



## 2024 CIVIL SOCIETY SPOTLIGHT REPORT ON SDG 4

### I. COUNTRY CONTEXT

Bangladesh has shown commendable progress towards achieving Sustainable Development Goal 4 (SDG 4), which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. This report highlights the country's progress, challenges, and recommendations in the context of SDG 4, focusing on access and equity, quality and relevance, management and governance, financing, primary and secondary education, education sector plan, learning assessments, the role of the Government, Education Local Consultative Group (ELCG), and the engagement of Civil Society Organisations (CSOs) in the light of voice and accountability.

Bangladesh has consistently demonstrated robust growth and development, even during periods of heightened global uncertainty.<sup>1</sup> Over the past two decades, rapid economic growth in Bangladesh has been driven by a strong demographic dividend, robust ready-made garment (RMG) exports, resilient remittance inflows, and stable macroeconomic conditions. However, Bangladesh is currently facing a turbulent economic landscape shaped by global political and economic crises. The country is contending with high inflation, trade deficits and current account balances, exchange rate volatility, and pressures on foreign exchange reserves. Addressing these challenges requires prudent fiscal and monetary policies, which must include higher subsidies and incentives in critical sectors focusing on the marginalised and vulnerable communities.

Education in Bangladesh receives a relatively small portion of the national budget, typically around 2-3% of the GDP, which is below UNESCO's recommended 4-6%. Primary education is prioritised, with substantial funding through initiatives like the Primary Education Development Program (PEDP), ensuring free and compulsory primary education. However, secondary and higher education receive comparatively less funding, despite initiatives such as the Secondary Education Quality and Access Enhancement Project (SEQAEP) and the Higher Education Quality Enhancement Project (HEQEP). Despite existing efforts,

families still bear substantial education-related costs, and private schools remain inaccessible to many due to high tuition fees.

### II. PROGRESS TOWARDS THE ACHIEVEMENT OF SDG 4

Bangladesh has carried out an Education Sector Analysis (ESA) and Education Sector Plan (ESP), formulated the SDG 4 Strategic Framework for Bangladesh and developed the SDG 4 National Indicator Framework during the past few years and carried out a massive revision in the national curriculum leading towards a transformative change in education and human capability enhancement.

**Access.** In terms of access to education, Bangladesh has achieved impressive results in universal primary education. As of 2022, the Gross Enrolment Rate (GER) for primary education is 112%, and the Net Enrolment Rate (NER) stands at 98%, indicating that nearly all children of primary school age, as well as some older children, are enrolled. The primary school completion rate is approximately 82%, reflecting substantial progress in retaining students. For secondary education, the GER is about 72%, and the NER is 62%, with a completion rate of around 53%. Tertiary education enrollment has also seen growth, reaching approximately 17% in 2022. The following table provides an overall status of access in Bangladesh through three key indicators, which are net enrolment, dropout, and primary cycle completion.

Table 1:

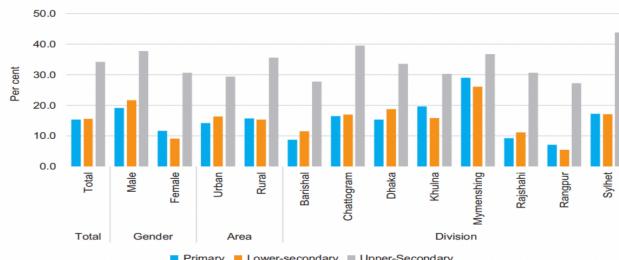
Year	Net Enrolment Rate		Dropout Rate		Primary cycle completion rate (Grade I-V)
	Primary	Secondary	Primary	Secondary	
2022	97.56%	73.76%	13.95%	35.98%	86.05%
2021	97.42%	70.25%	14.15%	35.66%	85.85%
2020	96.62%	71.89%	17.67%	35.76%	82.80%

Source: Annual Primary School Census (APSC)- Directorate of Primary Education (2022)

COUNTRY FACTS AND FIGURES	
Population:	171,186,373 (2022)
GNI per Capita (PPP\$)	9,430 (2023)
Income Group	Lower-Middle Income
HDI: Value/Rank	0.673/ 129th out of 193 (2022)
Gini Index	33.4 (2022)
Education Expenditure (% GDP)	3.65% (2022)
Upper Secondary Completion Rate Female / Male	29.4 (2019) 27.3 / 31.6
Literacy Rate (15-64 Yrs.) Female / Male	76.4 (2021) 73.6 / 79.2
2024 SDG Score/ Rank	64.35 / 107th out of 166
SDG 4 Trend	▣ Significant challenges remain ▢ On track or maintaining SDG achievement
SDG 4 Dashboard	
Climate-related disasters:	
Total No. of disasters* Regional Mean/ Median	6 (2020-22) 9.3 / 4
Risk Management Index:	
Climate-driven Hazard & Exposure	7.9 (2022) Regional Mean: 4.6
Lack of coping capacity	4.9 (2022) Regional Mean: 4.3
Vulnerability	5.5 (2022) Regional Mean: 3.4
*Drought, Extreme temperature, Flood, Landslide, Storm, Wildfire	

**Out-of-School Children.** Approximately 2.5 million children, particularly those from marginalised communities, remain out of school (UNESCO, 2023). These include children from extreme poverty backgrounds, working children, and those living in remote or conflict-affected areas.<sup>2</sup>

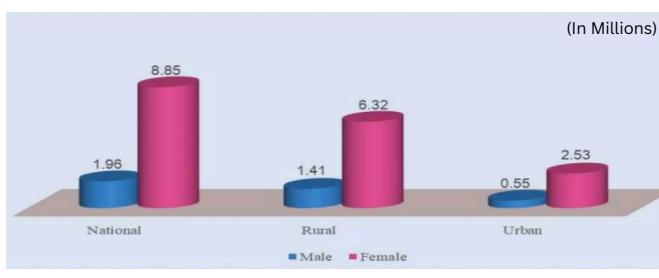
Figure 1: Out-of-school rate. Primary Lower-secondary Upper-Secondary per gender, area and division



Source: National Survey on Children's Education in Bangladesh (2021)

The employment data shows 43.70% in service, 37.90% in agriculture, and 18.40% in industry, with male dominance in service (88.74%) and female participation higher in agriculture (19.09%) and industry (19.83%). The NEET population stands at 34.26%, with a stark gender gap: 13.28% for males and 52.76% for females, highest in Sylhet (37.97%) and lowest in Dhaka (30.81%).

Figure 2: Population Aged 15-24 Years Not in Education, Employment and Training (NEET) by Sex and Location, 2022



Source: Population Census, BBS

**Creating lifelong opportunities.** For lifelong learning opportunities, the youth literacy rate (ages 15-24) is around 92% as of 2022, while the adult literacy rate (ages 15 and above) is approximately 73%. Efforts have been made to expand Technical and Vocational Education and Training (TVET) opportunities, with initiatives to provide skills training relevant to the job market. Despite these efforts, participation in TVET programs remains relatively low. A few of the challenges for low participation include low-quality TVET training with inadequate link to the market demand, social stigma since TVET is held in low esteem socially, the TVET sector is generally not friendly towards women and the vast majority of the population who reside in the rural areas, particularly women.

**Quality.** Regarding the quality of education, learning outcomes remain a concern. The National Student Assessment (NSA) 2017 revealed that only 25% of Grade 5 students achieved expected competency levels in Bangla and 35% in Mathematics. The Secondary School Certificate (SSC) examination pass rate was about 82% in 2022, but only 30% of students achieved the highest GPA of 5. Teacher qualifications show that around 70% of primary school teachers and approximately 80% of secondary school teachers have the required academic qualifications. However, only about 50% of secondary teachers have received professional training. The table shows that there has been progress as of now in case for all the indicators but the improvements are not significant.

Table 2: Comparison of Bangladesh Education Indicators: 2015 vs. 2023

Indicator	2015 Status	2023 Status	Source (2015)	Source (2023)
Primary Learning Achievement	30% (Bangla), 40% (Math)	25% (Bangla), 35% (Math)	Directorate of Primary Education, Bangladesh, 2015	Directorate of Primary Education, Bangladesh, 2023
Secondary Pass Rate (SSC)	75%	82%	Bangladesh Bureau of Educational Information and Statistics (BANBEIS), 2015	BANBEIS, 2023
Teacher Training (Primary)	60% trained	70% trained	Directorate of Primary Education, Bangladesh, 2015	Directorate of Primary Education, Bangladesh, 2023
Teacher Training (Secondary)	45% trained	50% trained	BANBEIS, 2015	BANBEIS, 2023
Pupil-Teacher Ratio (Primary)	40:1	36:1	Directorate of Primary Education, Bangladesh, 2015	Directorate of Primary Education, Bangladesh, 2023
Pupil-Teacher Ratio (Secondary)	30:1	28:1	BANBEIS, 2015	BANBEIS, 2023
Adequate Classroom Conditions	35% of primary schools	40% of primary schools	Directorate of Primary Education, Bangladesh, 2015	Directorate of Primary Education, Bangladesh, 2023
schools with Adequate Sanitation	45%	50%	BANBEIS, 2015	BANBEIS, 2023
Primary Completion Rate	75%	80%	UNESCO Institute for Statistics, 2015	UNESCO Institute for Statistics, 2023
Secondary Completion Rate	48%	53%	UNESCO Institute for Statistics, 2015	UNESCO Institute for Statistics, 2023

**Equity and gender.** In terms of equity, gender parity has been achieved in primary education, with the GER for girls slightly higher than for boys (113% vs. 111%). Similar trends are observed in secondary education, though challenges persist in rural areas. Enrolment rates for children with disabilities remain low, with only about 10% enrolled in primary school. Socioeconomic disparities are evident, as children from lower-income families have lower enrolment and completion rates compared to their wealthier peers. Urban areas generally exhibit higher enrolment and literacy rates compared to rural regions. The following table shows a generic status of inclusion in Bangladesh.

Table 3: State of Inclusion

Indicator	Rate for All	Rate for Marginalised Groups
Primary GER	111%	Lower for children with disabilities
Primary NER	98%	Lower for poorest quintile
Secondary GER	72%	Lower in rural areas
Secondary NER	62%	Lower for children with disabilities
Youth Literacy Rate (15-24)	92%	Lower for poorest quintile
Adult Literacy Rate (15+)	73%	Lower in rural areas
Primary Completion Rate	80%	Lower for poorest quintile
Secondary Completion Rate	53%	Lower in rural areas

Source: UNESCO Institute for Statistics (UIS) (2022)

This table summarises the disparities in educational inclusion, highlighting the need for targeted interventions to support marginalised groups.

Gender equity in education is a critical aspect of overall gender equity in any society, including Bangladesh. This analysis will cover several key indicators, including enrolment rates, literacy rates, and attainment levels to assess the progress and current status of women's participation in education in Bangladesh.

Government programs like the Primary Education Development Program (PEDP4) and the Secondary Education Development Program (SEDP) focus on improving infrastructure, teacher training, and curriculum development. NGOs, such as BRAC, play a crucial role in providing non-formal education, teacher training, and support for marginalised communities.

Despite the progress, several challenges and barriers persist. Resource allocation is insufficient for education infrastructure, learning materials, and teacher salaries, particularly in rural and underserved areas.

<sup>2</sup> [https://BBS.PORTAL.GOV.BD/SITES/DEFAULT/FILES/FILES/BBS.PORTAL.GOV.BD/PAGE/57DEF76A\\_AA3C\\_46E3\\_9F80\\_53732EB94A83/2023-03-23-09-59-6B43AB13FE2A201E9DCF21D20F4FA127.PDF](https://BBS.PORTAL.GOV.BD/SITES/DEFAULT/FILES/FILES/BBS.PORTAL.GOV.BD/PAGE/57DEF76A_AA3C_46E3_9F80_53732EB94A83/2023-03-23-09-59-6B43AB13FE2A201E9DCF21D20F4FA127.PDF)

The quality of education is hindered by low teacher motivation, high absenteeism, and an examination-focused system that limits comprehensive learning. Cultural and socioeconomic factors, including early marriage, child labour, and poverty, negatively impact school attendance and performance, while social norms continue to affect girls' education and the participation of marginalised groups.

**Status of TVET.** Between 2015 and 2023, Bangladesh has made significant strides in the Technical and Vocational Education and Training (TVET) sector, reflecting a concerted effort to align educational outcomes with labour market needs and economic development goals. The TVET sector has seen a notable increase in enrolment rates over the past eight years.

According to the Bangladesh Bureau of Educational Information and Statistics (BANBEIS), the number of students enrolled in TVET programs increased from approximately 400,000 in 2015 to over 1.5 million by 2023. The quality and relevance of TVET programs have significantly improved through the introduction of Competency-Based Training (CBT) models. By 2023, the proportion of TVET institutions adopting CBT curricula had risen to 75%, compared to just 25% in 2015. Efforts to promote gender inclusivity have shown positive results.

Female enrolment in TVET programs increased from 30% in 2015 to 45% in 2023, driven by targeted scholarships and awareness programs aimed at encouraging women's participation in technical fields. Government initiatives, such as the Skills and Training Enhancement Project (STEP) and the National Skills Development Policy (NSDP), have played a critical role in driving improvements in the TVET sector. NGOs have also been instrumental, with organisations like BRAC implementing programs to support non-formal education and skills training for marginalised communities. Continued efforts to address existing challenges and build on these achievements will be essential to sustaining and furthering the development of the TVET sector.



**Policies, budgeting and Integration of Climate Change Education in the primary, secondary, and tertiary curriculum.** Bangladesh has made significant progress in integrating climate change education into both formal and non-formal education systems through various national laws, policies, and initiatives. Key frameworks include the National Education Policy of 2010, the National Adaptation Program of Action (NAPA), and the Bangladesh Climate Change Strategy and Action Plan (BCCSAP). These policies emphasise the importance of environmental and climate change education at all educational levels, aiming to create awareness among students and build resilience in vulnerable communities.

Currently, the government is funding over 700 projects to enhance climate resilience and ensure sustainable development. The National Plan for Disaster Management (NPDM; 2016-2020) by the Ministry of Disaster Management and Relief focuses on disaster risk reduction and urban climate resilience.

The Seventh Five-Year Plan (2016-2020) prioritised sustainable development and climate resilience through natural resource sustainability, emphasising environmental goals. The Bangladesh Health National Adaptation Plan (2018) integrates climate change into health policies and public awareness programs. The National Action Plan for Short-Lived Climate Pollutants (SLCP) (2020) includes 11 mitigation measures and monitoring frameworks.

Bangladesh Delta Plan 2100 (BDP 2100) aims for a climate-resilient delta with flood and fresh water management strategies. The Ministry of Environment, Forests and Climate Change is finalising the National Adaptation Plan (NAP) to integrate climate adaptation into national planning and budgeting processes.<sup>3</sup>

Specific detailed statistical data on budget allocations solely for climate change education in Bangladesh may not be readily available or regularly updated in public databases. Climate change education funding is often part of larger allocations for curriculum development, teacher training, and infrastructure improvement in schools. Specific breakdowns for climate change education alone can be challenging to isolate due to the integrated nature of educational expenditures.

A mapping study has identified several gaps in the area of ESD in Bangladesh, especially regarding the integration of climate change. These gaps include limited budgeting for climate change within ESD, a predominantly public sector-driven approach, less emphasis on the values domain of ESD, insufficient focus on youth, women, refugees, and persons with disabilities, and limited information dissemination.

**Digital Infrastructure in Bangladesh.** Bangladesh has made significant strides in increasing internet penetration, with around 60-70% of the population now having access, primarily through mobile devices. A significant number of schools have access to IT technology. Sheikh Russel Digital Lab has been set up in 9001 educational institutions across the country.<sup>4</sup> Teachers are being trained and encouraged to prepare digital content for the teaching-learning process in the classrooms.

One of the benefits the education system has received is that through digitisation is the timely distribution of stipend money for the millions of children has been made possible. The SMART education aims to foster an innovative generation capable of tackling challenges. The evolving curriculum emphasises practical learning and problem-solving over rote memorisation. Students engage actively, addressing real-life issues to develop analytical thinking. Accessible across urban and rural areas, it offers modern technology and a global learning scope, transcending traditional limits. Blend learning, integrating tech, provides seamless online and offline experiences, shaping a personalised learning environment.<sup>5</sup>

However, significant gaps remain. According to the Multiple-Indicator Cluster Survey by the Bangladesh Bureau of Statistics (2019) as cited by UNICEF (2020), 62% of the households in Bangladesh do not have internet access at home. It was also reported that only 8.7% of the poorest 20% of households in Bangladesh have internet access at home as compared with 75.3% of the richest 20% of households (UNICEF, 2020). There is also a gender dimension to this issue, with more men having access to the internet than women (Datareportal, 2024). Therefore, a major initiative in this direction needs to be undertaken. Regarding the monitoring of SDG 4 activities, CSOs

<sup>3</sup> UNESCO. PEER PROFILES ON CLIMATE CHANGE COMMUNICATION AND EDUCATION. [HTTPS://EDUCATION-PROFILES.ORG/CENTRAL-AND-SOUTHERN-ASIA/BANGLADESH/-CLIMATE-CHANGE-COMMUNICATION-AND-EDUCATION](https://EDUCATION-PROFILES.ORG/CENTRAL-AND-SOUTHERN-ASIA/BANGLADESH/-CLIMATE-CHANGE-COMMUNICATION-AND-EDUCATION)

<sup>4</sup> [HTTPS://SRDL.GOV.BD//HERO](https://SRDL.GOV.BD//HERO)

<sup>5</sup> [WHAT.WILL.THE.FUTURE.OF.SMART.EDUCATION.BE.LIKE](https://WHAT.WILL.THE.FUTURE.OF.SMART.EDUCATION.BE.LIKE)

CSOs in Bangladesh encounter challenges like limited access to reliable education data, capacity constraints, governance complexities, political barriers, funding sustainability issues, community engagement difficulties, and coordination hurdles. Overcoming these obstacles requires enhancing data availability, capacity building, fostering partnerships, and advocating for supportive policies to effectively monitor progress towards SDG 4. Top of Form Bottom of Form. Therefore, a major initiative in this direction needs to be undertaken.

Despite slow and steady progress in education, financing remains a significant challenge for Bangladesh and is likely to persist. The recent adjustments in the balance of trade and payments, particularly the \$12 billion revision in last year's export data, will significantly impact the national economy and GDP.<sup>6</sup> Such adjustments will affect many economic indicators, influencing the allocation of essential services like health and education. Protecting the right to education will therefore become a critical issue amidst these economic shifts.

### III. CIVIL SOCIETY ENGAGEMENT IN THE SDG 4 IMPLEMENTATION, FOLLOW-UP, AND MONITORING

In Bangladesh, a wide array of civil society organisations (CSOs) and national education coalitions are engaged in climate action through education. A leading effort in this domain is spearheaded by the Campaign for Popular Education (CAMPE), a national coalition of NGOs, educators, and civil society members. Community-based education programs form another crucial aspect of these efforts. CAMPE closely collaborates with the Education Cluster coordinated by UNICEF and the Need Assessment Working Group. CAMPE is also engaged with the Education Cluster at Cox's Bazar on the Rohingya education response facilitated by GPE and ECW.

Additionally, CAMPE conducted a small-scale study on the status of education in the Haor areas of Habiganj district, followed by several consultations with stakeholders and concerned government officials. It organised numerous Shikkha Songlap (Education Dialogues) to discuss education-related issues, especially in emergencies, drawing the attention of policymakers. The Education Watch represents academia, think tanks, and CSO leaders who perform an oversight role in education and publish a series of Education Watch reports, which are referenced in policy discussions as alternative sources of information.

To facilitate citizens' engagement at the grassroots level, CAMPE formed several Community Education Watch Groups to amplify grassroots voices, particularly those of excluded groups, at different levels. It also built the capacities of its members' diverse youth groups, enabling them to articulate their right to quality and inclusive education.

Notably, CAMPE organised a "Challenged Students Convention" to listen to more than three hundred students, parents, and teachers about the reasons for their failure in examinations and possible ways to overcome them. This convention aimed to draw the attention of experts and policymakers. Policymakers, including the education adviser to the Prime Minister, the Parliamentary Standing Committee for Education, senior government officials, representatives of development partners and civil society, and eminent personalities from the fields of culture, sports, and education, attended the convention to listen

to the views of the students and inspire them to move forward despite the recent setback in the SSC exam. The discussion also emphasised strengthening the system and governance, improving the quality of education by recruiting qualified teachers, filling vacant teaching and non-teaching positions, continuous capacity building of teachers, and enhancing social safety net programs like stipends and school meals, among other initiatives.



CAMPE actively engages in the Local Consultative Group for Education (ELCG) in Bangladesh. CAMPE leverages its extensive network including NGOs, Teachers Associations, researchers, and think-tanks, to contribute to policy discussions and influence changes in the education sector. By regularly organising national and subnational meetings, as well as online consultations, CAMPE gathers input from its members to present to the government during ELCG meetings. This engagement has positioned CAMPE as a key player in shaping education policies and ensuring that civil society perspectives are included in decision-making processes.

In addition, CAMPE lead the CSO alliance comprising of non-governmental development organisations, civic platforms, women's movements, human rights groups, social entrepreneurs, and researchers claiming essential service campaigns focused on Socio-Economic Change and most marginalised.<sup>78</sup>

Bangladesh has made notable strides in implementing the Sustainable Development Goals (SDGs), particularly in areas such as poverty reduction, gender equality, and education. However, challenges remain, especially in financing, climate resilience, and equitable access to resources. The government, along with civil society and international partners, has been actively reviewing progress through national reports and consultations, aiming to identify gaps and strategise for accelerated achievement of SDGs.<sup>9</sup>

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*Regular reviews highlight the need for enhanced data collection, increased investment, and strengthened multi-stakeholder collaboration to ensure sustainable development across all sectors. CAMPE, as the national education coalition, was actively engaged in the SDG Implementation Review process (SIR) since the first round and flagged up the marginalisation, access and equity, quality and relevance, governance and management as well as financing and data quality issues from time to time.*

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<sup>7</sup> HOQUE, K.E. (2015). HOW CIVIL SOCIETY INFLUENCES EDUCATION POLICY IN BANGLADESH. RETRIEVED FROM [HTTPS://WWW.GLOBALPARTNERSHIP.ORG/BLOG/HOW-CIVIL-SOCIETY-INFLUENCES-EDUCATION-POLICY-BANGLADESH](https://www.globalpartnership.org/blog/how-civil-society-influences-education-policy-bangladesh)

<sup>8</sup> BANGLADESH. MINISTRY OF PRIMARY AND MASS EDUCATION. BUREAU OF NON-FORMAL EDUCATION. (2010). COUNTRY PAPER: STATUS AND MAJOR CHALLENGES OF LITERACY IN BANGLADESH. RETRIEVED FROM [HTTPS://UNESDOC.UNESCO.ORG/ARK:/48223/PF0000191506#:~:TEXT=URL%3A%20HTTPS%3A%2F%2Funesdoc.unesco.org](https://unesdoc.unesco.org/ark:/48223/pf0000191506#:~:text=URL%3A%20HTTPS%3A%2F%2Funesdoc.unesco.org)

<sup>9</sup> CENTRE FOR POLICY DIALOGUE. (2023). CSOS CONTRIBUTED TO THE NATION'S IMPRESSIVE SOCIO-ECONOMIC PROGRESS - GOLAM MOAZZEM. RETRIEVED FROM [HTTPS://CPD.ORG.BD/CSOS-CONTRIBUTED-TO-THE-NATIONS-IMPRESSIVE-SOCIO-ECONOMIC-PROGRESS/](https://cpd.org.bd/csos-contributed-to-the-nations-impressive-socio-economic-progress/)

## IV. RECOMMENDATIONS

CAMPE as the national education coalition emphasis on better educational planning, increased financing, climate resilient programmes, and community engagement, enhancing teachers' training and recruitment, and strengthening accountabilities towards meeting the SDG 4 commitments as summarised below.

**Better Education Planning.** Bangladesh must shift its focus from basic education to a holistic approach, transforming the Education Sector Analysis (ESA) and Education Sector Plan (ESP) into national integrated sector-wide planning. The current sector-wide program on primary education should be replaced with universalization, ensuring equitable quality and outreach as per education policy.

This universal program should include all forms of primary schools in both state and non-state sectors. Decentralised planning and implementation should be promoted through cross-sector educational planning at the lowest administrative level (upazila). Additionally, the curriculum needs to be more comprehensive and responsive to the environmental needs of Bangladesh. Primary and secondary school children should receive better information and hands-on skills about climate change and its developmental implications.

**Increase Education Financing, Reforming Climate Budgeting, and Community Involvement.** Allocate at least 4-6% of GDP to education, aligning with UNESCO's recommendations.

Prioritise equitable distribution of funds across primary, secondary, and tertiary education to enhance infrastructure, learning materials, and teacher salaries, especially in rural and underserved areas. Ensure revision of the Education Sector Plan and proper implementation along with promoting decentralised decision-making process.

Advocate for comprehensive reform of the climate budgeting process to create an all-inclusive strategy aligned with national priorities and integrated with the targets set in the 8th Five Year Plan, aiming for an allocation of 0.10% of GDP by 2025 and 0.5% by 2041.

Emphasise the importance of involving grassroots communities in climate change adaptation efforts and enhancing awareness programs to improve understanding of disaster risk and recovery strategies.

### Targeted Interventions for Marginalised Groups:

Implement targeted interventions to support marginalised groups, including children with disabilities, those from lower-income families, and rural areas. Address out-of-school children by developing community-based education programs and providing financial support to families struggling with education-related costs.

### Enhancing Technical and Vocational Education and Training (TVET).

Expand and enhance TVET programs, focusing on quality, market relevance, and inclusivity, particularly for women and rural populations. Address social stigma and barriers to increase participation in TVET and align training with labor market demands. Implement progressive vocationalisation of education to ensure that youth acquire relevant skills demanded in the workforce, meeting one of their central demands.

### Promote Digital Infrastructure and Climate Education.

Expand digital infrastructure to ensure equitable access to technology and internet, particularly in rural areas. Integrate climate change education into curricula at all levels, promoting environmental awareness and resilience.

Encourage CSO and NGO participation in these initiatives to foster community engagement and support.

### Strengthening Accountability and Collaborative Planning.

Enhance accountability at all levels by improving access to data, fostering collaborative research, and establishing collective planning and review mechanisms. Ensure transparent data-sharing between the government and civil society to enable accurate and comprehensive monitoring of progress.

Promote joint research initiatives to address educational challenges and integrate findings into policy-making.

Implement collective planning sessions that include stakeholders from various sectors to review progress, identify gaps, and adapt strategies for improved educational outcomes. Establish robust feedback mechanisms to ensure continuous improvement and alignment with national education goals.



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Campaign For Popular Education (CAMPE) is an advocacy and campaign network operating in Bangladesh since 1990. CAMPE's programme interventions primarily focus on Policy Advocacy, Networking, Campaign, Research and Capacity Building of its members and partner organisations. CAMPE is committed to facilitating the process for sustainable and pro-poor policy frameworks which will, in turn, enable the achievement of inclusive and equitable quality education for all and promote lifelong learning opportunities. It works closely with policymakers, development partners and different national, regional and global forums. CAMPE is a member organisation of the Asia South Pacific Association for Basic and Adult Education (ASPBAE).

With support from

