boys and 52 percent of girls. In 2015, 52 percent of children and young people at the end of lower secondary achieved at least a minimum proficiency level in mathematics.

According to the National Assessment of Secondary Students 2019, 73.7% students achieved minimum proficiency in reading and 55.4% students achieved minimum proficiency in mathematics at the end of lower secondary that is at the end of grade 8. The targets are to achieve 77% and 62% respectively by 2030.

Table 4.1.1: Progress in Proficiency Level in Reading and Mathematics

Indicator	Baseline data (Base year 2015)	Progress	Benchmark for 2025	Benchmark for 2030
Proportion of children and young people (a) in grade 3 achieving at least a minimum proficiency level in				
(i) reading	41%	51%	51.7%	57.9%
(ii) mathematics	28%	39%	37.4%	41.1%
Proportion of children and young people (b) at the end of primary achieving at least a minimum proficiency level in				
(i) reading	45%	50%	48.4%	53.2%
(ii) mathematics	25%	30%	35.2%	38.7%
Proportion of children and young people(c) at the end of lower secondary achieving at least a minimum proficiency level in				
(i) reading (Bangla)	National: 54%; Male: 55%; Female: 54% (LASI, 2015)	National: 73.7% (NASS, 2019)	75%	77%
(ii) reading (English)	National: 19%; Male: 22%; Female: 18% (LASI, 2015)			
(iii) mathematics	National: 57%; Male: 62%; Female: 52% (LASI, 2015)	National: 55.4% (NASS, 219)	58%	62%

**According to LAS 2023, achieved minimum proficiency in Reading was 98.52% and in Mathematics was 23.63% at the end of lower secondary.*

Data Source: NSA-2015, LASI-2015, NASS-2019, NSA-2022, LAS-2023

Indicator 4.1.2: Completion rate (primary education, lower secondary education, upper secondary education)

This indicator reflects the percentage of children or young people who have completed the last grade of each level of education, within a maximum of 3-5 years above the intended age. The projected age for the last grade of each level of education is the age at which pupils would enter the grade if they had started school at the official primary entrance age, had studied full-time, and had progressed without repeating or skipping a grade.

As per the Annual Primary School Census (APSC) 2015, completion rate in primary education was 79.6%, which reached 86.05% in 2022 (APSC 2022). The target is to achieve 87% and 95% by 2025 and 2030 respectively.

According to the Multiple Indicator Cluster Survey 2019, completion rates were 64.7 percent for lower secondary and 29.4 percent for upper secondary education in Bangladesh. In the Sample Vital Registration Survey (SVRS) 2022, it is seen that the completion rates in lower secondary and upper secondary are 68.1% and 47.3% respectively.

Table 4.1.2: Progress in Education Completion Rate

Indicator	Baseline data	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Completion rate (Primary)	79.6% (2015)	86.05%	87%	95%
Completion rate (Lower Secondary)	64.7% (2019)	68.1%	72%	80%
Completion rate (Upper Secondary)	29.4% (2019)	47.3%	35%	50%

Data Source: APSC-2015, MICS-2019, APSC-2022, SVRS-2022

Indicator 4.1.3: Gross intake ratio to the last grade (primary education, lower secondary education)

The gross intake ratio to the last grade is the total number of new entrants into the last grade of primary education or lower secondary general education, regardless of age, expressed as a percentage of the population at the intended entrance age to the last grade of primary education or lower secondary general education.

This indicator is a proxy measure of primary or lower secondary completion. It reflects how policies on access to and progression through the early grades of primary or lower secondary education impact the completion of the final grade of the given level.

According to DPE, MoPME, the gross intake ratio to grade 5 was 101.71% in 2022.

As per data of BANBEIS, MoE, the gross intake ratio to grade 8 in 2016 was 79.4%, whereas this index is 87.9% in 2022.

Table 4.1.3: Gross intake ratio to the last grade (primary education, lower secondary education)

Indicator	Baseline data	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Gross intake ratio to the last grade (primary)	-	101.71%	-	-
Gross intake ratio to the last grade (lower secondary)	79.4% (2016)	87.9%	-	-

Data Source: Derived from the data of AEIS 2016 & 2022

Indicator 4.1.4: Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)

The out-of-school rate, also known as the out-of-school children (OOSC) rate, is an essential education indicator that assesses the proportion of children and youth of official primary and secondary school age who are not enrolled in formal education. This rate is a critical metric in monitoring and addressing issues related to access to education, especially in the context of SDG4.

As per the national SDG4 benchmark, in 2014 the out-of-school rate for lower secondary was 17.0% and in 2015 this rate for upper secondary was 53.0%. The out-of-school rate for lower secondary and upper secondary was subsequently reduced to 14.4% (2022) and 36.4% (2021), whereas the targets are to reach a number lower than 7.5% and 20% respectively by 2030.

Table 4.1.4: Out-of-school rate (lower secondary education, upper secondary education)

Indicator	Baseline data	Progress	Benchmark for 2025	Benchmark for 2030
Out-of-school rate (lower secondary)	17.0% (2014)	14.4% (2022)	10%	7.5%
Out-of-school rate (upper secondary)	53.0% (2015)	36.4% (2021)	30%	20%

Data Source: National SDG4 benchmark for 2025 & 2030

Indicator 4.1.5: Percentage of children over-age for grade (primary education, lower secondary education)

Over-aged children for a certain grade are defined as pupils who are at least 2 years above the intended age for their grade. This is a proxy indicator to assess the internal efficiency of an education system.

As per data from the Annual Educational Institution Survey 2015, the percentage of over-aged children in lower secondary level was 4% but raised to 5.3% in 2022. The school closure due to the Covid-19 pandemic impacted the timely completion of certain grades.

Table 4.1.5: Percentage of children over-age for grade (primary education, lower secondary education)

Indicator	Baseline data	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Percentage of children over-age for grade (primary education)	-	-	-	-
Percentage of children over-age for grade (lower secondary)	4.0% (2015)	5.3%	-	-

Data Source: Derived from the data of AEIS 2015 & 2022

Indicator 4.1.6 Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education

A learning assessment is a test or examination that measures the achievement in selected subjects of students at a particular age or grade. This indicator assesses whether a national or cross-national learning assessment was conducted in the last 5 years in (a) reading, writing or language and (b) mathematics at the relevant stages of education.

In Bangladesh, the National Students Assessment was first introduced in 2006. Since then with a view to assessing the progress of primary students in accordance with the curriculum, the NSA has been administered regularly by DPE, MoPME. DPE conducted the latest seventh National Students Assessment (NSA) for Grade 3 and Grade 5 in 2022.

To administer the achievement of secondary students in accordance with curriculum, DSHE, MoPME conducted the last National Assessment of Secondary Students (NASS) in 2019.

Besides these regular learning assessments, BBS has conducted a Learning Assessment Survey for both primary and secondary levels in 2023.

Table 4.1.6 Administration of a nationally representative learning assessment

Administration of a nationally representative learning assessment	of Reading	of Mathematics	Latest learning assessment
(a) in Grade 2 or 3	1	1	National Students Assessment 2022
(b) at the end of primary education	1	1	National Students Assessment 2022
(c) at the end of lower secondary education	1	1	National Assessment of Secondary Students 2019

* Note: 1= Yes, 0= No

Indicator 4.1.7: Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks

The existence of national legislation guaranteeing the right to education at given ages and/or grades demonstrates the government's commitment to ensuring that children and young people attend school regularly. That's why this indicator was introduced to assess the opportunity ensured by the country to achieve the necessary skills and competencies for the citizens.

Article 17 of the Constitution of the People's Republic of Bangladesh guarantees free and compulsory education. It says, "The state shall adopt effective measures for the purpose of establishing a uniform mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law".

Primary education was free and made compulsory under the Primary Education (Compulsory) Act 1990, implemented initially in 68 upazilas (sub-districts) in 1992 and extended to the rest of the country from 1993.

Table 4.1.7: Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks

Indicator	Years
(a)(i) Number of years of free primary education guaranteed in legal frameworks (YF)	05
(a)(ii) Number of years of free secondary education guaranteed in legal frameworks (YF)	-
(b)(i) Number of years of compulsory primary education guaranteed in legal	05

Indicator	Years
frameworks (YC)	
(b)(ii) Number of years of compulsory secondary education guaranteed in legal frameworks (YC)	-

ii. Actions taken to implement SDG 4.1:

Bangladesh has taken a range of actions to implement SDG 4.1, which aims to ensure that all girls and boys complete free, equitable, and quality primary and secondary education that leads to relevant and effective learning outcomes. These actions include policy reforms, programs, and initiatives aimed at improving access, quality, and inclusivity in education. Here are some key actions taken by Bangladesh:

- Bangladesh has made significant progress in achieving universal primary education. The government has focused on enrolling all children in primary schools and ensuring they complete this level of education. [Reference: National Education Policy 2010]
- The government provides stipends to encourage the enrollment and retention of students, particularly girls, in primary education. This financial incentive has been effective in reducing dropout rates. [Reference: The Primary Education Stipend Project (PESP)]
- Bangladesh has invested in the construction of new primary schools and the improvement of existing facilities to provide safe and conducive learning environments for children.
- Efforts have been made to recruit and train qualified primary school teachers to enhance the quality of education. Pre-service and in-service teacher training programs are conducted to improve teaching skills. [Reference: Training and capacity building for trainers at TAG-TTC]
- The curriculum for primary education has been revised to make it more relevant and responsive to the needs of students. Efforts have been made to update textbooks and teaching materials.
- Bangladesh has implemented school feeding programs to address issues of child malnutrition and encourage school attendance. [Reference: School Feeding Program in Poverty prone Areas in Bangladesh]
- Initiatives have been launched to promote inclusive education for children with disabilities and those from marginalized communities. Specialized facilities and resources are provided to support their learning. [Reference: Basic Education for the Disadvantaged Children (BEDC) project]

- Efforts have been made to expand access to secondary education, including the construction of secondary schools and additional classrooms.
- In response to the COVID-19 pandemic, Bangladesh accelerated efforts to provide digital access to education, including distributing digital devices and promoting online and television-based learning.
- Policies and programs have been introduced to promote gender parity in education, with a focus on increasing girls' enrollment and retention in secondary education.
- Vocational and technical education programs have been expanded to provide alternative pathways for students who may not pursue traditional academic education.

iii. **Major Gaps and Challenges in implementing SDG 4.1:**

Implementing SDG 4.1, which aims to ensure that all girls and boys complete free, equitable, and quality primary and secondary education with relevant and effective learning outcomes, is a complex task that faces several major gaps and challenges in many countries, including Bangladesh. Here are some of the significant gaps and challenges:

- Ensuring that all children, including those in remote and marginalized areas, have access to quality primary and secondary education is a persistent challenge. In Bangladesh, geographical disparities in access are notable, with urban areas often having better educational infrastructure.
- Although Bangladesh has made progress in increasing enrollment rates in primary education, challenges remain in retaining students through secondary education. Economic pressures, early marriage, and child labor contribute to high dropout rates.
- Gender disparities in education persist, particularly in rural areas. Social and cultural norms can limit girls' access to education, resulting in lower enrollment and retention rates compared to boys.
- Ensuring that education is not just accessible but also of high quality is crucial. Variations in teaching quality, curriculum relevance, and learning outcomes are challenges to overcome.
- There is a shortage of well-trained teachers, particularly in remote areas. Ensuring an adequate number of well-trained teachers and continuous professional development remains a challenge.
- The curriculum may not always align with the evolving needs of the job market or the changing demands of society. Ensuring that education remains relevant is essential.

- Many schools lack proper infrastructure, including classrooms, sanitation facilities, and learning materials. Adequate funding and resources are necessary for improvements.
- Ensuring that education is inclusive for children with disabilities and those from marginalized communities requires specialized support and resources. This can be challenging to implement effectively.
- The digital divide, exacerbated by the COVID-19 pandemic, has highlighted disparities in access to technology for remote learning. Many students lack the necessary devices and internet connectivity.
- Allocating sufficient financial resources to education can be challenging for governments, particularly in low-income countries. Budget constraints can limit investments in infrastructure, teacher training, and curriculum development.
- Accurate data collection and monitoring systems are essential for tracking progress toward SDG 4.1. Data gaps and inconsistencies can hinder effective planning and intervention.
- Ensuring that education is accessible in the various languages spoken in Bangladesh can be a challenge. This is important for promoting inclusive and effective learning.
- Motivating teachers to work in challenging environments, particularly in rural or conflict-affected areas, and retaining them is a continuous challenge.

iv. **Way Forward:**

Achieving SDG 4.1 requires a multi-faceted and coordinated approach involving governments, educational institutions, communities, civil society, and international partners. Here is a way forward to implement SDG 4.1:

- Strengthen and enforce policies and legislation that promote universal access to quality primary and secondary education.
- Prioritize equitable access to education for all, particularly for marginalized and vulnerable populations, including girls, children with disabilities, and those in remote areas.
- Implement targeted interventions to reduce gender disparities in enrollment and retention rates.
- Enhance the quality of education by improving curriculum relevance, teacher training, and teaching materials.

- Invest in teacher recruitment, professional development, and performance evaluation to ensure a high-quality teaching workforce.
- Invest in educational infrastructure, including the construction and renovation of schools, provision of clean water and sanitation facilities, and development of safe learning environments.
- Promote inclusive education that accommodates the needs of children with disabilities and learners from diverse backgrounds.
- Develop and implement special education programs and resources.
- Expand access to quality early childhood education programs to ensure a strong foundation for learning.
- Integrate play-based learning approaches for young children.
- Improve teacher motivation and retention through competitive salaries, professional development opportunities, and supportive working conditions.
- Establish teacher mentorship and support systems.
- Encourage parents and guardians to actively support their children's education and monitor their progress.
- Address the digital divide by providing access to technology and the internet for remote and underserved areas.
- Explore innovative teaching methods, including online and blended learning.
- Strengthen data collection and monitoring systems to track progress toward SDG 4.1.
- Use data to identify disparities, inform policymaking, and evaluate the effectiveness of education programs.
- Allocate a sufficient portion of the national budget to education.
- Develop education programs and resources for children affected by conflicts, disasters, and crises.
- Ensure continued access to education during emergencies.
- Promote multilingual education to accommodate linguistic diversity and improve learning outcomes.
- Invest in continuous professional development for educators and school administrators.
- Promote the use of evidence-based teaching practices.

- Collaborate with international organizations, NGOs, and other countries to share best practices, resources, and expertise in education.

Implementing SDG 4.1 is a long-term commitment that requires sustained effort and cooperation among all stakeholders. By addressing the outlined strategies and challenges, countries like Bangladesh can work toward providing equitable, quality education that prepares all children for a brighter and more prosperous future.



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

i. Indicator wise progress:

Indicator 4.2.1: Proportion of children under 5 years of age who are developmentally on track in health, learning, and psychosocial well-being, by sex

The baseline data was 63.9 percent in 2012-2013. The Multiple Indicator Cluster Survey 2019 (BBS and UNICEF: MICS-2019) reports this indicator for 2019 disaggregating by sex and region. It is observed that around 74.5 percent of the children are developmentally on track in health, learning, and psychosocial well-being with 71.4 percent males and 78 percent females. It is also noted that urban areas (77.9 percent) have more ‘developmentally on track’ children than rural areas (73.7 percent). For this indicator, the target is to achieve 80 percent by 2025 and 100 percent by 2030.

Table 4.2.1: Progress in Proportion of Children Developmentally on Track

Indicator	Baseline data	Progress	Benchmark for 2025	Benchmark for 2030
Proportion of children under 5 years of age who are developmentally on track in health, learning, and psychosocial well-being, by sex	63.9% (2012-13)	74.5% (2019)	80%	100%

Data Source: MICS-2012-13, MICS-2019

Indicator 4.2.2: Participation rate in organized learning (one year before the official primary entry age) by sex

The National Education Policy 2010 emphasizes early childhood education (ECD) in the school system. ECD ensures the rights and opportunities for education from a very early age. According to the World Development Indicators (WDI), Bangladesh has made remarkable progress in this respect over the last two decades, by raising the gross enrolment ratio at the pre-primary level from 17 percent in 2000 to around 34 percent in 2016.

According to DPE in MoPME, in 2019 the participation rate in organized learning (one year before the official primary entry age) was 86.7 percent in total. And in APSC 2022 conducted by DPE, this participation rate was found to be 94.17%, which implies Bangladesh has already achieved the targets for 2025 on this indicator.

Table 4.2.2: Progress in Participation Rate in Organized Learning

Indicator	Baseline data (2019)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Participation rate in organized learning (one year before the official primary entry age) by sex	Total: 86.7% (APSC, 2019)	Total:94.17% (APSC, 2022)	Total:90% Boys: 90% Girls: 90%	Total:100% Boys: 100% Girls: 100%

**According to SVRS, 2022 and LAS, 2023 the participation rate in organized learning (one year before official primary entry age) for each sex was 41.8% and 35.16% respectively.*

Data Source: APSC-2019, APSC-2022, SVRS-2022, LAS-2023

Indicator 4.2.5 Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

The existence of national legislation guaranteeing the right to education at given ages and/or grades demonstrates the government's commitment to ensuring that children attend school regularly. It was introduced to measure government commitment to guaranteeing the right to education to children and young people.

Article 17 of the Constitution of the People's Republic of Bangladesh guarantees free and compulsory education. It says, "The state shall adopt effective measures for the purpose of establishing a uniform mass-oriented and universal system of education and extending free and compulsory education to all children to such stage as may be determined by law".

Recognizing the importance of early childhood education, the government of Bangladesh made pre-primary education compulsory in 2015 for one year before entering primary school. Moreover, the government has introduced a two-year pre-primary education at thousands of pre-primary schools from January 2023. This effort is a part of the National Education Policy 2010 and the government's 2013-2021 Primary Education Development Program (PEDP3).

Table 4.2.5: Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks

Indicator	Years
(a)(i) Number of years of free pre-primary education guaranteed in legal frameworks (YF ₀₂)	01
(b)(i) Number of years of compulsory pre-primary education guaranteed in legal frameworks (YC ₀₂)	01

Data Gap: Data for the Indicator 4.2.3, 4.2.4 are yet to be available.

ii. Actions taken to implement SDG 4.2:

Sustainable Development Goal 4.2 (SDG 4.2) aims to ensure that all children have access to quality early childhood development, care, and pre-primary education so that they are prepared for primary education. Bangladesh has taken several actions and steps to implement SDG 4.2 and promote early childhood development and pre-primary education. Here are some of the key actions:

- The government has been expanding the provision of pre-primary education from one year to two years on pilot basis in 3214 schools from January, 2023. [Reference: National Education Policy 2010]
- Teachers and caregivers working in pre-primary education have received training to enhance their skills in early childhood development and education. [Reference: Early Childhood Care and Education Program]
- Efforts have been made to incorporate Early Childhood Development (ECD) concepts and practices into primary education to ensure a smooth transition from pre-primary to primary school.
- The government has encouraged community participation in early childhood development programs.
- Nutritional programs, including school feeding and health check-ups, have been integrated into early childhood development initiatives to improve the health and well-being of young children. [Reference: School Nutrition Program, Bangladesh: WFP-Brac Initiatives]

- Bangladesh has encouraged public-private partnerships to expand access to quality early childhood education. Private providers, NGOs, and community-based organizations play a role in delivering pre-primary education services.
- Initiatives to raise parental awareness about the importance of early childhood development and pre-primary education have been implemented.
- Efforts are made to ensure that early childhood development programs are inclusive and accommodate children with disabilities and those from marginalized communities. [Reference: Early Childhood Development (ECD) Project, MoWCA]
- Primary and Pre-primary schools are designed to be child-friendly, safe, and conducive to learning, with appropriate facilities and materials. [Reference: National Education Policy, 2010]
- The curriculum for pre-primary education has been developed to align with best practices in early childhood education and promote holistic development.
- Research and innovation in the field of early childhood development and education are encouraged to continually improve programs and practices.

Bangladesh's efforts in expanding access to quality early childhood development and pre-primary education are crucial for ensuring that all children have a strong foundation for lifelong learning and development.

iii. **Major Gaps and Challenges in implementing SDG 4.2:**

While Bangladesh has made progress in implementing SDG 4.2 to provide quality early childhood development, care, and pre-primary education, several major gaps and challenges persist:

- Access to pre-primary education is more concentrated in urban areas, leaving many children in rural and remote regions with limited opportunities for early childhood development and pre-primary education.
- Disparities in the quality of pre-primary education exist, with variations in teacher qualifications, infrastructure, and learning materials, impacting learning outcomes.
- A lack of appropriate facilities and resources, including child-friendly classrooms and learning materials, hinders the delivery of quality pre-primary education.
- Ensuring that pre-primary teachers are well-trained in early childhood development and education remains a challenge. Many teachers lack specialized training for working with young children.

- Raising parental awareness about the importance of early childhood development and pre-primary education is an ongoing challenge. Many parents in underserved areas may not be aware of the benefits of early education.
- Malnutrition and health issues can affect children's readiness for learning. Coordinating health and nutrition programs with pre-primary education is essential.
- Ensuring that pre-primary education is inclusive and accommodates children with disabilities and those from marginalized communities requires additional resources and support.
- Data collection and monitoring systems may be inconsistent or inadequate, making it challenging to track the progress of early childhood development programs effectively.
- Attracting and retaining qualified teachers in rural and disadvantaged areas is challenging, often due to low salaries and limited career advancement opportunities.
- Limited financial resources allocated to early childhood development can restrict the expansion and improvement of pre-primary education programs.
- Addressing language diversity is essential, as many regions have their own languages and dialects. Ensuring that education is provided in children's native languages can be complex.
- In some areas, community involvement and participation in managing and supporting pre-primary schools may be lacking.
- Ensuring that the pre-primary curriculum is developmentally appropriate and aligned with best practices in early childhood education is an ongoing challenge.
- Coordinating various services such as nutrition, health, and early childhood education can be complex due to fragmented approaches and differing timelines.

Addressing these gaps and challenges requires a multi-faceted approach involving government policies, investments in teacher training and infrastructure, increased parental awareness, and the involvement of communities and NGOs.

iv. **Way Forward:**

Implementing SDG 4.2 is vital for setting the foundation for lifelong learning and development. Here's a way forward to effectively implement SDG 4.2 in Bangladesh:

- Prioritize the expansion of early childhood development and pre-primary education programs in underserved areas, including rural and remote regions.

- Develop a strategy to reach children from marginalized communities and those with disabilities.
- Enhance the quality of pre-primary education by investing in teacher training and professional development programs focused on early childhood education.
- Ensure that pre-primary teachers are well-equipped to provide holistic support, including cognitive, social, and emotional development.
- Invest in child-friendly infrastructure and learning materials that support interactive and play-based learning in pre-primary schools.
- Develop guidelines for creating safe and stimulating learning environments.
- Promote inclusive pre-primary education by offering additional support and resources for children with disabilities and those from diverse backgrounds.
- Raise awareness among parents and caregivers about the importance of early childhood development and pre-primary education.
- Engage communities in supporting and maintaining pre-primary schools.
- Integrate nutrition and health services into pre-primary education programs to address the overall well-being of children.
- Provide regular health check-ups and nutritious meals.
- Develop developmentally appropriate and culturally relevant pre-primary education curricula. Ensure that the curriculum aligns with best practices in early childhood education.
- Address language diversity by offering pre-primary education in children's native languages and dialects.
- Promote respect for cultural diversity in educational practices.
- Improve incentives and working conditions to attract and retain qualified pre-primary teachers, especially in underserved areas.
- Establish teacher support and mentorship programs.
- Strengthen data collection and monitoring systems to assess the impact of early childhood development and pre-primary education programs. Regularly evaluate learning outcomes and program effectiveness.

- Allocate a significant portion of the national budget to early childhood development and pre-primary education.
- Encourage research and innovation in early childhood education to continuously improve practices and outcomes.

By addressing the outlined strategies and challenges, Bangladesh can work toward providing quality early childhood development and pre-primary education that sets children on the path to lifelong learning and success.



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

i. Indicator wise progress:

Indicator 4.3.1 Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex

This indicator is defined by the percentage of youth and adults in a given age range (e.g. 15-24 years, 25-64 years, etc.) participating in formal or non-formal education or training in a given period (e.g. last 12 months). Formal education and training are defined as education provided by the system of schools, colleges, universities, and other formal educational institutions that normally constitute a continuous ‘ladder’ of full-time education for children and young people, generally beginning at the age of 5 to 7 and continuing up to 20 or 25 years old.

According to the Bangladesh Sample Vital Statistics 2021, the participation rate of youth and adults in formal and non-formal education and training in the previous 12 months was 12.2% (Boys: 13.5% & Girls: 11.0%). In 2022, BBS calculated the data of this indicator regarding to the age group. From Sample Vital Statistics 2022, it is seen that for 15-64 years aged population this participation rate is 12.94%, for 15-24 years aged population it is 37.64% and for 25-54 years aged population it is 3.11%.

Table 4.3.1: Progress in Participation Rate of Education and Training in the previous 12 months

Indicator	Baseline data (2021)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Participation rate of youth and adults in formal and	Boys: 13.5% Girls: 11.0%	15-64 years: Boys: 14.75%	-	-

Indicator	Baseline data (2021)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
non-formal education and training in the previous 12 months, by sex	Total: 12.2% (SVRS, 2021)	Girls: 11.22% Total: 12.94% 15-24 years: Boys: 41.32% Girls: 34.13% Total: 37.64% 25-54 years: Boys: 4.19% Girls: 2.13% Total: 3.11% (SVRS, 2022)		

Data Source: SVRS-2021, SVRS-2022

Indicator 4.3.2 Gross enrolment ratio for tertiary education by sex

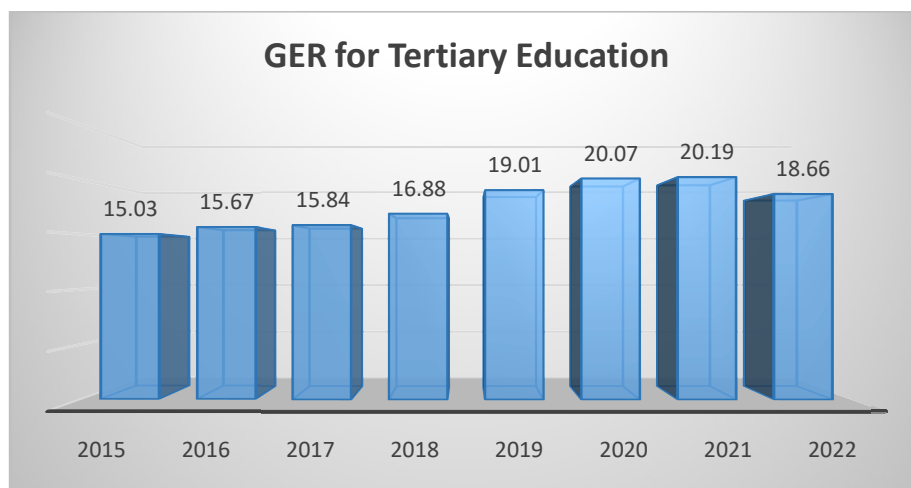
Gross enrolment ratio (GER) is a statistical measure to determine the number of students enrolled in school at several different grade levels.

As per Bangladesh Education Statistics 2022, the gross enrolment ratio at the tertiary level is 18.66% (Male: 20.07% and Female: 17.19%) in 2022, which was 15.8% in 2015.

Table 4.3.2: Gross enrolment ratio for tertiary education by sex

Indicator	Baseline data (2015)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Gross enrolment ratio for tertiary education by sex	Both: 15.03% Male: 17.83% Female: 12.11%	Both: 18.66% Male: 20.07% Female: 17.19%	-	-

Data Source: BES 2015 & 2022



Indicator 4.3.3 Participation rate in technical-vocational programmes (15 to 24 year old) by sex

This indicator was introduced to assess the level of participation of youth in technical and vocational education and training designed specifically to lead to a job.

As per data of BANBEIS, MoE, only 3.6% of youth (15 to 24 year old) participated in technical-vocational programmes in 2022, where male participation was 5.2% and female participation was 2.0%. According to the data of 2019, this indicator shows very sluggish progress.

Table 4.3.3: Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex

Indicator	Baseline data (2019)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	Both: 3.0% Male: 4.5% Female: 1.5%	Both: 3.6% Male: 5.2% Female: 2.0%	-	-

Source: Derived from the data of AEIS 2019 & 2022

ii. Actions taken to implement SDG 4.3:

Bangladesh has taken several actions and steps to implement SDG 4.3 and promote access to technical and higher education. Here are some of the key actions:

- Bangladesh has significantly expanded technical and vocational education and training (TVET) programs to provide a wide range of skills and training opportunities. [Reference: TVET Development Action Plan-2020]

- TVET programs offer courses that align with market demands, ensuring that students gain skills that are in high demand in various industries. [Reference: TVET Development Action Plan-2020]
- The government and relevant authorities have worked to enhance the quality of technical and vocational education by improving curriculum, training, and facilities. [Reference: TVET Development Action Plan-2020]
- Bangladesh has expanded its higher education sector, including the establishment of new universities and colleges. This expansion aims to increase access to tertiary education for a larger portion of the population. [Reference: Cross Boarder Higher Education (CBHE) Act, 2014]
- The government has implemented policies to keep the cost of higher education affordable. This includes providing subsidies and scholarships to deserving students.
- Scholarships and financial aid are available to support disadvantaged students in accessing higher education.
- Initiatives have been launched to promote technical and vocational skills, particularly in areas with labor market demand, such as information technology, healthcare, and agriculture. [Reference: Accelerating and Strengthening Skills for Economic Transformation (ASSET), 2021-2026]
- Collaboration with private organizations and industries is encouraged to ensure that educational programs align with industry needs.
- Efforts have been made to collect and disseminate labor market information to guide the development of educational programs.
- Bangladesh is promoting science and technology education, research, and innovation to support technological advancement and economic growth. [Reference: Extension of Scope of Science Education in the Government Colleges Project; Secondary Education Sector Investment Program (SESIP)]
- Investments are made in research and development to keep educational programs relevant and aligned with industry advancements. [Reference: Bangladesh Research and Education Network (BdREN)]
- Special programs and incentives have been implemented to encourage the participation of women in technical and vocational education. [Reference: Establishment of Four Mohila (Ladies) Polytechnic Institutes; Skills 21-Empowering Citizens for Inclusive and Sustainable Growth Project]

- Bangladesh collaborates with international organizations and educational institutions to improve the quality and accessibility of tertiary education.

While Bangladesh has made significant progress in implementing SDG 4.3, challenges such as improving the quality of tertiary education, ensuring the relevance of educational programs to the job market, and addressing gender disparities remain areas of focus. Nonetheless, the country's commitment to expanding access to technical and higher education is vital for achieving SDG 4.3 and supporting economic growth and development.

iii. **Major Gaps and Challenges in implementing SDG 4.3:**

Here are some of the major gaps and challenges in implementing SDG 4.3:

- Disparities in access to higher education persist, with urban areas having better access than rural areas. Access for marginalized and economically disadvantaged groups, including women, is limited.
- The cost of higher education can be prohibitive for many families, preventing qualified students from attending.
- Many tertiary institutions face challenges in maintaining high academic and teaching standards.
- A shortage of qualified instructors and lecturers in higher education institutions can impact the quality of education. Professional development for teachers is insufficient.
- Curricula in higher education and vocational programs do not always align with the needs of the job market.
- The rapid pace of technological change is making curricula quickly outdated.
- Graduates are facing difficulties in finding employment after completing higher education or vocational training.
- A mismatch between skills acquired and job market demands are challenge for fresh graduates. Technical and vocational education and training (TVET) programs may not always offer the skills needed for modern industries and workplaces.
- Faculty and staff shortages can hinder the smooth functioning of institutions.
- Women face cultural, societal, and economic barriers that limit their access to higher education and vocational training. Gender biases in some fields discourage women from pursuing certain career paths.

- Higher education institutions and vocational centers lack facilities and support services for students with disabilities.
- A lack of coordination between TVET and industry requirements can be a challenge.
- Coordinating policies between the education sector and industries is often complex. Policy gaps and inconsistencies can hinder the implementation of effective vocational and tertiary education programs.
- Not all students have access to digital resources and online education, making e-learning options less inclusive.
- Highly educated individuals are leaving the country in search of better employment opportunities abroad, which can lead to a loss of local talent.

iv. **Way Forward:**

The way forward to effectively implement SDG 4.3 involves a comprehensive and collaborative effort. This includes:

- Prioritizing the expansion of tertiary education and vocational training institutions, particularly in rural and underserved areas. New universities, colleges, and vocational centers should be established to increase access.
- Policies should be developed and implemented to make higher education more affordable, including reducing tuition fees and providing need-based scholarships.
- Efforts should be made to address gender disparities in tertiary education enrollment through affirmative action programs and increased representation for marginalized groups.
- Ensuring high academic standards in tertiary education institutions is crucial, and this can be achieved through strengthening accreditation and quality assurance mechanisms. Continuous quality improvement should be promoted through regular evaluations and reviews.
- Teacher training programs should be enhanced to equip instructors with the necessary skills to deliver high-quality education, and incentives should be provided to attract experienced professionals to the teaching faculty.
- To ensure the relevance of curricula, they should be aligned with the needs of the job market and industry trends. Collaboration between educational institutions and industries should be facilitated to make graduates job-ready, and advisory boards with industry experts should guide curriculum development.

- The use of digital technologies in education, including e-learning platforms and online courses, should be promoted, and students should have access to digital resources for remote learning.
- Career counseling and guidance services should be provided to help students make informed decisions about their education and career paths, and entrepreneurship should be encouraged among graduates.
- Ensuring accessibility and inclusivity for students with disabilities is essential, and tertiary education institutions should provide necessary support services and accommodations.
- Expanding education to rural and remote areas can be achieved through the establishment of distance education programs and satellite campuses, along with the utilization of mobile learning platforms to reach students in remote areas.

Collaboration between the public and private sectors should be promoted to expand access to education, and private investments in higher education and vocational training should be encouraged.



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

i. Indicator wise progress:

Indicator 4.4.1 Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill

The proportion of youth and adults with Information and Communications Technology (ICT) skills, by type of skill defined as the percentage of individuals that have undertaken certain ICT-related activities in the last 3 months.

As per MICS (2019), only 1.4 percent of youth and adults (15-49 years) have information and communications technology (ICT) skills, which is 4.1 percent for urban areas and 0.6 percent for rural areas. The same report shows that around 4.6 percent of the women have used computers, 71.4 percent own a mobile phone and 14.2 percent of women have used the internet. Urban women are more technologically skilled than rural women. It is found that around 11.2 percent of urban women have used a computer against only 2.5 percent of rural women and, 71.4 percent of urban women own a mobile phone against 68.6 percent of rural women. Moreover, 25.1 percent of urban women have used the internet whereas this figure is around 10.9 percent for rural women.

According to LAS 2023, 4.28% of individuals using computers or tablets, 3.49% of individuals can send email and messages, 2.23% are capable of using Excel spreadsheets and only 0.49% of individuals are capable of developing computer software/applications.

Table 4.4.1: Progress in Proportion of Youth and Adults in ICT Skills

Indicator	Baseline data	Progress (2023)	Benchmark for 2025	Benchmark for 2030
Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	Youth and adults (15-49 years old): 1.4% [Urban: 4.1%; Rural: 0.6%] (2019)	Individuals with ICT skills, by type of skills (15-64 years old): <ul style="list-style-type: none"> a) Using a computer or a tablet with computer like features: 4.28% b) Using copy, cut, paste tool: 3.72% c) Sending email, message: 3.49% d) Using excel (Spreadsheet): 2.23% e) Connecting and installing any new device: 2.21% f) Configuring, installing, downloading/ searching any software or app: 2.75% g) Using presentation software like PowerPoint: 1.52% h) Transferring file/application: 2.46% i) Strengthening password: 1.61% j) Changing personal information: 1.97% k) Verifying any information found online: 1.73% l) Developing computer software or application: 0.49% 	-	-

Data Source: MICS-2019, LAS-2023

Data Gap: Data for the Indicator 4.4.2, 4.4.3 are yet to be available.

ii. Actions taken to implement SDG 4.4:

Sustainable Development Goal 4.4 focuses on increasing the number of youth and adults with relevant skills for employment, decent jobs, and entrepreneurship. Bangladesh has taken several actions and steps to implement this goal. Some of the key actions are:

- Bangladesh has expanded TVET programs to equip youth and adults with practical skills for employment and entrepreneurship. New TVET institutions and training centers have been established. [Reference: National Technical And Vocational Qualifications Framework (NTVQF)]
- The curriculum for TVET programs has been developed and updated to align with industry needs and to ensure that graduates are job-ready. [Reference: National Technical And Vocational Qualifications Framework (NTVQF)]
- Emphasis has been placed on skill development in sectors with high employment potential, such as information technology, agriculture, and manufacturing.
- Quality assurance mechanisms have been put in place to maintain high standards in TVET programs. [Reference: National Technical And Vocational Qualifications Framework (NTVQF)]
- Professional development programs for TVET teachers and instructors have been implemented to improve teaching quality. Ensuring that educators have up-to-date industry knowledge is a priority. [Reference: National Technical And Vocational Qualifications Framework (NTVQF)]
- Collaboration between educational institutions and private sector organizations has been encouraged to provide industry-relevant training and job placements. Employers are involved in curriculum development and industry advisory boards.
- Encouraging apprenticeships and on-the-job training to provide practical experience and workplace exposure for students. [Reference: TVET Development Action Plan- 2020]
- Initiatives have been launched to promote entrepreneurship among youth and adults. Training and support services are provided for aspiring entrepreneurs. [Reference: Capacity building of universities in Bangladesh to promote Entrepreneurship]
- Efforts have been made to ensure that TVET programs are inclusive and accessible to all, including women, persons with disabilities, and marginalized groups. [Reference: Integrated TVET Development Action Plan]

- Providing information about labor market trends and demand for specific skills to guide individuals in choosing relevant training and education paths.
- Encouraging the active involvement of youth in shaping TVET programs, ensuring that the training offered aligns with their interests and needs.
- Initiatives have been taken to provide training and support for those working in the informal sector, to help them acquire formal skills and access better job opportunities.
- Digital literacy and IT skills have been integrated into TVET programs to align with the demands of the digital economy. [Reference: TVET Development Action Plan- 2020]

iii. **Major Gaps and Challenges in implementing SDG 4.4:**

There are several major gaps and challenges in achieving SDG 4.4 in Bangladesh:

- Many people, especially in rural and underserved areas, lack access to quality technical and vocational education and training (TVET) programs. The lack of educational infrastructure and resources hinders skill development.
- Gender inequalities persist in access to education and training, with cultural and societal barriers restricting women's participation in some regions. In fields dominated by men, female participation remains limited.
- Often, the skills acquired through education and training programs don't align with the demands of industries and the labor market. Rapid technological changes render some skills obsolete, creating a disconnect.
- Ensuring the quality of TVET programs and institutions is a challenge. Accreditation processes may not always be effective, and maintaining consistent standards across diverse programs is difficult.
- A shortage of qualified instructors and trainers in TVET institutions affects the quality of education. Instructors may lack updated industry knowledge, hindering effective skill transfer.
- Many individuals lack proper career guidance and information about training and job opportunities. This leads to mismatches between acquired skills and job choices.
- Financial constraints often prevent individuals from accessing education and training programs. Scholarships and financial assistance mechanisms are limited, leaving many without access.

- Informal sector workers, a significant portion of the workforce, struggle to access formal training and skills development opportunities, limiting their economic advancement.
- Ensuring access to education and training for marginalized and disadvantaged groups, including persons with disabilities and refugees, remains a complex challenge.
- Besides technical skills, soft skills such as communication, problem-solving, and teamwork are vital for employability. However, these skills may be lacking in training programs.
- High rates of youth unemployment, particularly among educated youth, indicate a significant mismatch between the skills acquired and the available job opportunities.
- Economic factors, including limited job creation and economic downturns, can impact the demand for skilled workers and the availability of decent jobs.
- Encouraging private sector involvement in providing training and job opportunities may require policy incentives and cooperation to bridge the gap.
- Bridging the digital divide to ensure individuals have access to digital literacy and online training resources remains a persistent challenge.

iv. Way Forward:

The way forward to effectively implement SDG 4.4, which aims to substantially increase the number of youth and adults with relevant skills for employment, decent jobs, and entrepreneurship, involves addressing several key challenges. Here are the steps that can be taken to overcome these challenges and advance towards achieving this goal:

- Strategies should be developed to expand access to quality technical and vocational education and training (TVET) programs, particularly in rural and underserved areas. This involves building necessary educational infrastructure and allocating resources to ensure equitable access.
- Efforts should focus on eliminating gender disparities in education and training by actively encouraging the participation of women. Initiatives to break down cultural and societal barriers that hinder women's involvement in certain fields are essential.
- Continuous collaboration between educational institutions and industries is vital to ensure that skills acquired through education and training programs are in line with current and future job market demands. This requires regular assessment and adaptation of curricula.

- Establishing robust quality assurance mechanisms is essential to maintain and enhance the quality of TVET programs. Ongoing accreditation processes should be implemented and monitored to ensure consistency in standards.
- Investing in teacher and instructor training is critical to improving the quality of education and skill transfer. Ongoing professional development programs should be offered to keep educators updated with industry knowledge.
- Comprehensive career guidance services should be made available to individuals to help them make informed decisions about their education and employment choices. This includes information on training opportunities and job prospects.
- Financial constraints should be addressed by offering scholarships and financial assistance mechanisms to those who need them. This ensures that cost does not become a barrier to education and skill development.
- Targeted programs should be designed to offer training and skill development opportunities to workers in the informal sector, allowing them to transition to more formal and better-paying employment.
- Efforts should be made to ensure that individuals from vulnerable and marginalized groups, including persons with disabilities and refugees, have equal access to education and training programs.
- A focus on developing employability skills, including soft skills such as communication and problem-solving, should be integrated into training programs to prepare individuals for a broader range of job opportunities.
- Effective monitoring and evaluation systems should be implemented to track the impact of education and training programs. This data-driven approach helps identify areas for improvement and measure progress.
- Addressing youth unemployment requires a multifaceted approach, including targeted job creation initiatives, apprenticeship programs, and addressing mismatches between skills and job opportunities.

By taking these steps, Bangladesh can advance toward achieving SDG 4.4, ensuring that youth and adults have the relevant skills needed for employment, decent jobs, and entrepreneurship, contributing to economic growth and social development.



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

i. Indicator wise progress:

Indicator 4.5.1 Parity indices (female/male, rural/urban, bottom/top wealth quintile, and others such as disability status, indigenous peoples, and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated

Parity indices are statistical measures that compare the representation or achievement of one group (e.g., females) with another group (e.g., males) to determine if there are gender disparities in educational outcomes. The indicator emphasizes the importance of disaggregated data, which means that educational data should be separated and analyzed by various demographic characteristics. This includes gender (female/male), rural/urban location, wealth quintiles (economic status), disability status, indigenous peoples, and conflict-affected populations, among others. Disaggregated data allows for a more detailed and nuanced analysis of educational disparities.

The index is calculated by dividing the indicator value for one group by the indicator value for the other group. Typically, the likely more disadvantaged group is the numerator. A value of exactly 1 indicates parity between the two groups. The Gender Parity Index (GPI) is defined as the ratio of female to male enrolment rates, gross or net. When GPI has a value of one, female enrolment and male enrolment rates are equal. A value of less (more) than one indicates that proportionately fewer (more) females have enrolled than males.

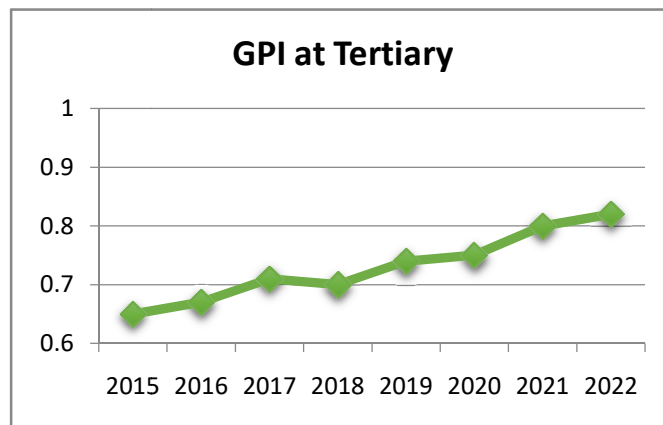
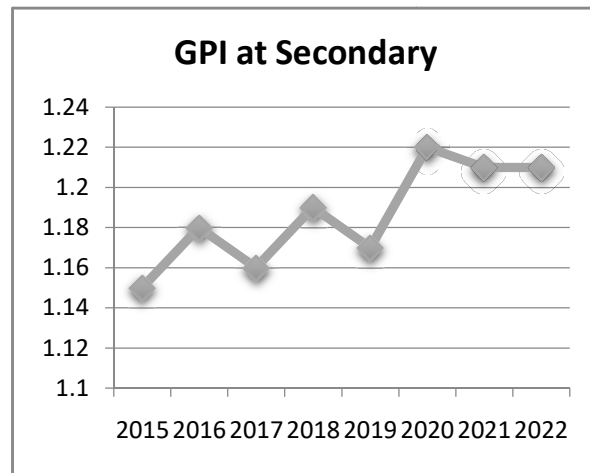
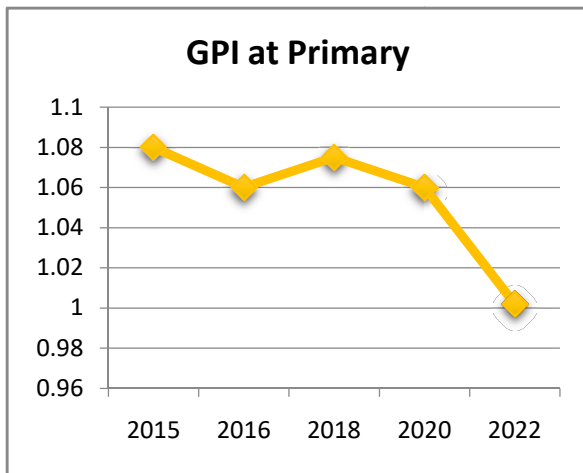
Bangladesh has achieved a GPI value higher than one at the primary and secondary levels as per the latest data of BANBEIS and MICS. Notably, the majority of students changed from female to male in tertiary education, whereas it is still not far from one (0.82). However, in technical education, the value of GPI is only 0.37. Several government initiatives, such as food/cash for

education programs for girls at the primary level as well as stipend/tuition programs for girls at the secondary level have increased physical access to schools.

Table 4.5.1: Progress in Participation of GPI in Different Education Levels

	Baseline data (Base year 2015)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Primary	1.08	1.002	1.00	1.00
Secondary	1.15	1.21	1.05	1.00
Tertiary	0.65	0.82	0.75	0.80
Technical	0.38	0.37	0.57	0.70

Data Source: APSC-2015, BES-2015, APSC-2022, BES-2022



Data Gap: Data for the Indicator 4.5.2, 4.5.3, 4.5.4, 4.5.5 are yet to be available.

ii. Actions taken to implement SDG 4.5:

Bangladesh has initiated several policies and programs since 2015 to ensure equal access to all levels of education for girls and boys, as well as learners from vulnerable and marginalized communities, at all educational levels. These initiatives align with the government's commitment to achieving Sustainable Development Goal 4 (SDG 4) on quality education. Some key policies and programs include:

- PEDP-4 is a government-led program aimed at improving access to quality primary education. It focuses on reducing disparities in enrollment and retention rates among girls, boys, and children from marginalized communities. Specific strategies include stipends for girls, the distribution of free textbooks, and the establishment of schools in underserved areas.
- The Female Stipend Program provides financial incentives to girls at the secondary and higher secondary levels to encourage their enrollment and attendance. This program aims to reduce gender disparities in access to education and has been effective in increasing girls' participation in higher levels of education.
- Bangladesh has introduced policies and programs to promote inclusive education for children with disabilities. Efforts include establishing special schools, resource centers, and inclusive classrooms within mainstream schools. These initiatives aim to ensure that learners with disabilities have equal access to education. [Reference: PEDP; Teaching Quality Improvement in Secondary Education Project(TQI-SEP)]
- The government has given special attention to learners from marginalized and vulnerable communities, including indigenous populations and children living in remote and hard-to-reach areas. Initiatives include the establishment of schools in these areas and targeted support to address their unique educational needs. [Reference: Promotion of Human Rights of Persons with Disabilities in Bangladesh (PHRPDP)]
- Bangladesh has expanded technical and vocational education and training (TVET) opportunities to provide alternative pathways for students. This includes programs that cater to learners who may not pursue traditional academic education and those from marginalized backgrounds. [Reference: TVET Development Action Plan 2020]
- To improve the overall quality of education and ensure equal access, Bangladesh has launched various quality enhancement programs. These efforts include teacher training, curriculum development, and the provision of necessary teaching materials. [Reference: Secondary Education Sector Investment Program (SESIP); Teaching Quality Improvement –II in Secondary Education]

- In response to the COVID-19 pandemic, Bangladesh accelerated efforts to provide digital access to education for all students, including those from vulnerable communities. This included the distribution of digital devices and the use of online and television-based learning platforms. [Reference: ‘Ghore Boshe Shikhi’; ‘Amar Ghore Amar School’ Program]

These policies and programs reflect Bangladesh’s commitment to ensuring equal access to education for all, regardless of gender or social background. While challenges persist, the government's efforts, often in collaboration with international partners and organizations, demonstrate a dedication to addressing disparities and promoting inclusive and equitable education in the country.

iii. **Major Gaps and Challenges in implementing SDG 4.5:**

SDG 4.5 is one of the targets under Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Specifically, SDG 4.5 focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable populations, including persons with disabilities, indigenous peoples, and children in vulnerable situations. Implementing SDG 4.5 in Bangladesh presents several major gaps and challenges:

- Despite significant progress in recent years, gender disparities in education persist in Bangladesh. Girls continue to face challenges in accessing and completing their education due to cultural norms, early marriage, and limited resources.
- Socioeconomic disparities in education access and quality are prevalent in Bangladesh. Children from low-income families often lack access to quality education, and this inequality can perpetuate cycles of poverty.
- Ensuring inclusive education for children with disabilities remains a significant challenge. Many schools in Bangladesh are not equipped to accommodate the needs of children with disabilities, resulting in exclusion and limited educational opportunities.
- There is a shortage of qualified teachers, especially in remote and rural areas of Bangladesh. Teacher training and professional development programs need improvement to enhance the quality of education.
- Many schools in Bangladesh lack proper infrastructure, including safe and child-friendly learning environments, adequate classrooms, and sanitation facilities.
- Access to quality early childhood education is limited in Bangladesh, particularly for children from disadvantaged backgrounds. Early childhood education is crucial for a strong foundation in learning.
- The quality of education in Bangladesh needs improvement, including curriculum design, pedagogical methods, and assessment systems.

- Traditional gender roles and societal norms can discourage girls from pursuing education, especially at the secondary and tertiary levels. Changing these norms is a complex and long-term process.
- Bangladesh is prone to natural disasters, and regions affected by conflicts face additional challenges in providing education to vulnerable populations.

Addressing these gaps and challenges requires a multi-faceted approach involving government policies, civil society engagement, international partnerships, and investment in education infrastructure and teacher training. Efforts should focus on promoting gender equality, improving access to quality education for all, and ensuring that no one is left behind in the pursuit of SDG 4.5 in Bangladesh.

iv. **Way forward:**

Implementing SDG 4.5, which focuses on eliminating gender disparities in education and ensuring equal access to all levels of education and vocational training for vulnerable populations, requires a comprehensive and sustained effort. Here's a way forward to effectively implement SDG 4.5:

- Strengthen and enforce policies that promote gender equality and inclusive education. Ensure that these policies are comprehensive and address the specific needs of vulnerable populations.
- Allocate adequate resources to the education sector, particularly in areas with higher disparities and marginalized communities. This includes funding for infrastructure, teacher training, and learning materials.
- Improve teacher training programs to equip educators with the skills needed to create inclusive and gender-sensitive classrooms. Encourage professional development opportunities for teachers to stay updated with best practices.
- Develop curricula and educational materials that are inclusive, culturally sensitive, and free from gender biases. Ensure that they reflect the needs and experiences of all learners.
- Expand access to quality early childhood education, especially in disadvantaged areas. This lays the foundation for lifelong learning and reduces disparities from the outset.
- Involve parents, local communities, and civil society organizations in the education process. Raise awareness about the importance of education and gender equality, and engage communities in improving school facilities and resources.

- Implement awareness campaigns to challenge harmful cultural norms and stereotypes that restrict access to education, particularly for girls. Engage with religious and community leaders to support gender equality in education.
- Strengthen data collection and monitoring systems to track progress towards SDG 4.5. Regularly assess the enrollment, attendance, and retention rates of vulnerable populations, including girls and children with disabilities.
- Make schools accessible to all, including children with disabilities. Ensure the availability of safe and clean sanitation facilities in schools.
- Implement targeted interventions for marginalized and vulnerable groups, such as providing scholarships, transportation, and nutritional support to ensure their participation and retention in education.
- Foster partnerships between the government, private sector, and NGOs to leverage resources and expertise for education initiatives. This can help bridge gaps in funding and infrastructure.
- Develop contingency plans for education in areas prone to conflicts or disasters. Ensure that schools are safe and functional during emergencies.
- Continuously monitor and evaluate the effectiveness of education programs and policies in reducing disparities and promoting gender equality. Use data-driven insights to make informed decisions.
- Collaborate with international organizations and donor agencies to access additional resources and technical expertise for education initiatives.
- Build the capacity of local institutions and educators to manage and implement education programs effectively.

Implementing SDG 4.5 is a long-term commitment that requires the concerted efforts of governments, civil society, the private sector, and the international community.



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

i. Indicator wise progress:

Indicator 4.6.1 Percentage of the population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex

SDG 4.6.1 assesses the literacy and numeracy skills of a specific age group within a population, with a focus on functional proficiency. Functional literacy and numeracy refer to the ability to read, write, and use mathematical skills effectively in everyday life, including in various contexts such as work, civic participation, and personal development.

As per LAS 2011, 53.6% population of the 15-45y age group was found to achieve at least a fixed level of proficiency in functional literacy skills and 52.8% of that age group had that much proficiency in numeracy skills. In LAS 2023, it is found that for the age group (15-64y), 63.06% and 57.75% have at least a fixed level of proficiency in literacy and numeracy respectively, whereas for the 15-24y age group these percentages are 85.35% and 78.40% respectively. The milestone for this indicator is to ensure at least 100% functional skills for both literacy and numeracy by 2030.

Table 4.6.1: Progress in Proportion of Young and Adults in ICT Skills

Indicator	Baseline data	Progress (2023)	Benchmark for 2025	Benchmark for 2030
Percentage of the population in a given age group achieving at least a fixed level of	Age group 15-45 years a) 53.6% b) 52.8%	Age group 15-64 years a) 63.06% b) 57.75%	a) 75% b) 75%	a) 100% b) 100%

Indicator	Baseline data	Progress (2023)	Benchmark for 2025	Benchmark for 2030
proficiency in functional (a) literacy and (b) numeracy skills, by sex	(2011)	Age group 15-24 years a) 85.35% b) 78.40% Age group 15+ years a) 60.77% b) 55.67% (LAS 2023)		

Data Source: LAS-2011, LAS-2023

4.6.2 Youth/adult literacy rate

This indicator is introduced to show the accumulated achievement of primary education and literacy programs in imparting basic literacy skills to the population. Literacy represents a potential for further intellectual growth and contribution to economic, social and cultural development of society.

According to the data of Bangladesh Sample Vital Statistics, conducted by BBS, the literacy rate of 7 years+ population was 63.6% (Male: 65.6% & Female: 61.6%) in 2015 and 76.8% (Male: 79.0% & Female: 74.7%) in 2022, which shows a continuous progress towards achieving universal literacy. Similarly, the literacy rate of 15years+ population was 64.6% (Male: 67.6% & Female: 61.6%) in 2015 and 74.4% (Male: 77.4% & Female: 71.5%) in 2022.

Table 4.6.2: Youth/adult literacy rate (7+ and 15+ years)

Indicator	Baseline data (2015)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Literacy Rate (7+ years)	Both: 63.6% Male: 65.6% Female:61.6%	Both: 76.8% Male: 79.0% Female:74.7%	-	-
Literacy Rate (15+ years)	Both: 64.6% Male: 67.6% Female:61.6%	Both: 74.4% Male: 77.4% Female:71.5%	-	-

Source: SVRS-2018, SVRS-2022

Data Gap: Data for the Indicator 4.6.3 are yet to be available.

ii. **Actions taken to implement SDG 4.6:**

Sustainable Development Goal 4.6 (SDG 4.6) focuses on ensuring that all youth and a substantial proportion of adults achieve literacy and numeracy. Bangladesh has taken several actions and steps to implement this goal and improve literacy rates:

- Bangladesh has launched and supported national literacy programs aimed at improving literacy rates among both youth and adults. These programs often target specific groups, such as women, rural populations, and marginalized communities. [Reference: The Total Literacy Movement (TLM); Non-Formal Education Framework]
- Functional literacy programs are designed to teach practical literacy skills that are relevant to daily life and employment, helping individuals apply their knowledge effectively. These programs often include vocational training to enhance employability. [Reference: Post Literacy and Continuing Education for human Development Project (PLCEHD) -I, II, III; Friendship’s Adult Literacy Program]
- The government has established community learning centers (CLCs) in rural areas, where adults and out-of-school youth can access literacy and numeracy classes. CLCs often provide flexible schedules to accommodate the needs of learners. [Reference: The Community Learning Centre Project]
- Initiatives to encourage adults, especially women, to return to education have been implemented. These initiatives may provide stipends, childcare facilities, and other support to remove barriers to learning.
- Non-formal education programs target individuals who may have missed formal education opportunities. These programs are designed to be flexible and accessible. They often incorporate innovative teaching methods and materials. [Reference: Basic Literacy Project, 2014-19]
- Training programs for literacy instructors and teachers have been established to improve the quality of education. These programs focus on teaching methodologies tailored to adult learners. [Reference: Upazila ICT Training and Resource Centre for Education (UITRCE)]
- Regular literacy assessments and monitoring are conducted to track progress and identify areas that need improvement. Data collection helps in designing targeted interventions.
- Literacy programs are often integrated with broader sustainable development initiatives, including those related to health, agriculture, and entrepreneurship. This ensures that literacy skills are put to practical use. [Reference :Strengthening Agriculture Tertiary

Education Project, 2022-26; Capacity Building of universities in Bangladesh to Promote to youth Entrepreneurship]

- Bangladesh collaborates with international organizations, NGOs, and civil society to support literacy programs. Donor assistance and expertise are often leveraged to enhance the impact of these initiatives.
- Special efforts are made to improve girls' and women's literacy rates, as gender disparities in education persist in some regions. [Reference: Comprehensive Stipend Program]
- Ensuring that literacy programs are inclusive and accessible for persons with disabilities is a priority. Specialized materials and support may be provided.
- Communities are actively engaged in literacy programs, with local leaders and volunteers often playing a crucial role in promoting education. This community involvement fosters a sense of ownership and sustainability.
- Advocacy campaigns are conducted to raise awareness about the importance of literacy and to encourage individuals to participate in literacy programs.
- Research initiatives are conducted to identify effective teaching methods and approaches for adult literacy and numeracy. Innovations in education are embraced to improve outcomes.

By taking these actions, Bangladesh is working toward achieving SDG 4.6 by improving literacy and numeracy rates among both youth and adults, thus contributing to broader educational and socioeconomic development in the country.

iii. **Major Gaps and Challenges in implementing SDG 4.6:**

While Bangladesh has made significant efforts to implement SDG 4.6, several gaps and challenges persist:

- Despite efforts, Bangladesh still faces challenges with low literacy rates, particularly among adults. Many individuals lack basic literacy and numeracy skills.
- Gender disparities in literacy rates persist, with women often having lower literacy levels than men. Cultural and societal factors contribute to this gap.
- Access to literacy and numeracy programs remains a challenge in remote and rural areas. Some individuals lack access to schools or learning centers.

- The quality of education, especially in non-formal and adult education programs, vary widely. Ensuring that education meets specific standards is challenging.
- Indigenous populations and marginalized communities face barriers to accessing quality education, leading to high illiteracy rates among these groups.
- Poverty and financial constraints prevent individuals from participating in literacy programs, as they may need to prioritize economic activities over education.
- Adults often have limited opportunities for skills training and vocational education, which can hinder their ability to find employment or start businesses.
- The digital divide remains a challenge, with many individuals lacking access to digital resources and digital literacy training.
- Political and social instability in certain regions of Bangladesh also disrupt educational activities, making it challenging to maintain consistent literacy programs.
- In some areas, a lack of technological infrastructure, such as electricity and internet access, limit the effectiveness of educational initiatives.
- Bangladesh is linguistically diverse, with multiple languages spoken. Language barriers can affect the accessibility and quality of education.
- Cultural norms and societal attitudes can discourage adults, especially women, from participating in literacy programs.
- Ensuring that literacy programs are accessible and inclusive for individuals with disabilities is a challenge, as specialized resources and support may be limited.

iv. **Way Forward:**

The way forward to effectively implement SDG 4.6 in Bangladesh involves addressing several key challenges and taking concrete steps:

- Efforts should be directed toward enhancing the quality and reach of literacy programs for both youth and adults. This includes upgrading curriculum materials and teaching methods.
- Special attention should be given to closing the gender gap in literacy rates. Gender-sensitive literacy programs and awareness campaigns can empower women and girls to pursue education.

- Access to literacy and numeracy programs should be expanded, particularly in remote and underserved areas. The establishment of learning centers in these regions is crucial.
- Ensuring the quality of education is paramount. Training and capacity-building programs for teachers and instructors can improve the effectiveness of literacy programs.
- Special measures should be taken to ensure that literacy programs are inclusive, catering to marginalized communities, indigenous populations, and individuals with disabilities.
- Financial constraints should be addressed by providing scholarships, subsidies, or other financial incentives to individuals who wish to participate in literacy programs.
- Communities should be actively engaged in supporting literacy initiatives. This involvement fosters a sense of ownership and sustainability. Developing support systems within communities, such as adult literacy committees, can help sustain and promote literacy programs.
- Bridging the digital divide is important. Providing access to digital resources and training can equip individuals with essential digital literacy skills.
- Cultural and linguistic diversity should be taken into account when designing literacy programs to ensure they are culturally sensitive and relevant. Initiatives to address language barriers and promote multilingual education can improve accessibility for linguistic minorities.
- Efforts should be made to maintain political stability and social harmony, especially in regions where instability disrupts educational activities.
- Expanding vocational education opportunities for adults can enhance their skills and employability.

By taking these steps, Bangladesh can work toward achieving SDG 4.6, significantly improving literacy and numeracy rates among both youth and adults.



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

i. Indicator wise progress

Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b) curricula, (c) teacher education, and (d) student assessment

Indicator 4.7.1 measures the extent to which countries mainstream Global Citizenship Education (GCED) and Education for Sustainable Development (ESD) in their education systems. This is an indicator of characteristics of different aspects of education systems: education policies, curricula, teacher training and student assessment as reported by government officials, ideally following consultation with other government ministries, national human rights institutes, the education sector and civil society organizations. It measures what governments intend and not what is implemented in practice in schools and classrooms. For each of the four components of the indicator (policies, curricula, teacher education, and student assessment), a number of criteria are measured, which are then combined to give a single score between zero and one for each component.

SHED along with all the education stakeholders have prepared a baseline data for this indicator, where the laws and policy component shows the highest score of 0.875 followed by teacher education component score (0.85). The baseline data implies Bangladesh has a consolidated laws and policies to mainstream GCED and ESD. Attention should be given to introduce GCED and ESD with more extended manner in students' assessment.

Table 4.7.1: Baseline data for SDG 4.7.1

	Components			
	(a) Laws and policies	(b) Curricula	(c) Teacher education	(d) Student assessment
Component Scores	0.875	0.76	0.85	0.67

Data Gap: Data for the Indicator 4.7.2, 4.7.3, 4.7.4, 4.7.5, 4.7.6 are yet to be available.

ii. Actions taken to implement SDG 4.7:

The initiatives taken by the government to address SDG 4.7 are:

- Formulating or updating national education policies to include provisions for global citizenship education, sustainability, gender equality, and human rights. [Reference: National Education Policy, 2010]
- Incorporating relevant content into the national curriculum to ensure that global citizenship education and sustainable development principles are integrated into various subjects and grade levels.
- Providing training and professional development opportunities for teachers to equip them with the knowledge and skills necessary to incorporate global citizenship education and sustainable development into their teaching methods. [Reference: National Education Policy, 2010]
- Developing new assessment methods or modifying existing ones to measure students' understanding and application of global citizenship education and sustainable development concepts.
- Facilitating collaboration among educational institutions, government agencies, non-governmental organizations, and international partners to share resources, expertise, and best practices.
- Allocating financial resources and infrastructure to support the implementation of programs and initiatives related to SDG 4.7.

iii. Major Gaps and Challenges in implementing SDG 4.7:

The major gaps and challenges in implementing SDG 4.7 in Bangladesh are:

- Lack of awareness and understanding among policymakers, educators, and the general public about the importance of global citizenship education and sustainable development can hinder effective implementation.

- Challenges in integrating global citizenship education and sustainable development into national education policies. This may be due to competing priorities, limited resources, and a lack of clear strategies for implementation.
- Developing and incorporating relevant content into existing curricula to address global citizenship, sustainability, gender equality, and human rights can be a complex task. Ensuring that these topics are integrated across various subjects is crucial.
- Inadequate training and professional development opportunities for teachers to effectively integrate global citizenship education and sustainable development principles into their teaching practices.
- Developing appropriate methods to assess students' understanding and application of global citizenship education and sustainable development. Traditional assessment systems may not effectively capture these broader concepts.
- Limited financial resources and infrastructure can impede the implementation of programs and initiatives related to global citizenship education and sustainable development.
- Balancing the global perspective with local cultural values and norms, ensuring that the content is culturally sensitive and relevant to the context of Bangladesh.
- Engaging parents, communities, and civil society in supporting and understanding the importance of global citizenship education and sustainable development. Building a consensus for these concepts is crucial for successful implementation.
- Establishing effective monitoring and evaluation mechanisms to assess the impact of global citizenship education and sustainable development initiatives. Measuring progress and making data-driven decisions is essential.
- Ensuring that global citizenship education and sustainable development programs are inclusive and accessible to all students, including those in remote and marginalized areas.
- Enhancing coordination and collaboration among government agencies, educational institutions, non-governmental organizations, and international partners involved in promoting global citizenship education and sustainable development.
- The need for strong political will and commitment from government officials and policymakers to prioritize and drive the implementation of SDG 4.7.

iv. Way Forward:

To implement SDG 4.7 successfully, governments, educational institutions, civil society, and international organizations need to collaborate on a coordinated and sustained effort. Here is an anticipated way forward for the implementation of SDG 4.7, considering the key components involved:

- Ensure alignment of national education policies with the principles of global citizenship education, sustainability, gender equality, and human rights. If necessary, revise or develop policies to explicitly include these components.
- Work towards integrating global citizenship education and sustainable development into the national curriculum at all levels of education. This includes developing specific content, learning materials, and teaching methodologies that address these themes.
- Implement comprehensive teacher training programs to equip educators with the skills and knowledge needed to integrate global citizenship education and sustainable development into their teaching practices. This may involve updating teacher education curricula and conducting regular workshops.
- Develop appropriate assessment methods that evaluate students' understanding and application of global citizenship education and sustainable development concepts. Ensure that assessment practices align with the broader goals of SDG 4.7.
- Allocate sufficient financial resources and infrastructure to support the implementation of initiatives related to SDG 4.7. Seek partnerships with international organizations, NGOs, and the private sector to enhance resource mobilization.
- Foster collaboration among educational institutions, government agencies, non-governmental organizations, and international partners. Exchange knowledge, share resources, and collaborate on joint initiatives to promote global citizenship education and sustainable development.
- Implement public awareness campaigns to inform and engage parents, communities, and the broader public about the importance of global citizenship education and sustainable development. Build support and understanding at the grassroots level.
- Ensure that global citizenship education and sustainable development programs are inclusive and accessible to all students, regardless of their background or location. Address barriers to access, such as gender disparities and socioeconomic inequalities.
- Establish a robust monitoring and evaluation framework to track progress toward the goals of SDG 4.7. Regularly assess the impact of initiatives, identify challenges, and adapt strategies accordingly.
- Invest in the capacity building of educational institutions and administrators to effectively manage and implement global citizenship education and sustainable development programs.
- Engage in policy advocacy at national and international levels to prioritize global citizenship education and sustainable development. Advocate for supportive policies and frameworks that facilitate implementation.
- Embrace a culture of continuous improvement, learning, and adaptation. Regularly review and update strategies based on feedback, evaluation results, and changing needs.



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

i. Indicator wise progress:

Indicator 4.a.1 Proportion of schools offering basic services, by types of services

To ensure quality education, it is mandatory to ensure a quality environment in teaching-learning activities. There are some basic facilities such as the availability of electricity, computers, internet connection, and sanitation facilities which play a pivotal role in providing quality education at the institutional level.

According to DPE, MoPME, in 2015 58.0% of primary schools had electricity connections which went as high as 95.04% in 2022. The milestone is to achieve 100% by 2025. Similarly, only 0.8% of primary schools had the facility to use computers for pedagogical purposes in 2015, which jumped to 91.22% in 2022.

According to BANBEIS, MoE, 26.49% of secondary schools had access to Internet for pedagogical purposes in 2015, whereas in 2022 this percentage is 53.32% and the target is to achieve 100% by 2025.

The progress of other facilities at the institutional level is given below:

Table 4.a.1: Progress in Proportion of Schools with Multiple Accesses

Indicator	Baseline data (Base year 2015)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
Proportion of schools with access to-				
(a) Electricity	Primary: 58.0% Secondary: 86.03%	Primary: 95.04% Secondary: 98.51%	Primary: 100% Secondary: 100%	Primary: 100% Secondary: 100%
(b) internet for pedagogical purposes	Primary: 0.8% Secondary: 26.49%	Primary: 79.08% Secondary: 53.32%	Primary: 100% Secondary: 100%	Primary: 100% Secondary: 100%
(c) computer for pedagogical purposes	Primary: 0.8% Secondary: 82.0% (76.72% in 2019)	Primary: 91.22% Secondary: 77.76%	Primary: 100% Secondary: 100%	Primary: 100% Secondary: 100%
(d) adapted infrastructure and materials for students with disabilities (Ramp)	Primary: 34.0% Secondary: 14.0%	Primary: 40.16% Secondary: 19.04%	Primary: 80% Secondary: 80%	Primary: 100% Secondary: 100%
(e) basic drinking water	Primary: 82.0% Secondary: na (96.61% in 2017)	Primary: 93.67% Secondary: 97.69%	Primary: 95% Secondary: 100%	Primary: 100% Secondary: 100%
(f) single-sex basic sanitation facilities	Primary: 48.0% Secondary: na (95.55% in 2017)	Primary: 88.41% Secondary: 97.34%	Primary: 85% Secondary: 100%	Primary: 100% Secondary: 100%
(g) basic hand washing facilities	Primary: na Secondary: na (19.68% in 2017)	Primary: 70.0% Secondary: 91.03%	Primary: 100% Secondary: 100%	Primary: 100% Secondary: 100%

Data Source: APSC-2015, BES-2015, BES-2017, APSC-2022, BES-2022

Data Gap: Data for the Indicator 4.a.2, 4.a.3 are yet to be available.

ii. **Actions taken to implement SDG 4.a:**

Bangladesh has recognized the need to increase investment in education infrastructure and facilities to ensure equitable access to quality education for all. Several efforts and funding mechanisms have been put in place, including those specifically aimed at child, disability, and gender-sensitive facilities:

- The government of Bangladesh has significantly increased its budget allocation for education over the years. This increased investment has been instrumental in expanding and upgrading educational infrastructure across the country. Funds are allocated for the construction of new schools, the improvement of existing facilities, and the provision of necessary resources such as textbooks and learning materials.
- The PEDP is a major initiative focused on improving primary education in Bangladesh. It includes funding for the construction of new primary schools, the rehabilitation of dilapidated buildings, and the provision of safe and inclusive learning environments for children.
- SEQAEP, funded by the government and international donors, aims to improve the quality of secondary education. Part of this project involves infrastructure development, including the construction and renovation of secondary schools, to accommodate growing enrollment.
- To address gender disparities in education, the government provides stipends to female students to encourage their enrollment and attendance in schools. These stipends are designed to offset the costs of education, including expenses related to facilities and materials. [Reference: Female Secondary Stipend Program]
- Bangladesh has recognized the importance of inclusive education for children with disabilities. Special schools and resource centers have been established to cater to the unique needs of these students. The government allocates funds to create accessible facilities, provide assistive devices, and train teachers to better serve students with disabilities. [Reference: National Academy for Autism and Neuro-developmental Disability Project]
- Efforts have been made to create gender-sensitive facilities within educational institutions. This includes constructing separate toilets and washrooms for girls to ensure their privacy and dignity, which can significantly impact female enrollment and attendance rates. [Reference: Gender Responsive Resilient Infrastructure Development Project ; Health and Gender Support Project for Cox's Bazar]
- Bangladesh collaborates with international organizations and development partners to secure additional funding for education infrastructure and facilities. Organizations such as UNICEF, UNESCO, and the World Bank provide financial support and technical assistance for education projects, including those focused on improving infrastructure.
- Bangladesh has encouraged community involvement in the development and maintenance of educational facilities. This engagement not only contributes to funding but also ensures that facilities meet local needs and are well-maintained. [Reference: Community Learning Centre Project]

- The Right to Education Act of 2009 in Bangladesh includes provisions for the establishment and maintenance of child-friendly and disability-inclusive educational institutions. This legal framework emphasizes the importance of providing safe and accessible facilities.
- Non-governmental organizations (NGOs) and civil society groups in Bangladesh play a vital role in advocating for increased investment in education, especially for marginalized and vulnerable populations. They often secure funding from both domestic and international sources to support education infrastructure projects.

Bangladesh has made some special efforts to develop risk-informed resilience of school buildings and invest in sustainable, child, disability, and gender-sensitive school infrastructure. Some of the efforts are- earthquake resilience school buildings, facilities for disabled students, child-friendly school environment, Separate and gender-sensitive toilet and washroom facilities, etc. Hopefully, these efforts will play a vital role in creating safe, inclusive, and effective learning environments that promote the well-being and development of all students, regardless of their background or abilities.

Bangladesh has also made sector-wide efforts through policies and programs to prevent and respond to school violence and bullying, as well as to promote and protect the health and well-being of students and staff. These efforts aim to create learning environments that are safe, inclusive, and conducive to both learning and health outcomes. Multisectoral approaches have been adopted to facilitate access to relevant services. Some of the key initiatives and strategies in this regard include:

- The government of Bangladesh has introduced Anti-bullying/ Anti-ragging policies 2023 for schools to prevent and address instances of bullying and ragging. These policies emphasize creating a safe and respectful learning environment for all students.
- Schools in Bangladesh incorporate health education into their curriculum to promote student awareness and knowledge about health-related issues. This education covers topics such as hygiene, nutrition, and reproductive health.
- Teachers receive training to recognize signs of violence, bullying, and other health-related issues affecting students. They are equipped with strategies to respond effectively and provide support.
- Recognizing the importance of mental health, Bangladesh has introduced initiatives to provide psychological support to students and staff. This includes counseling services and awareness programs to address mental health challenges.
- Efforts have been made to incorporate gender-sensitive education into the curriculum, promoting gender equality and addressing issues related to gender-based violence and discrimination.
- Bangladesh has focused on improving hygiene and sanitation facilities in schools to protect the health of students and staff. Access to clean water and sanitary facilities is a priority.

- Collaborative efforts involve multiple sectors, including education, health, and social services, to provide comprehensive support to students and staff. This approach facilitates access to relevant services and resources.
- Communities are actively engaged in promoting a safe and healthy school environment. Parents and community members are encouraged to participate in school activities and support initiatives related to student well-being.

These efforts align with the goal of creating learning environments that enable positive learning and health outcomes. Multisectoral approaches and policies reflect the government's commitment to fostering safe and healthy schools throughout the country.

iii. Major Gaps and Challenges in implementing SDG 4.a:

Implementing Target SDG 4.a, focusing on building and upgrading education facilities that are child, disability, and gender-sensitive and provide safe, non-violent, inclusive, and effective learning environments for all, faces several major gaps and challenges. Here are some of the key challenges:

- Bangladesh, like many developing countries, faces resource constraints that hinder the construction and maintenance of education facilities. Limited government funding for the education sector can impact the quality of infrastructure.
- Bangladesh has a high population growth rate, which places pressure on the construction of new educational facilities to accommodate the growing number of students.
- Many existing school buildings in Bangladesh are old and in need of renovation or replacement. These structures may not meet modern standards for safety, accessibility, or functionality.
- Despite progress, gender disparities in education persist in Bangladesh. Girls may face cultural and societal barriers to accessing education, including inadequate facilities that prioritize their needs.
- Ensuring that educational facilities are accessible to children with disabilities can be challenging due to physical barriers and a lack of trained staff to support inclusive education.
- Ensuring safe and secure learning environments can be a challenge, as incidents of bullying, violence, and harassment may still occur.
- Teachers may not always be adequately trained to address the diverse needs of students, including those with disabilities or those from marginalized backgrounds.
- Engaging communities in the development and maintenance of educational facilities can be challenging in some areas, affecting the sustainability of infrastructure projects.

iv. Way forward:

To address these challenges, Bangladesh has taken various measures, including:

- The government has increased its budget allocation for the education sector, with a focus on infrastructure development.
- Bangladesh collaborates with international organizations and donors to secure funding and technical assistance for education infrastructure projects.
- Encouraging communities to actively participate in the development and maintenance of school infrastructure helps ensure that facilities meet local needs and are well-maintained.
- The government has enacted policies and legislation to promote inclusive and child-sensitive education environments, including those that address gender disparities and the needs of children with disabilities.
- Efforts are made to train teachers to recognize and address the diverse needs of students, including those with disabilities, and to promote safe and inclusive learning environments.
- Bangladesh is working to improve data collection mechanisms to better understand the state of educational facilities and identify areas for improvement.

Despite these efforts, challenges persist, and addressing them requires continued commitment and collaboration among government agencies, international partners, communities, and educators. The goal is to create safe, inclusive, and effective learning environments that cater to the needs of all students, regardless of their background or abilities.



By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries.

i. Indicator wise progress:

Indicator 4.b.1 Volume of official development assistance flows for scholarships by sector and type of study

SDG 4.b.1 indicates the amount of official development assistance (ODA) provided in the form of scholarships. This indicator is used to track and report on financial support provided by donor countries or organizations to facilitate access to education and training opportunities, particularly for students from developing countries.

According to ERD, the ODA flow for educational purposes decreased from 8.76 million US dollars in 2015-16 to 7.6 million US dollars in 2016-17. The benchmark for this indicator is 20 million US dollars and 25 million US dollars for 2025 and 2030 respectively.

Table 4.b.1: Progress in Volume of Official Development Assistance Flows

Indicator	Baseline data	Progress	Benchmark for 2025	Benchmark for 2030
Volume of official development assistance flows for scholarships by sector and type of study	8.76 MUS\$ (2015)	7.6 MUS\$ (2017)	20 MUS\$	25 MUS\$

Data Source: ERD

ii. Actions taken to implement SDG 4.b:

Bangladesh, like many other countries, has taken various actions and steps to contribute to the implementation of SDG 4.b. The goal of SDG 4.b is to expand the number of scholarships available to developing countries for higher education, vocational training, and technical and scientific programs in developed countries. Here are some of the actions and steps that Bangladesh has taken:

- Bangladesh has engaged in bilateral and multilateral agreements with other countries and international organizations to secure scholarships for its students to pursue higher education abroad. These agreements often prioritize students from least developed countries, small island developing states, and African nations.
- The government of Bangladesh provides scholarships to its own students to study abroad, including in developed countries. These scholarships may cover various fields of study, including technical, scientific, and vocational programs. [Reference: Prime Minister's Education Assistance Trust; Support to Tertiary Education Development Project]
- Bangladesh has invested in its own technical and vocational education programs to prepare students for various technical fields. This investment helps produce a pool of candidates who can take advantage of scholarships for further technical and scientific education abroad. [Reference: Integrated TVET Development Action Plan]
- The government and relevant authorities have conducted awareness and outreach programs to inform students about scholarship opportunities available for higher education in foreign countries. This includes disseminating information about eligibility criteria and application procedures.
- Given the importance of ICT in today's world, Bangladesh has taken steps to encourage students to pursue ICT-related education and seek scholarships for advanced ICT programs in developed countries. [Reference: Integrated Educational Information Management System (IEIMS) Project]
- Technical, engineering, and scientific programs have been prioritized in scholarship initiatives to address the need for specialized skills in these fields.
- Bangladesh collaborates with international organizations to access scholarship opportunities and receive support in expanding access to higher education and vocational training.
- Initiatives have been introduced to prepare students for scholarship opportunities, including programs to enhance language proficiency and improve academic skills.

- Collaboration with private sector organizations, NGOs, and foundations to provide scholarships and support for students pursuing higher education abroad.

iii. **Major Gaps and Challenges in implementing SDG 4.b:**

While Bangladesh has made efforts to implement SDG 4.b, there are several major gaps and challenges it faces in expanding scholarship opportunities:

- Bangladesh faces resource constraints, making it challenging to offer a significant number of scholarships to international students. Allocating funds for scholarships competes with other education and development priorities.
- The global competition for scholarships is intense. Bangladesh competes with other countries for limited scholarship opportunities, especially in developed countries.
- Many scholarship programs have complex and highly competitive application procedures. This can be a barrier for students who lack the necessary guidance and support.
- Proficiency in the language of instruction (usually English) is a requirement for most scholarships. Many students in Bangladesh face language barriers, which can limit their eligibility.
- Many potential scholarship applicants may not be aware of available opportunities or the eligibility criteria. Raising awareness is essential but challenging.
- Scholarship opportunities are often concentrated in specific fields (e.g., STEM disciplines). Expanding opportunities in various fields, including vocational and technical areas, is a challenge.
- Navigating bureaucratic procedures, including visa applications and documentation requirements, can be daunting for international students.
- There is inequality in access to scholarships among developing countries. Students from certain countries may have more access to opportunities than others.
- Bangladesh may face concerns about the return on investment for students who receive scholarships to study abroad, as there is a risk that some may not return to contribute to the country's development. Ensuring that graduates who receive scholarships return to Bangladesh and utilize their skills effectively in the country's development is a challenge.
- Economic conditions globally can affect the availability of scholarships and financial support for international students. The COVID-19 pandemic has disrupted international education, affecting the availability of scholarships and the ability of students to travel and study abroad. Also, geopolitical factors and diplomatic relations can influence scholarship opportunities and collaborations between countries.

- Political instability in the country or in neighboring regions can affect scholarship opportunities and the willingness of foreign governments and organizations to collaborate.

iv. **Way Forward:**

The way forward to effectively implement SDG 4.b in Bangladesh involves addressing several key challenges and taking strategic steps:

- Efforts should be directed toward mobilizing additional resources to fund scholarship programs for international students. This may involve seeking financial support from international partners and organizations.
- Simplifying and streamlining scholarship application procedures can enhance accessibility and reduce barriers for students. Clear guidelines and support mechanisms should be put in place.
- Addressing language proficiency barriers can be achieved through language training programs and support, ensuring that students are better prepared to meet language requirements.
- Public awareness campaigns should be conducted to inform potential scholarship applicants about available opportunities and the eligibility criteria. Collaboration with educational institutions and NGOs can help in reaching a wider audience.
- Efforts should be made to diversify scholarship opportunities, including support for vocational and technical programs, to cater to a broader range of students.
- Simplifying bureaucratic procedures, such as visa applications and documentation requirements, can make the process more manageable for scholarship recipients.
- Collaboration with other countries and international organizations should be strengthened to secure additional scholarship opportunities and promote educational exchanges.
- Implementing measures to monitor the return on investment for scholarship recipients is important. Encouraging graduates to return and contribute to Bangladesh's development can be achieved through incentives and engagement. Strategies should be developed to retain skilled graduates in the country, ensuring that their talents and expertise are effectively utilized for Bangladesh's development.
- Bangladesh should remain adaptable to global economic conditions and seek alternative financial sources to maintain scholarship opportunities in challenging economic environments.

- Addressing geopolitical considerations and building diplomatic relationships to support scholarship collaborations is essential. Building strong diplomatic ties can open doors to additional opportunities.
- Improving the educational infrastructure, especially in fields relevant to scholarship opportunities, can better prepare students for competitive international programs.
- Mitigating the impact of the COVID-19 pandemic on international education requires adapting to new educational models, facilitating online learning, and planning for post-pandemic educational recovery.
- Political stability and diplomatic relations should be actively managed to promote an environment conducive to scholarship opportunities and collaborations.

By taking these steps, Bangladesh can work toward achieving SDG 4.b by increasing scholarship opportunities for students from developing countries. This not only supports educational development but also fosters international cooperation and contributes to broader global educational goals.



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

i. Indicator wise progress:

Indicator 4.c.1 Proportion of teachers with the minimum required qualifications, by education level

Qualified educator is the most vital key factor to ensure quality education. Required pedagogical training should be provided to the teachers to ensure the continuous supply of qualified teachers.

According to DPE, MoPME, in 2015, 48.0% of primary teachers had the minimum required qualification for providing primary education at the institutional level, but in 2022 it jumped to 73.6%, whereas the target is to reach 75.4% in 2025 and 80.4% in 2030.

From Bangladesh Education Statistics, published by BANBEIS, MoE, it is seen that the progress on this indicator for lower secondary and upper secondary is not that satisfactory. In 2015, there were 59.73% and 44.10% qualified teachers in lower secondary and upper secondary education respectively, and in 2022 these percentages are 62.76% and 61.95% respectively, whereas the target is to achieve a minimum of 80% for the secondary level by 2025.

Table 4.c.1: Progress in Proportion of Teachers with Minimum Required Qualification by Education Level

	Baseline data (Base year 2015)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
(a) Pre-Primary	-	-	-	-
(b) Primary	48.0	73.6	75.4	80.4
(c) Lower Secondary	59.73	62.76	85.0	95.0

	Baseline data (Base year 2015)	Progress (2022)	Benchmark for 2025	Benchmark for 2030
(d) Upper Secondary	44.10	61.95	80.0	90.0

Data Source: APSC-2015, BES-2015, APSC-2022, BES-2022

Indicator 4.c.2 Pupil-trained teacher ratio by teaching level of education

This indicator is defined as the average number of pupils per trained teacher at each level of education (pre-primary, primary, lower, and upper-secondary education) in a given academic year. Since well-trained teachers play a key role in ensuring the quality of education provided, this indicator is considered as an important determinant of learning outcomes and the overall quality of an education system.

According to Annual Primary School Census (APSC) 2022 by DPE, the combined pupil-trained teacher ratio in pre-primary and primary education was 36:1.

As per data from Annual Educational Institution Survey by BANBEIS, MoE, in 2022, the pupil-trained teacher ratio in lower secondary and upper secondary levels were 53.5:1 and 39.1:1 respectively, which means there was one trained teacher for 53.5 students in lower secondary level and one trained teacher for approximately 39 students in the upper secondary level. According to the data of 2013, this ratio is positively decreasing towards the ideal pupil-trained teacher ratio.

Table 4.c.2 Pupil-trained teacher ratio by teaching level of education

	Baseline data	Progress (2022)	Benchmark for 2025	Benchmark for 2030
(a) Pre-Primary	-	36:1	-	-
(b) Primary				
(c) Lower Secondary	61.9:1 (2013)	53.5:1	-	-
(d) Upper Secondary	59.2:1 (2013)	39.1:1	-	-

Data Source: Derived from the data of AEIS 2013, 2022 and APSC 2022

Indicator 4.c.3: Percentage of teachers qualified according to national standards by teaching level of education

As we know, teacher plays the most crucial part in ensuring quality education. That's why SDG4 emphasizes ensuring the supply of qualified teachers. This indicator assesses the share of the teaching workforce which is academically well-qualified according to the national standards.

Since in the teacher recruitment process, it is ensured that all the newly recruited teachers have the minimum required qualification according to the national standards for teaching a certain education level, all the teachers are considered academically qualified teachers.

In Bangladesh, teachers are not recruited separately for pre-primary and primary level. The same teachers are providing both pre-primary and primary education at the schools that's why the percentage of qualified teachers for pre-primary and primary is reported combined.

Table 4.c.3: Percentage of teachers qualified according to national standards by teaching level of education

	Baseline data	Progress (2022)	Benchmark for 2025	Benchmark for 2030
(a) Pre-Primary	100%	100%	-	-
(b) Primary				
(c) Lower Secondary	100% (2015)	100%	-	-
(d) Upper Secondary	100% (2015)	100%	-	-

Data Source: Derived from the data of AEIS 2015 & 2022 and APSC 2022

Indicator 4.c.4 Pupil-qualified teacher ratio by teaching level of education

This indicator measures the average number of pupils per qualified teacher by level of education. As we know, the higher the pupil-qualified teacher ratio, the lower the relative access of pupils to qualified teachers.

As per Annual Primary School Census (APSC) 2022 conducted by DPE, the pupil-qualified teacher ratio in pre-primary and primary level was 33:1.

According to the data of BANBEIS, MoE, in 2016 there was one qualified teacher for approximately 41 students in the lower secondary level, which decreased to 35.8 in 2022. Similarly, in 2016 there was one qualified teacher for 31.9 students in the upper secondary level, which reduced to 24.4 in 2022, which implies Bangladesh is progressing towards achieving SDG4 through ensuring the supply of qualified teachers.

Table 4.c.4 Pupil-qualified teacher ratio by teaching level of education

	Baseline data	Progress (2022)	Benchmark for 2025	Benchmark for 2030
(a) Pre- Primary	-	33:1	-	-
(b) Primary				
(c) Lower Secondary	41.1:1 (2016)	35.8:1	-	-
(d) Upper Secondary	31.9:1 (2016)	24.4:1	-	-

Data Source: Derived from the data of AEIS 2016 & 2022 and APSC 2022

Data Gap: Data for the Indicator 4.c.5, 4.c.6, 4.c.7 are yet to be available.

ii. **Actions taken to implement SDG 4.c:**

Increasing the supply of qualified teachers in Bangladesh is a crucial step in improving the quality of education. The government, in collaboration with international organizations and donors, has made several efforts and innovative financing mechanisms to ensure the availability of qualified teachers. Here are some of the key efforts and mechanisms:

- Bangladesh has pre-service teacher training programs that prepare individuals to become qualified teachers. These programs focus on pedagogical skills, subject knowledge, and classroom management. Also, in-service training programs are designed to enhance the skills and competencies of existing teachers. These programs are often tailored to address specific needs, such as digital literacy and inclusive education. [Reference: Teaching Quality Improvement-II in Secondary Education; SESIP]
- Bangladesh collaborates with NGOs and private institutions to enhance teacher training and education services. These partnerships often involve innovative financing mechanisms to support teacher development.
- Bangladesh Open University and other institutions offer teacher education programs through open and distance learning. This approach allows aspiring teachers to continue their studies while working or living in remote areas.
- With the rise of digital technology, online teacher training programs have been introduced to reach a wider audience and ensure access to high-quality training resources.
- Efforts are made to improve the working conditions and job satisfaction of teachers, which can contribute to retaining qualified educators.
- Scholarships are offered to students pursuing teacher education programs. These scholarships cover tuition fees and provide financial support to individuals training to become teachers.
- Data on teacher supply and demand are regularly collected and analyzed to inform policymaking and ensure that investment and financing mechanisms are targeted effectively.
- Teacher educators, who play a critical role in preparing future teachers, also receive training to ensure they are equipped with the latest pedagogical knowledge and skills.

These efforts and financing mechanisms aim to attract, train, and retain qualified teachers, ensuring that there is a sufficient supply of educators to meet the educational needs of Bangladesh. The government's commitment, in conjunction with support from international partners and innovative approaches, plays a crucial role in strengthening the education system and improving the quality of teaching in the country.

iii. Major Gaps and Challenges in implementing SDG 4.c:

Implementing SDG 4.c in Bangladesh, which aims to substantially increase the supply of qualified teachers through international cooperation for teacher training, especially in developing countries, least developed countries, and small island developing States, faces several major gaps and challenges:

- Bangladesh faces a shortage of qualified teachers, particularly in remote and rural areas. This shortage hinders efforts to provide quality education, especially in underserved regions.
- Many teachers in Bangladesh do not have access to high-quality pre-service and in-service teacher training programs. Ensuring that all teachers receive quality training is a significant challenge.
- The country lacks adequate infrastructure and resources to deliver effective teacher training programs, including facilities, materials, and technology.
- Gender disparities persist in the teaching profession, with more male teachers in certain subjects and positions, while female teachers dominate at the primary level. Balancing gender representation among teachers remains a challenge.
- Teacher training programs must address the needs of students with disabilities and learners from marginalized backgrounds. Training teachers to provide inclusive education is essential but challenging.
- The allocation of adequate financial resources for teacher training is challenging due to budget constraints. The cost of training a large number of teachers can be substantial.
- Retaining qualified teachers, especially in remote and underserved areas, is challenging. Factors like low salaries, limited career progression, and difficult working conditions can contribute to high turnover rates.
- Accurate data collection and monitoring of teacher training efforts and their impact are crucial but challenging in Bangladesh.
- Effective coordination among various stakeholders, including government agencies, development partners, NGOs, and academic institutions, is necessary for successful teacher training initiatives. Ensuring collaboration can be complex.

- Ensuring that teacher training programs meet high-quality standards and are aligned with the evolving needs of students and the education system is a constant challenge.
- While international cooperation is vital for teacher training, establishing and maintaining effective partnerships with foreign governments and organizations can be complex.

iv. **Way forward:**

To address these gaps and challenges, Bangladesh has taken various measures, including:

- Developing and implementing comprehensive teacher training policies and strategies.
- Expanding pre-service and in-service teacher training programs.
- Leveraging international partnerships and assistance for teacher training.
- Increasing investment in education and teacher development.
- Promoting gender equality in the teaching profession.
- Focusing on inclusive education and special needs training for teachers.
- Improving data collection and monitoring systems for teacher training.

Despite these efforts, addressing the challenges of SDG 4.c in Bangladesh requires sustained commitment, adequate funding, innovative approaches, and collaboration among multiple stakeholders. Ensuring that all teachers are qualified, motivated, and adequately prepared to meet the diverse educational needs of students is essential for achieving quality education and sustainable development in the country.

Six additional SDGs with direct reference to education:

Ensure sufficient mobilization of resources	SDG 1.a	Indicators 1.a.2: Proportion of total government spending on essential services (education, health and social protection)
Gender equality	SDG 5.6	Indicator 5.6.2: Number of countries with laws and regulations that guarantee women aged 15-49 years access to sexual and reproductive health care, information, and education.
Sanitation and hygiene	SDG 6.2	By 2030, achieve access to adequate and equitable sanitation and hygiene for all end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
Decent work and sustainable growth	SDG 8.6	By 2020 substantially reduce the proportion of youth not in employment, education, or training.
Responsible consumption and production	SDG 12.8	By 2030 ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature.
Climate change mitigation	SDG 13.3	Improve education, awareness raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction, and early warning.

SDG 1.a.2: Proportion of total government spending on essential services (education, health and social protection)

This indicator was introduced to assess the government spending on essential services like education, health and social protection. It indicates the concern of the government to fulfill some essential service for the citizens in order to the betterment of their livelihood. According to the Finance Division, proportion of total government spending on education was 13.71% in 2015-16 fiscal year and 15.10% in 2020-21 fiscal year. It implies the government has already achieved the pre-established target of this indicator for 2025 and 2030.

Indicator	Baseline data	Progress	Benchmark for 2025	Benchmark for 2030
Proportion of total government spending on	13.71% (2015-16)	15.10% (2020-21)	15%	15%

Indicator	Baseline data	Progress	Benchmark for 2025	Benchmark for 2030
essential services (education)				

Data Source: FD, Revised M&E Framework

SDG 6.2 By 2030, achieve access to adequate and equitable sanitation and hygiene for all end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations

Indicator	Baseline data	Progress	Benchmark for 2025	Benchmark for 2030
6.2.1 Proportion of population using (a) safety managed sanitation service (b) a hand washing facility with soap and water	(a) 42.8% (b) 74.8% (2019)	-	(a) 60% (b) 85%	(a)80% (b) 100%

* Progress data will be available within 2025.

Data Source: MICS-2019 & Revised M&E Framework

SDG 8.6 By 2020 substantially reduce the proportion of youth not in employment, education, or training

Indicator	Baseline data	Progress	Benchmark for 2025	Benchmark for 2030
Proportion of youth (aged 15-24 years) not in education, employment or training	Both: 28.9% Male: 10.3% Female: 46.7% (2015-16)	-	12%	3%

Data Source: QLFS (2015-16), Revised M&E Framework

Note: Data for the Indicator 5.6.2, 12.8, 13.3 are yet to be available.

Chapter 4

Impact of COVID-19 Pandemic on Progress of SDG4

Sustainable recovery from the pandemic and building the resilience of LDCs against future shocks:

During the COVID-19 pandemic, the learning journeys of 1.7 billion students were affected worldwide and 190 countries were forced to close their educational institutions (OUP, 2021). According to the OECD, countries with the lowest educational performance tended to fully close their schools for longer periods of time in 2020. Schools in Bangladesh were also closed for some of the longest periods in the world – at least 18 months during the first period of closure (UNICEF, 2021; Jasim, 2022). Such long periods of closure have also brought up the issue of learning loss and learning damage.

Despite different efforts being taken to continue learning remotely during school closure, there is increasing evidence regarding the low effectiveness of remote learning efforts worldwide (UNICEF, 2022). In Sao Paulo, Brazil, Grade 5 students in remote classes during school closures were learning nearly 75 percent less, and students in Karnataka, India are estimated to have lost a full year (UNICEF, 2022).

In Bangladesh, 76% students of in class eight had suffered losses in English and 69% in Mathematics. However, in the case of Bangladesh, students with internet access and digital devices suffered 10 to 15% less learning loss than those who did not have these facilities (BEDU, 2022).

At the current juncture of time, the Government of Bangladesh has adopted several policies and strategies to both ensure quality education and recover the learning loss. This includes nationwide and sector-wide plans such as the long-term Bangladesh Delta Plan – 2100, the Perspective Plan of Bangladesh (2022-2041), and the 8th Five-Year Plan (2020-2025). In the context of the education sector, there are policies and plans such as the National Education Policy 2010; the Master Plan for Information and Communications Technologies (ICT) in Education (2012-2021), the secondary education Road Map (2013-2023); the National Curriculum Framework 2020; and the National Blended Education Master Plan (2022-2031). To address the issue of learning loss in particular, the Government of Bangladesh has also formulated the COVID-19 School Sector Response Plan which includes strategies to address learning loss and related access and equity issues.

For sustainable recovery from the pandemic and building resilience for future shocks, the Ministry of Education focused on the **safe reopening and operation of schools, recovery of learning loss, and health issues, transforming education, and sustainable education financing in education.**

Safe reopening and operation of schools:

Activities include:

- Implementation of a COVID-19 School Sector Response and Recovery Plan.
- Provision of Health and hygiene supplies.
- Vaccination program for students above 5 years free of cost.
- Awareness-raising campaigns so that all students come under the coverage of vaccination.
- Teachers' capacity-building initiative on learning recovery and continuity.
- Provision of mental health and psychosocial support and adolescent nutrition.
- Establishment of a Real-Time Monitoring (RTM) mechanism to monitor and track results.

Recover learning loss:

Activities include:

- Revision of the pedagogical approach through a condensed curriculum with accelerated and innovative modalities.
- Revision of the pedagogical approach through a condensed curriculum with accelerated and innovative modalities in order to catch up on learning and recover learning loss.
- The introduction of Home-based assignments in secondary education had a positive impact on learning, with 93% of students participating in this exercise.
- We will integrate this along with diagnostic assessment mechanisms and remedial strategies within regular teaching-learning processes to address the learning loss challenges in the future.

Health Issues:

Activities include:

Revitalizing health to ensure the physical health of our students, about 1 lakh teachers, and officials trained in nutrition through a virtual platform. Mid-day meals were introduced in around 7000 schools before the pandemic and there is a plan to run the activity again as soon as we get rid of the pandemic.

Mental health experts think that living an abnormal life for more than a year and a half can lead to mental problems for both students and teachers. A good number of Teachers are trained in Psychological First Aid (PFA) with the help of renowned psychiatrists in the country. More than 200 thousand teachers completed the PFA course on a virtual platform.

Student's healthy habits have been strengthened by developing healthy practices at school. These include:

- students clean their classroom and balcony six days a week being divided into six groups for the protection of their health.
- students wash their hands at regular intervals.
- students wearing masks during their stay in school.
- students are maintaining social distancing on the school premises.

Transforming Education:

Activities include:

Curriculum reform: Considering education as a public good, the Bangladesh government believes that education has to be made affordable for all. Transformation rather than reform of education to ensure a sustainable future has been indispensable. In this connection, Bangladesh has endorsed a new national curriculum framework from pre-primary to Grade XII addressing the needs and demands of 21 century, 4iR, vision 2041, and disaster and climate change issues. Experiential learning, interdisciplinary approach, and Formative assessment have been adopted as key pedagogical and assessment approaches to roll out the new curriculum nationally in 2023. The new curriculum has an emphasis on Global Citizenship Education (GCED) and education for sustainable development to prepare learners as global citizens to cope with a rapidly changing Bangladesh and the world at large.

Climate-responsive education system: The tailored pedagogical approach is the key to transforming education by incorporating climate and environmental education into curriculum, books, pedagogy, and assessment. This has been successfully done through the new curriculum framework and piloting of new curriculum implementation. This approach will help to get our future generation climate prepared and responsible for the people and the planet. Climate responsive education system is one of the major focuses so that with teacher capacity building and raising awareness among students, parents, and communities, we can advance this agenda.

Digital transformation: Digital Bangladesh was the electoral pledge of the present government more than 12 years ago. Therefore, we envision a robust transformation

perspective in the education sector. The digitalization of the education field needs to cover more than the number of computer labs and language learning labs.

The new curriculum implementation emphasizes on blended approach to learning and the use of online communication and incorporates digital pedagogy, engagement of EdTech start, use of social media and different platforms, digital literacy and skills, and innovation by teachers, students, and parents. Furthermore, the **Blended Education Master Plan** has been developed with a view to address any future shock. These initiatives will not only support the recovery from the pandemic but also will build the resilience of the education system against future shocks. The government will prioritize the implementation of these reforms with appropriate resource allocation.

Technical and vocational education has already been prioritized in line with the Bangladesh National Qualifications Framework. We will stress on skills development of the students and help them for smooth transition from education to work.

Efforts have been made to **transform higher education** considering industry linkage and future needs and demands of the world of work. Investment in research has already been strengthened and will be continued to do so in the future considering the adaptation to the rapid change.

Commitment to building a **highly skilled and well-recognized teaching workforce** with adequate funding, quality pre-service and in-service education and training, and continuous professional development as well as social recognition of teachers.

Sustainable education financing:

- Increased budget allocation in proportion to GDP in the 8th Five-Year Plan.
- Increased effort in strengthening the Annual Development Programme to ensure timely disbursement and quality spending of the resources.
- Promote decentralization and effective engagement of stakeholders at different levels for effective planning and implementation to enhance accountability towards value for money.
- Needs-based financing to reduce the digital divide, and gender gap in TVET and STEM and provide other social safety net programs including the stipend, free textbooks, nutritious school meals, etc. and
- Adoption of innovative means of budget execution to ensure transparency and accountability.

However, we need sustainable funding in education to maintain the progress made in SDG4. Education funding is sourced mainly through tax revenues, but we need to improve international

cooperation for financing education as well as strengthen national resource mobilization and national capacity to increase the efficacy of investment. We must encourage the developed economies to meet the benchmark of 0.7% of Gross National Income (GNI) as Official Development Assistance (ODA) to developing countries to enhance human capital development. Multilateral agencies should play a key role in renewing commitment to global cooperation in support of education.

The government acknowledges that learning needs to be expanded to our social and cultural spaces beside school premises so that our children and adults have lifelong learning opportunities. We must urgently address the challenges to forge a new social contract for education that will help us to shape a socially just and inclusive shared future.

Chapter 5

Revision of national SDG 4 frameworks/strategies and indicators, and anticipated way forward

Bangladesh has given due priority to the education sector with a view to building an educated, self-reliant, scientific-minded and dynamic nation. The Sustainable Development Goals (SDGs) introduced in September of 2015 provide a holistic view of development and provision of quality education, Goal4, that make up the 2030 agenda for sustainable development. Following its remarkable success with the Millennium Development Goals (MDGs), Bangladesh embraced the SDGs with great enthusiasm. Some of the SDG targets are already reflected in the country's national priorities, including a target of achieving inclusive and equitable quality education.

Bangladesh has become a frontrunner in implementing SDGs, setting an example of the best practice in mainstreaming global goals and targets into the national plan with an effective drive in SDGs implementation by involving all stakeholders. In line with the global initiative, the government is committed to achieving inclusive and quality education for all by the time frame of 2030. The country's National Education Policy (NEP, 2010) serves as the primary policy document providing strategic guidance for the development and strengthening of education in Bangladesh.

The Seventh Five-Year Plan (7thFYP, 2016-2020) is approved at a critical juncture for shaping development priorities and strategies to move into the rank of middle-income countries and adopt the Sustainable Development Goals (SDG, 2030) and Education for All agenda (EFA, 2030) for Bangladesh. Both the NEP and 7thFYP support a more strategic and coherent approach to improving education in all areas, and the Government of Bangladesh (GoB) is working closely with development partners (DPs) to find new and innovative ways to be more efficient and effective for sustainable education development. The 8th FYP of Bangladesh focuses on i) rapid recovery from COVID-19, ii) GDP growth acceleration, employment generation, and rapid poverty reduction with a broad-based strategy of inclusiveness, iii) a sustainable development pathway resilient to disaster and climate change, iv) sustainable use of natural resources and successful management of the inevitable urbanization transition, v) development and improvement of critical institutions, and, vi) attaining SDG targets and coping up the impact of LDC graduation. The 8th FYP is aligned with the set targets of SDGs and national goals, and to meet the needs all the documents mentioned below are revised and disseminated to implement by the government entities.

The government has developed “A Handbook – Mapping of Ministries by Targets in the implementation of SDGs aligning with 7th Five Year Plan (2016-2020)” published by the General Economics Division (GED) in 2016, including all ministries, divisions, and agencies by SDGs and targets for fast-track implementation. The document is revised, and the “Revised Mapping of Ministries/Divisions and Custodian Partner Agencies for SDG Implementation in Bangladesh” published in 2022. Further to this, a “National Action Plan of Ministries/Divisions by Targets of the Implementation of SDGs” published by GED in 2018 where the Ministry of Education and

Ministry of Primary and Mass Education have put their Action Plan (AP) to implement the target of SDG4 aligning in 7thFYP. This AP came up with a robust initiative to improve primary, secondary, and higher education (both in general and madrasah mode) including professional education and English medium institutions in Bangladesh. In 2023, the “2ndNational Action Plan of Ministries/Divisions by Targets for the Implementation of SDGs” is published by GED. In order to establish a robust follow-up and review mechanism for the implementation of the SDGs, GED has published “Monitoring and Evaluation (M&E) Framework for Sustainable Development Goals (SDGs): Bangladesh Perspective” in 2018. In 2020 the “Revised Monitoring and Evaluation Framework of the Sustainable Development Goals (SDGs): Bangladesh Perspective” is published by GED. The “SDGs Financing Strategy Bangladesh Perspective” is published by GED in 2017. Moreover, a “National Data Coordination Committee (NDCC)” has been formed with nine Technical Sub-committees of which one is on Education to follow up the whole implementation progress review process. Different agency and organization has set up SDG cell focal and alternate focal point nomination and working in coordination. To keep a central coordination mechanism, web-based *SDG tracker* software has been developed to delineate the progress and monitor SDG and a senior civil servant has been appointed as the principal coordinator for all SDG related activities.

Bangladesh has developed the National Sustainable Development Strategy (NSDS) to squarely meet the challenges of economic, social and environmental sustainability of the economy. It also represents an effort of the Government to meet its international obligation to global sustainable development agenda. The NSDS would encompass the economic, social and environmental aspects. This has also been reflected in the data support priorities exercised by the Bangladesh Bureau of Statistics (BBS).

In addition to the above documents, under the Capacity Development for Education (CapED) Programme some notable achievements made: (i) A comprehensive SDG 4 Strategic Framework has been developed, approved and Action Plan development is on progress, (ii) A National Indicator Framework (NIF) on Education for Bangladesh developed and published that captures the global, regional and national needs to achieve quality education, (iii) A Data Mapping and Action Plan (DM & AP) of NIF has been developed to meet the data need, (iv) A Data Quality Assessment Framework (DQAF) for Bangladesh has been developed for data generating authorities (focusing institutional arrangements, statistical process and statistical output) to ensure the data quality, (v) A National Strategy for the Development of Education Statistics and Action Plan (NSDES & AP) for Bangladesh has been developed based on the recommendations come out through analyzing the education related administrative and house-hold survey data and data capacity gaps, (vi) Bangladesh Benchmark value developed for eight SDG 4 indicators set by Technical Cooperation Group (TCG) and shared with UNESCO Institute for Statistics (UIS) and UNESCO. A capacity development plan for the officials under the Ministry of Education has also been developed under the CapED programme. The Bangladesh Education Sector Plan (BESP), finalized in 2020, represents the first comprehensive plan for the entire education sector. It is intended to complement and supplement the education chapter of the 8th Five Year Plan (FYP) and to facilitate planning, coordination, and monitoring across the whole of the education sector. Implementation of the BESP will establish mechanisms and systems for coordination and synergy across the sub-sectors.

To continue the commitment to SDGs especially SDG 4, the government has initiated “Ghore Boshe Shikhi” and “Aamar Ghore Aamar School” initiatives to continue education of primary and secondary level students immediately after the nationwide school clouser declared on March 17, 2020 due to Covid-19 pandemic. “School Reopening Guideline” has been developed to prepare schools to welcome students in a safe classroom when schools reopen. To provide non-disruptive education during unpredicted future crises “Blended Education Framework for All (BEFA) Masterplan” development has been initiated.

The Transforming Education Summit (TES) seeks to mobilize political ambition, action, solutions and solidarity to transform education. It aims to take stock of efforts to recover pandemic-related learning losses, to reimagine education systems for the world of today and tomorrow, and to revitalize national and global efforts to achieve SDG4. Bangladesh makes National Commitment of Action to Transform Education. To implement the National Commitment, the government has already formed a National Committee for Transforming Education and SDG 4 Coordination, two Technical Working Committees for Transforming Education Initiative Implementation, and National SDG 4 Progress Review. In addition, Bangladesh joins the global initiatives of ESD for 2030 and Greening Education Partnership. A Focal Point and National Working Committee for ESD-Net 2030 has also been set and an ESD Country Initiative is underway to develop.

Incorporation of the SDGs in Policy Frameworks

The overarching SDG4 is to ensure *inclusive and equitable quality education and promote lifelong learning opportunities for all*. With a new ambitious global education goal *where no one remains left behind*, Bangladesh has taken initiatives to provide education more effectively, efficiently and equitably.

In line with the National Education Policy 2010 and the 7th and 8th Five Year Plan for education development, Bangladesh is focusing on:

- Sustaining the achievements in participation and gender parity.
- Mainstream Global Citizenship Education and ESD in education policy, curriculum, and teacher training.
- Gender equality in Science, Technology, Engineering and Mathematics (STEM).
- Ensuring effective learning outcomes at all levels by improving the teaching-learning process in schools.
- Reducing disparity and bringing disabled, special needs children and out-of-school children, most of whom come from ultra-poor families to school.
- Ensuring decentralization and promoting good governance.
- Infrastructural, ICT, and equipment support for education institutions.
- Introducing modern management options for education.
- Development of relevant skills for employability.
- Increasing the number of teachers and enhancing their quality.
- Improvements in curriculum and textbooks.
- Mobilizing resources for adult literacy programmes and developing an effective mechanism for 'second chance education'.

- DP coordination through SWAp in secondary mainstream with madrasa, and technical education under a common program framework.
- Introduce needs-based pre-vocational and vocational programs in general education schools.
- Increase awareness and build capacity in government to undertake development responsibility.
- Generate and maintain quality data and big data.
- Improve transparency through effective and verifiable monitoring and reporting supported by an effective EMIS.
- Engage the private sector and NGOs for development through PPP modalities.

Need for Structural Challenges

Major structural challenges which, on the basis of sub-national consultation as well as recent studies and policy advocacy of education researchers and stakeholders, have come to the front include:

- Low level of public resources for education by international comparison.
- Centralized governance and management structures for the large educational system of the country.
- Insufficient numbers of teachers of required quality standards and the inability of the system to attract and retain capable people in teaching.
- School education divided under two ministries (unlike anywhere else in the world), creating problems of curriculum continuity, student assessment, teacher preparation and supervision, and developing and guiding and implementing an overall quality-with-equity strategy in the national education system.
- Localization of target-based indicators and linkage with national program.
- Minimize institutional capacity gap, and data gap for effective Progress Monitoring, project evaluation, resource management, and financing arrangement. Support is required from regional and global levels.
- Government, non-state actors, civil society, Development Partners, private sector need to work together for optimal policy development, governance, resource mobilization, and assessment of progress; greater voice of stakeholders at all levels to be encouraged.

Means of implementation

While there is a strong government commitment to a holistic approach in achieving the SDG targets, harmonization and coordination across agencies, across programmes, and across institutions are necessary to achieve simultaneous progress in all the indicators. Coordinated efforts in resource mobilization across sectors would facilitate this activity.

The synergy between private and public sector investment could also open up this means of synchronization. While the conventional concept of PPP mainly delves around the industrial

and manufacturing sectors, an initiative to introduce a similar concept in the education sector will definitely propel the mechanism of achieving the SDG goals.

Simultaneous courses of action to provide intervention as well as to ensure the quality of data are needed since only quality data will determine the SDG progress. Immediate effort should be given to ensure the collection of the data on indicators which are so far not been collected. A uniform definition of the indicators over the agencies and over the time needs to be set up.

Way Forward

To improve education in the context of SDG and reach the targets in the 7th and 8th Five Year Plan, the government has identified the following areas as a way forward:

1. Quality and relevance:
 - Review and update the competency-based curriculum framework to be more relevant to the world of work.
 - Enhance teacher quality for better teaching and learning.
 - Align the learning assessment system with the competency-based curriculum framework and to SDG4.
 - Enhance the use of ICTs in education.
 - Develop a Comprehensive Teacher Policy/Strategy to harmonize teacher-related policies and practices and address the challenges, a holistic teacher strategy is needed to ensure coherent and concerted efforts in professionalizing teachers, building a highly skilled teaching workforce, and bringing bright young people after graduation for teaching as a noble and rewarding profession.
 - Develop a teaching profession to attract meritorious students aimed at quality teachers for quality education.
 - Develop a quality Teacher Recruitment process for all types of non-government institutions.
 - Standardization of institutions to maintain the standard teacher-student ratio and *indifference to guardians' choice* for the selection of institution.
2. Access and participation:
 - Increase secondary education enrolment and completion rates, especially for girls and children with disabilities and other disadvantaged groups.
 - Encourage more students, especially girls, in Science, Technology, Engineering, and Mathematics (STEM).
 - Introduce a special stipend programme for girls at tertiary level.
3. Governance and partnership:
 - Engage relevant sectors and private sectors, NGOs in and DPs Secondary and higher education and more decentralization.
 - Improve information and data in planning, management, and monitoring of the programs.
 - Resource mobilization and capacity building is an overall strategy for planning and monitoring national education targets in line with the SDG education-related goals.

Actions need to be taken:

- Education Act or Policy covering free & compulsory at least nine years of education including pre-primary.
- Expansion of facilities to ensure inclusive education for Special Needs Children.
- Development and implementation of national learning assessment.
- Introducing Blended Learning Programme.
- Ensuring standard student-teacher ratio at all levels of Education.
- Standardization of educational institutions for all levels.
- Expansion of Technical and Vocational education and training in primary education subsector.
- Strengthening monitoring and evaluation process.
- Development of teacher policy/strategy for teaching profession to attract and sustain the meritorious.
- Development of Integrated teacher's training arrangement.
- Establish and use an integrated education data management system.

Annexure-I: Indicator wise data status

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
<p>4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</p>	4.1.1	<p>Proportion of children and young people (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex</p>	√			<ul style="list-style-type: none"> • NSA-2015: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/321cf422_f7b1_469c_a4f4_66fedc8a4e0f/NSA%202015%20Report.pdf • LASI-2015: https://dshe.portal.gov.bd/sites/default/files/files/dshe.portal.gov.bd/page/90422170_577f_4310_a663_b48825efbd6e/LASI%202015%20Public%20Report-%20final_280816.pdf • NASS-2019 • NSA-2022: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/27a08801_1d5d_4e08_8fdb_25a4a693a2f3/NSA-2022%20Final%20Report.pdf • LAS-2023: https://drive.google.com/file/d/14RdmCO4RLSevaKIR2VyW_Kbx3MBREemF/view 	

Target	Indicator	Data Availability			Data Source	Remarks
		Fully available	Partially available	Not available		
	4.1.2 Completion rate (primary education, lower secondary education, upper secondary education)	√			<ul style="list-style-type: none"> • APSC-2015: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/f2501e16_4f57_467b_8c67_48a5855f88fe/Final%20Draft%20APSC2015.pdf • MICS-2019: https://www.unicef.org/bangladesh/media/3281/file/Bangladesh%202019%20MICS%20Report_English.pdf • APSC-2022: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/d6bc8fcc_3e7a_415c_838e_65b640279012/APSC%202022_Final%20Report_31.05.23.pdf • SVRS-2022: https://file-dhaka.portal.gov.bd/uploads/b9cd8ba6-d513-4bdc-87ed-4a109beab642/656/94f/4e4/65694f4e4e750801571809.pdf 	
	4.1.3 Gross intake ratio to the last grade (primary education, lower secondary)	√			<ul style="list-style-type: none"> • Derived from the data of AEIS 	<i>No Benchmark</i>

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
		education)				2016 & 2022	<i>for this indicator is established yet</i>
	4.1.4	Out-of-school rate (1 year before primary, primary education, lower secondary education, upper secondary education)		√		• National SDG4 benchmark for 2025 & 2030	
	4.1.5	Percentage of children over-age for grade (primary education, lower secondary education)		√		• Derived from the data of AEIS 2015 & 2022	<i>No Benchmark for this indicator is established yet</i>
	4.1.6	Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education	√			<ul style="list-style-type: none"> • NSA 2022: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/27a08801_1d5d_4e08_8fdb_25a4a693a2f3/NSA-2022%20Final%20Report.pdf • NASS 2019 	
	4.1.7	Number of years of (a) free and (b) compulsory primary and secondary education guaranteed in legal frameworks	√				
4.2 By 2030, ensure that all girls and boys have access	4.2.1	Proportion of children aged 24-59 months who are developmentally on track in health, learning and psychosocial well-being, by sex	√			<ul style="list-style-type: none"> • MICS-2012-13: https://mics.unicef.org/files?job=W1siZiIsIjIwMTUvMDcvMDcvMTcvMjAvMDkvNzk2L0Jh 	

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
to quality early childhood development, care and pre-primary education so that they are ready for primary education						bmdsYWRlc2hfMjAxMl8xMl9NSUNTX0ZpbmFsX1JlcG9ydC5wZGYiXV0&sha=f6f33951e5125263 <ul style="list-style-type: none"> • MICS-2019: https://www.unicef.org/bangladesh/media/3281/file/Bangladesh%202019%20MICS%20Report_English.pdf 	
	4.2.2	Participation rate in organized learning (one year before the official primary entry age), by sex	√			<ul style="list-style-type: none"> • APSC-2015: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/f2501e16_4f57_467b_8c67_48a5855f88fe/Final%20Draft%20APSC2015.pdf • APSC-2022: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/d6bc8fcc_3e7a_415c_838e_65b640279012/APSC%202022_Final%20Report_31.05.23.pdf • SVRS-2022: https://file-dhaka.portal.gov.bd/uploads/b9cd8ba6-d513-4bdc-87ed- 	

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
						4a109beab642//656/94f/4e4/65694f4e4e750801571809.pdf	
	4.2.3	Percentage of children under 5 years experiencing positive and stimulating home learning environments			√	<ul style="list-style-type: none"> • LAS-2023: https://drive.google.com/file/d/14RdmCO4RLSevaKIR2VyW_Kbx3MBREemF/view 	
	4.2.4	Gross early childhood education enrolment ratio in (a) pre-primary education and (b) early childhood educational development			√		
	4.2.5	Number of years of (a) free and (b) compulsory pre-primary education guaranteed in legal frameworks	√				
4.3 By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university	4.3.1	Participation rate of youth and adults in formal and non-formal education and training in the previous 12 months, by sex	√			<ul style="list-style-type: none"> • SVRS-2021: https://drive.google.com/file/d/1HfirfErmeD6XEVDbgH0ubKe_TRyprHM/view • SVRS-2022: https://file-dhaka.portal.gov.bd/uploads/b9cd8ba6-d513-4bdc-87ed-4a109beab642//656/94f/4e4/65694f4e4e750801571809.pdf • LAS-2023 : https://drive.google.com/file/d/ 	

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
						14RdmCO4RLSevaKIR2VyWKbx3MBREemF/view	
	4.3.2	Gross enrolment ratio for tertiary education by sex	√			<ul style="list-style-type: none"> • BES 2015 • BES 2022: https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/page/6d10c6e9_d26c4b9b_9c7f_770f9c68df7c/Bangladesh%20Education%20Statistics%202022%20%281%29_compressed.pdf 	<i>No Benchmark for this indicator is established yet</i>
	4.3.3	Participation rate in technical-vocational programmes (15- to 24-year-olds) by sex	√			<ul style="list-style-type: none"> • Derived from the data of AEIS 2019 & 2022 	<i>No Benchmark for this indicator is established yet</i>
4.4 By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and	4.4.1	Proportion of youth and adults with information and communications technology (ICT) skills, by type of skill	√			<ul style="list-style-type: none"> • MICS-2019: https://www.unicef.org/bangladesh/media/3281/file/Bangladesh%202019%20MICS%20Report_English.pdf • LAS-2023: https://drive.google.com/file/d/14RdmCO4RLSevaKIR2VyWKbx3MBREemF/view 	<i>No Benchmark for this indicator is established yet</i>
	4.4.2	Percentage of youth/adults who have achieved at least a minimum level of			√		

Target	Indicator	Data Availability			Data Source	Remarks
		Fully available	Partially available	Not available		
entrepreneurship		proficiency in digital literacy skills				
	4.4.3	Youth/adult educational attainment rates by age group and level of education			√	
4.5 By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations	4.5.1	Parity indices (female/male, rural/urban, bottom/top wealth quintile and others such as disability status, indigenous peoples and conflict-affected, as data become available) for all education indicators on this list that can be disaggregated		√		<ul style="list-style-type: none"> • APSC-2015: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/f2501e16_4f57_467b_8c67_48a5855f88fe/Final%20Draft%20APSC2015.pdf • BES-2015 • APSC-2022: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/d6bc8fcc_3e7a_415c_838e_65b640279012/APSC%202022_Final%20Report_31.05.23.pdf • BES-2022: https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/page/6d10c6e9_d26c_4b9b_9c7f_770f9c68df7c/Bangladesh%20Education%20Stat

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
						stics%202022%20%281%29_c ompressed.pdf	
	4.5.2	Percentage of students in a) early grades, b) at the end of primary, and c) at the end of lower secondary education who have their first or home language as language of instruction			√		
	4.5.3	Existence of funding mechanisms to reallocate education resources to disadvantage populations			√		
	4.5.4	Education expenditure per student by level of education and source of funding			√		
	4.5.5	Percentage of total aid to education allocated to least developed countries			√		
4.6 By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy	4.6.1	Proportion of population in a given age group achieving at least a fixed level of proficiency in functional (a) literacy and (b) numeracy skills, by sex	√			<ul style="list-style-type: none"> • LAS-2011 • LAS-2023: https://drive.google.com/file/d/14RdmCO4RLSevaKIR2VyW_Kbx3MBREemF/view 	<i>No Benchmark for this indicator is established yet</i>
	4.6.2	Youth/adult literacy rate	√			<ul style="list-style-type: none"> • SVRS-2018: https://bbs.portal.gov.bd/sites/default/files/files/bbs.portal.gov.bd/page/6a40a397_6ef7_48a3_80b3_78b8d1223e3f/SVRS_Report_2018_29-05-2019%28Final%29.pdf 	<i>No Benchmark for this indicator is established yet</i>

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
						<ul style="list-style-type: none"> • SVRS-2022: https://file-dhaka.portal.gov.bd/uploads/b9cd8ba6-d513-4bdc-87ed-4a109beab642//656/94f/4e4/65694f4e4e750801571809.pdf 	
	4.6.3	Participation rate of illiterate youth/adults in literacy programmes					
4.7 By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and nonviolence, global citizenship	4.7.1	Extent to which (i) global citizenship education and (ii) education for sustainable development are mainstreamed in (a) national education policies, (b)curricula, (c) teacher education and (d) student assessment		√			<i>Only Baseline data is available, No Benchmark for this indicator is established yet</i>
	4.7.2	Percentage of schools that provide life skills-based HIV and sexuality education					
	4.7.3	Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution59/113)					
	4.7.4	Percentage of students in lower secondary education showing adequate understanding of issues relating to global citizenship and sustainability					
	4.7.5	Percentage of students in lower secondary showing proficiency in knowledge of environmental science and geo-science					

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
and appreciation of cultural diversity and of culture's contribution to sustainable development	4.7.6	Extent to which national education policies and education sector plans recognize a breadth of skills that needs to be enhanced in national education systems					Metadata not available
4.a Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all	4.a.1	Proportion of schools offering basic services, by type of service	√			<ul style="list-style-type: none"> • APSC-2015: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/f2501e16_4f57_467b_8c67_48a5855f88fe/Final%20Draft%20APSC2015.pdf • BES-2015, • BES-2017, • APSC-2022: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/d6bc8fcc_3e7a_415c_838e_65b640279012/APSC%202022_Final%20Report_31.05.23.pdf • BES-2022: https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/page/6d10c6e9_d26c_4b9b_9c7f_770f9c68df7c/Bangladesh%20Education%20Stati 	

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
						stics%202022%20%281%29_c ompressed.pdf	
	4.a.2	Percentage of students experiencing bullying in the last 12 months in a) primary, and b) lower secondary education					
	4.a.3	Number of attacks on students, personnel and institutions					
4.b By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering	4.b.1	Volume of official development assistance flows for scholarships by sector and type of study	√			<ul style="list-style-type: none"> • SDG Tracker : https://sdg.gov.bd/page/indicator-wise/1/74/3/0#1 • ERD 	

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
and scientific programmes, in developed countries and other developing countries							
4.c By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing States	4.c.1	Proportion of teachers with the minimum required qualifications, by education level	√			<ul style="list-style-type: none"> • APSC-2015: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/f2501e16_4f57_467b_8c67_48a5855f88fe/Final%20Draft%20APSC2015.pdf • BES-2015 • APSC-2022: https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/d6bc8fcc_3e7a_415c_838e_65b640279012/APSC%202022_Final%20Report_31.05.23.pdf • BES-2022: https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/page/6d10c6e9_d26c_4b9b_9c7f_770f9c68df7c/Bangladesh%20Education%20Statistics%202022%20%281%29_compressed.pdf 	

Target	Indicator		Data Availability			Data Source	Remarks
			Fully available	Partially available	Not available		
	4.c.2	Pupil-trained teacher ratio by education level		√		Derived from the data of AEIS 2013 & 2022 and APSC 2022	<i>No Benchmark for this indicator is established yet</i>
	4.c.3	Percentage of teachers qualified according to national standards by education level and type of institution		√		Derived from the data of AEIS 2015 & 2022 and APSC 2022	<i>No Benchmark for this indicator is established yet</i>
	4.c.4	Pupil-qualified teacher ratio by education level		√		Derived from the data of AEIS 2016 & 2022 and APSC 2022	<i>No Benchmark for this indicator is established yet</i>
	4.c.5	Average teacher salary relative to other professions requiring a comparable level of qualification					
	4.c.6	Teacher attrition rate by education level					
	4.c.7	Percentage of teachers who received in-service training in the last 12 months by type of training					

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