

National Consultations Report -Bangladesh

1 - TES NATIONAL CONSULTATION PROCESS

Convenor's Name: Md. Abu Yusuf Miah

Number of consultations (if more than one consultation takes place): 02

Basic information on all the consultation(s) convened

Date(s)	22 June 2022 & 11 August 2022
Title(s)	National Consultation on Transforming Education in Bangladesh
Types (e.g. National/Subnational)	National
Geographical Focus	Capital city
Number of Participants for each consultation	1 st NC - 61 2 nd NC - 45
Language used	Bangla & English

Total number of participants: 106

Age Range of Participants: (insert number)	
--	0 - 17
--	18 – 29
103	30 -59
03	60+

Gender Participants: (insert number)	
83	Male
23	Female
N/A	Prefer not to say

Number of Participants from each Sector: (insert number) (1 st NC & 2 nd NC)			
63	Education	1	Nutrition
3	Child Protection	1	Communication
3	Health	2	Information Technology
1	Labour	2	Social Protection
2	Environment	1	Water, Sanitation and Hygiene
2	Finance	Other (please explain) NGOs, Development Partners, UN organizations, Ministry of Foreign Affairs, Permanent Delegation to UNESCO (virtual)	

Number of participants from each Stakeholder Group: (insert number) (1 st NC & 2 nd NC)	
05	- Teachers, educators, facilitators, and professors
	- Youth and students (including children and adolescents)
02	- School leaders (e.g., from UNESCO ASPnet school network)
	- City and local government representatives
	- Parents and caregivers
	- Small/medium enterprises/unions
	- Large national businesses
03	- Members of Parliament
	- Multi-national corporations
	- Local authorities
74	- Government and national institutions
60	- Public Servants
	- Regional economic community
11	-United Nations Organizations
01	- Local Non-Governmental Organizations
	- International and/or Regional financial institutions
01	- International Non-Governmental Organizations
02	- Indigenous people and community leaders
03	- Scientific community, academic, universities and research institutes
01	- Media
03	- Other (Please explain) European Union (EU), The Foreign, Commonwealth & Development Office (FCDO)

2. PRINCIPLES OF ENGAGEMENT

How did you organize the consultation to ensure the following principles of national consultations?

- | | |
|---|---|
| ✓ | - A whole-of-government approach |
| ✓ | - Inclusion and equality |
| | - Focusing on youth as 'agents of change' |

3. CONSULTATION FOCUS AND OUTCOMES

What was/were the main area(s) of focus of the national consultation(s), based on the TES five thematic action tracks* and the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes?

The National Consultations in Bangladesh focused on the TES five thematic action tracks and addressed most of the issues outlined in the Discussion Papers and the Futures of Education Briefing Notes.

Regarding inclusive, equitable, safe and healthy schools, the main focus of the consultations were to identify the best practices in the education sector (from pre-primary to tertiary level of education) during the school closures due to COVID-19 pandemic and also in the recovery phase. It has been identified that to maintain learning continuity number of different initiatives were taken as an immediate response of school closures. Initiatives for reopening schools and safe return of the students were ensured. Reforms in lessons, timetable and assessment have been described as an effective strategy to address the learning recovery.

Necessity of early childhood care and education, minimizing dropout and retaining students in the education system have been emphasized to ensure learning and skills for life, work and sustainable development. Stakeholders gave especial attention to the role and relevance of competency-based curriculum with a view to promoting foundational skills, 21st century skills, digital and vocational skills and preparing a learner as a global citizen to cope with rapidly changing situations at both local and global levels. Prioritizing technical and vocational education as well as establishing the industrial linkages was also identified crucial for economic growth and sustainable development. Addressing climate change education and education for climate vulnerable people was also discussed under this thematic action track.

In the national consultations the challenges for the teachers, teaching and the teaching profession during pandemic and in the recovery phase have been discussed. Teachers' innovation and tremendous efforts to cope with the digital teaching for uninterrupted learning of their students during COVID-19 pandemic was appreciated. It was recommended that financial security and social recognition of teachers needs to be ensured. Recruitment of teachers, teachers training and their professional development were identified crucial for educational transformation. However, number of female teachers at primary level of education has been recognized as a remarkable feature and best practice of the government.

Regarding digital learning and transformation, the stakeholders present in the consultations put their positive remarks. Incorporating the benefits of the advancement of technology, introducing digital pedagogy, engagement of EdTech start up, use of social media and different platforms, digital literacy and skills, innovation by teachers, students and parents have been recognized as some of the new elements in the education system. It has been discussed that blended approach of learning and use of online communication tools will continue to drastically change the traditional way of communication and teaching-learning processes. The Blended Education Master Plan and national curriculum reform will encourage a range of innovative transformations. However, minimizing digital gap and addressing the most marginalized so that they can enjoy the benefits were recommended.

Regarding financing in education participants present in the consultations agreed that Bangladesh needs sustainable funding in education to maintain the progress made in SDG4, especially through improved international cooperation for financing in education as well as strengthening national resource mobilization and national capacity building to increase the efficacy of investments. Besides, addressing equity issues, drawing on increased needs-based financing to reduce the digital divide, provision of social safety net programmes including stipends, free textbooks, nutritious school meals, etc. and adoption of innovative means of budget execution to ensure transparency and accountability were recommended regarding financing in education issue.

What are the main outcomes regarding the four key components* of the national consultation(s)?

1. Recovery from Covid-19 disruption [short-term]:

The following initiatives and targeted actions will be continued to address the learning recovery from Covid-19 disruption and ensure learning continuity:

- 1.1. Prioritizing and continuing to adopt and adapt the distance learning modalities, resource hub and development of digital contents and other forms of remote learning modalities that were introduced during Covid-19 school closures. Utilizing social media platforms that were widely used by teachers, parents, and students for online learning will be continued.
- 1.2. The implementation of a Covid-19 School Sector Response and Recovery Plan to ensure safe reopening and operation of schools will go on. Major actions undertaken include – Health and hygiene supplies, Vaccination program for the students above 5 years; teachers’ recruitment and capacity building on learning recovery and continuity, mental health and psychosocial support, adolescent’s nutrition; and establishing Real Time Monitoring (RTM) mechanism to monitor and track results, these will be continued to expand access to education and support learning.
- 1.3. To catch up on learning and recover learning loss, the pedagogical approach has been revised through a condensed curriculum with accelerated and innovative modalities. The introduction of Home-based assignments in secondary education had a positive impact on learning, with 93% students participating in this exercise. This practice will be integrated along with diagnostic assessment mechanism and remedial strategies within regular teaching learning processes to address the learning loss challenges in future. 600,000 out of school children have been enrolled in Non-Formal Primary Education (NFPE) from December 2021 and will be continued to reduce the number of out of school children.
- 1.4. A study by Bangladesh Bureau of Statistics and UNICEF confirms that although there was significant educational disruption at the primary level, it was minimum at the secondary level. On the basis of the study findings we have already made a plan to mitigate the learning gaps in general and the learning losses due to COVID-19 in

particular. The universities have their own plans to mitigate their students' learning gaps and losses.

- 1.5. Disbursement of mobile cash incentives introduced during COVID-19 will be continued for the most marginalized families. ICT facilities and connectivity will be enhanced to ensure that the disadvantaged students enjoy the same benefit of distance learning and are not left behind. Financial security and social recognition of teachers will also be prioritized.

2. Transforming education [medium-longer-term]

- 2.1. **Curriculum reform:** The government believes that education is a public good and has to be made affordable for all. Transformation rather than reform of education for ensuring 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 demand 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 rollout the new curriculum nationally from 2023. The new curriculum has an emphasis on Global Citizenship Education (GCED) and education for sustainable development to prepare learners as a global citizen to cope with a rapidly changing Bangladesh and world at large.
- 2.2. **Digital transformation:** With the advancement of technology and experiences during COVID 19, digital pedagogy, engagement of EdTech start up, use of social media and different platforms, digital literacy and skills, innovation by teachers, students and parents are some of the new elements that have been incorporated into the education system. Blended approach of learning and use of online communication have drastically changed the traditional way of communication and teaching learning that will be integrated and emphasized during implementation of new curriculum.
- 2.3. **The Blended Education Master Plan** and the national curriculum reform encourage a range of innovative transformations. The Blended Education Master Plan consists of five key elements Teaching-learning activities, Educational Content and Resources, Assessments, Teacher Professional Development, Policy, Management and Partnerships. Government will prioritize implementation of these reforms with appropriate resource allocation
- 2.4. **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.
- 2.5. Efforts have been given 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 future considering the adaptation with the rapid change.

2.6. 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 will be prioritized.

3. Review of national education targets and benchmarks:

3.1. The National Indicator Framework for Education comprising global, thematic, and national SDG 4 indicators has been developed. The benchmark values for seven SDG 4 indicators in reference to national education planning documents as part of the global benchmarking practice have been set. Monitoring, reviewing and reporting our progress towards SDG 4 will go on.

3.2. Benchmarking targets should be established based on the data within the system/country. As part of the global practice, the targets for 2025 and 2030 will set up. Once overall national and district-wide targets are set, Upazilas can be consulted and asked what they need in order to achieve district-based targets.

4. Ensuring sustainable public financing:

4.1. The government is committed to increasing the budget allocation in proportion to GDP as committed in the 8th Five Year Plan.

4.2. There is an increased effort in strengthening the Annual Development Programme to ensure timely disbursement and quality spending of the resources. Promoting decentralization and effective stakeholders' engagement at different levels for effective planning and implementation to enhance answerability towards value for money will be encouraged.

4.3. To address equity issues, Bangladesh has increased needs-based financing to reduce the digital divide, gender gap in TVET and STEM and provided other social safety net programs including the stipend, free textbooks, nutritious school meal, etc. and adopted innovative means of budget execution to ensure transparency and accountability.

4.4. Sustainable funding in education is required to maintain the progress made in SDG4. Education funding is sourced mainly through tax revenues, but improving international cooperation for financing in education as well as strengthen national resource mobilization and national capacity to increase the efficacy of investment are also needed.

4.5. Encouraging 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 is significant. Multilateral agencies should play a key role to renew commitment to global cooperation in support of education.

4.6. There can be increased inter-ministerial collaboration, such as indicated through the planning of the Blended Education Master Plan – since educational investments can come from multiple ministries. Government is encouraging the Non-Resident Bangladeshi (NRB) to finance education sector also.

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 the lifelong learning opportunities. We must urgently address the challenges to forge a new social

contract for education which will help us to shape socially just and inclusive shared future.

