

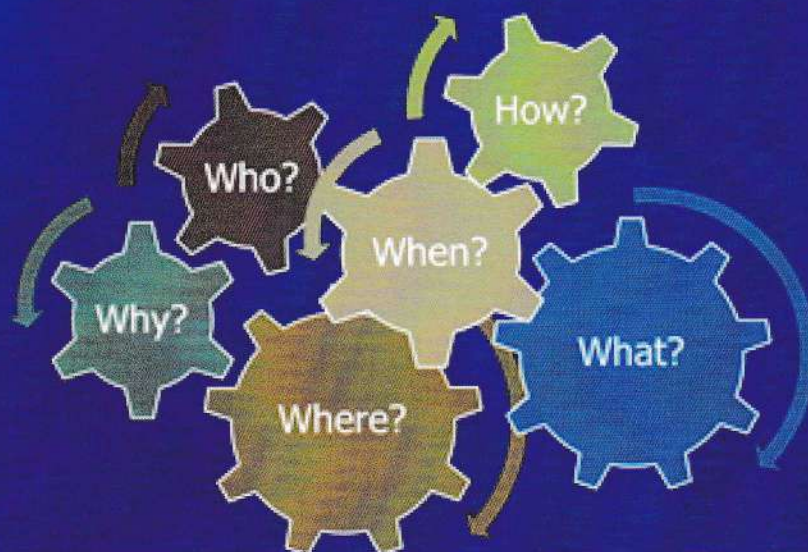


Government of the People's Republic of Bangladesh
Ministry of Education
Secondary and Higher Education Division



STUDY on

**“Explore challenges associated with the Metadata
for Global Citizenship Education
and ways to address those challenges”**



**Bangladesh Bureau of Educational Information and Statistics
(BANBEIS)**

1, 7, 11, 15, 19, 23, 27, 31, 35, 39, 43, 47, 51, 55, 59, 63, 67, 71, 75, 79, 83, 87, 91, 95, 99, 103, 107, 111, 115, 119, 123, 127, 131, 135, 139, 143, 147, 151, 155, 159, 163, 167, 171, 175, 179, 183, 187, 191, 195, 199, 203, 207, 211, 215, 219, 223, 227, 231, 235, 239, 243, 247, 251, 255, 259, 263, 267, 271, 275, 279, 283, 287, 291, 295, 299, 303, 307, 311, 315, 319, 323, 327, 331, 335, 339, 343, 347, 351, 355, 359, 363, 367, 371, 375, 379, 383, 387, 391, 395, 399, 403, 407, 411, 415, 419, 423, 427, 431, 435, 439, 443, 447, 451, 455, 459, 463, 467, 471, 475, 479, 483, 487, 491, 495, 499, 503, 507, 511, 515, 519, 523, 527, 531, 535, 539, 543, 547, 551, 555, 559, 563, 567, 571, 575, 579, 583, 587, 591, 595, 599, 603, 607, 611, 615, 619, 623, 627, 631, 635, 639, 643, 647, 651, 655, 659, 663, 667, 671, 675, 679, 683, 687, 691, 695, 699, 703, 707, 711, 715, 719, 723, 727, 731, 735, 739, 743, 747, 751, 755, 759, 763, 767, 771, 775, 779, 783, 787, 791, 795, 799, 803, 807, 811, 815, 819, 823, 827, 831, 835, 839, 843, 847, 851, 855, 859, 863, 867, 871, 875, 879, 883, 887, 891, 895, 899, 903, 907, 911, 915, 919, 923, 927, 931, 935, 939, 943, 947, 951, 955, 959, 963, 967, 971, 975, 979, 983, 987, 991, 995, 999

Ministry of Education
Secondary and Higher Education Division

**Explore challenges associated with the Metadata for Global
Citizenship Education and ways to address those challenges**

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Ministry of Education

1 Zahir Raihan Road, Polashi-Nilkhet, Dhaka -1205, Bangladesh

Dear Sir,

Greetings from CAMPE.

In response to the agreement dated 20 May 2021, we are pleased to submit the report (draft in progress) of the consulting services for *Explore challenges associated with the Metadata for Global Citizenship Education and ways to address those challenges (Assignment -3)* for your kind consideration.

We have carried out some literature review, one stakeholder's consultation, developed the guiding questions and instruments for Key Informant Interview, Focus Group Discussion, and structured questions for teachers and students. The KII and FGD are in progress. The COVID-19 Pandemic has affected the data collection process, and we expect to complete the fieldwork immediately after the lockdown.

This report shows the state of SDG 4.7 in terms of data availability, understanding, demand and supply-side issues, including quality assurance and recommendations. The study recommends that policy literacy and directives, along with substantial school level activities, are critical for improving the state of education in civic knowledge, engagement and attitude of the youths and other stakeholders towards youths.

Substantial policy reform and investment are required to understand the concept, measurement tools, metadata process, and data management and dissemination.

If you have any questions/clarification, please let us know.

Thanking you and looking forward to your continued guidance and cooperation.

Yours sincerely,



K. M. Enamul Hoque

Team Leader of the Study

&

Deputy Director, CAMPE

Preface

Conducting educational research is one of the core responsibilities of the Bangladesh Bureau of Educational Information and Statistics (BANBEIS). Every year, it commissioned a 3-5 small scale study to look into particular issues in status, trends, key challenges, and recommended way forward. The major focus of these studies was to strengthen secondary education in Bangladesh towards achieving the national goals and the SDG4.

The study on Explore challenges associated with the Metadata for Global Citizenship Education and ways to address those challenges tried to explore the current situation of Metadata for SDG4.7 and how BANBEIS could provide adequate data to the SDG Dashboard for facilitating the informed decision-making process. It emphasises the status of 15 years old youths in acquiring knowledge and skills in Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), health awareness and understanding of human rights.

Qualitative and quantitative methods were followed for data collection, analysis, and synthesis. Desktop review and NVIVO were used for the qualitative report, and KoboToolkit was used for online data collection and analysis. In some cases, MS Excel was used too.

The KII and FGD have provided the demand-side issues, including the data need, conceptual clarity and data management. They emphasized advancing policy support, transforming learning environments (including curriculum, teachers' education and student assessment), and building the capacity of educators, data providers, and users. There is an increased need for empowering and mobilizing youths, accelerating local-level actions, enhancing partnerships, and improving data management and literacy. Improving the state of SDG 4.7 sustain and formula based financing is critical.

This report can be used as a basis for educational planning and future investment by the government NGOs, private sectors, and the development partners in Bangladesh. We would like to express my gratitude to the concerned officers and staff of BANBEIS who have contributed to preparing the report.

We would like to acknowledge the contribution of the Ministry of Education, particular SHED, TMED, DSHE, and other relevant agencies, including A2i, BBS, NCTB, NAEM, BEDU, Education Board, IER, ISRT, UNESCO, UNICEF, and civil society organizations who have contributed in a different form to accomplish this study. Special thanks to the respondent youths and educational institutions who have volunteered to respond to the survey. Despite the mobility challenges and school closure during the pandemic, CAMPE and the research team member and downstream partner organizations have done excellent work.

This study was carried out under the regular Research Fund of BANBEIS. Thanks to the Ministry of Finance for allocating resources for this purpose. BANBEIS Team engaged with this initiative, including the Director, Chief of Statistics, Specialist (Statistics), Statistical Officer, Specialist (Documentation), and Research officers.

Despite the best efforts, inadvertent error may have crept into the report. Any pragmatic suggestion or corrections will be highly appreciated, and necessary measures will be taken to prepare the next edition.

Habibur Rahman
Director General, BANBEIS

Acknowledgement

We are pleased to acknowledge BANBEIS for providing us with the space to engage in such an innovative study to review the system and demand-side issues around SDG 4.7 along with other relevant targets and indicators on Global Citizenship Education and Education for Sustainable Development.

We are thankful to the honourable Secretary Secondary and Higher Education Division of the Ministry of Education and the Secretary Technical and Madrasah Education Division of the Ministry of Education. Their guidance and advice provided us insights into aligning the issues with the national level priority agenda.

Without the participation of the students and teachers, it would not be possible to understand the diversity among the youth and link the grassroots level issues with the policy environment. We are grateful to all the respondents of the KII, FGD and Stakeholders consultation. Their support enriches us in different dimensions, including a deeper understanding of the national context, policy implications, and way forward.

The Director General of BANBEIS has provided some important guidelines for conducting the study. Md. Kayser Rahman, Director, Sheikh Mohammed Alamgir, Chief Statistics, S.M. Kamrul Hasan Khan, Specialist (Statistics), Mohammad Fokrul Hassan, Statistical Officer, Kazi Eleas Uddin Ahmed, Specialist (Documentation), Md. Rakiful Alam, Research officer, Md. Moniruzzaman, Research officer, other concerned officials and staff of BANBEIS and the research committee have extended support from time to time. We are pleased to acknowledge their support.

Our efforts will be meaningful if this report could help address some of the issues of youth in adversity to gain knowledge on ESD and GCED and contribute to initiating change in their lives.

Sincerely,
Study Team

Acronyms

A2i	: Access to Information Programme
ADB	: Asian Development Bank
BANBEIS	: Bangladesh Bureau of Educational Information & Statistics
BBS	: Bangladesh Bureau of Statistics
BEDU	: Bangladesh Examination Development Unit
BNFE	: Bureau of Non-formal Education
CAMPE	: Campaign for Popular Education
COVID-19	: Coronavirus Disease
DQF	: Data Quality Assessment Framework
DME	: Directorate of Madrasah Education
DMF	: Data Mapping Framework
DSHE	: Directorate of Secondary and Higher Education
DTE	: Directorate of Technical Education
DoY	: Directorate of Youth
ESD	: Education for Sustainable Development
EU	: European Union
FCO	: Foreign Commonwealth Office, the Government of United Kingdom (former DFID)
GECD	: Global Citizenship Education
GAML	: Global Alliance to Monitor Learning
GAC	: Global Affairs Canada
ILO	: International Labour Organisation
MoE	: Ministry of Education
MoPME	: Ministry of Primary and Mass Education
NAEM	: National Academy for Educational Management
NSDES & AP	: National Strategy for the Development of Education Statistics and Action Plan
NIF	: National Indicators Framework
NCTB	: National Curriculum and Textbook Board
NSDA	: National Skills Development Authority
NGO	: Non-Government Organisation
INGO	: International Non-Government Organisation
ODK	: Open Data Kit
OHCHR	: Office of the United Nations High Commissioner for Human Rights
SDG	: Sustainable Development Goals
SHED	: Secondary and Higher Education Division
TMED	: Technical and Madrasah Education Division
TAG	: Technical Advisory Group of the UIS
UNESCO	: United Nations Educational, Scientific and Cultural Organization
UIS	: UNESCO Institution for Statistics
UNDP	: United Nations Development Programme
UNICEF	: United Nations Children’s Fund
UN Women	: United Nations Entity for Gender Equality and the Empowerment of Women
WB	: World Bank

Executive Summary

As a signatory to the Sustainable Development Goals, Bangladesh is committed to *quality and inclusive education* that guarantees all learners acquire the knowledge and skills needed to promote sustainable development. The SDGs include education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and culture's contribution to sustainable development by 2030. There are three key elements in the target: GCED and ESD, life skills-based HIV and sexuality education, and Human Rights Education, among others, focused on provision, cognitive knowledge, and social skills.

Sustainable development goal 4 emphasises ensuring primary and secondary education, pre-primary, technical and vocational education, non-formal education, gender equality and literacy, and global citizenship education. Data management and evidence-based policy decision are critical challenges for SDG 4.7: by 2030, ensure all learners acquire 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 non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development. These are embedded in SDG 4.7, 4.7.1, 4.7.2, 4.7.3, 12.8.1, 13.3.1. This study intends to document current data management practice for GCED and ESD and other indicators in terms of metadata and additional indicators as adopted in Bangladesh and look to explore opportunities to facilitate the metadata process in Bangladesh compared to good international practices.

The study's primary objective is to explore the current situation of Metadata for SDG4.7 focused on global citizenship education and education for sustainable development and how BANBEIS provides adequate data to the SDG Dashboard to facilitate the informed decision-making process. The specific objectives of the study are to (i) identify vital sources of data for global citizenship education and education for sustainable development; (ii) identify key obstacles faced by the data providers for timely and adequate data with quality; (iii) to Collect stakeholders' perspectives on the challenges and how those could be addressed, and (iv) identify key steps to be taken by the government and other relevant agencies to overcome the challenges.

Both qualitative and quantitative methods were followed for data collection analysis and synthesis, as detailed in the methodology section.

This study emphasises exploring the data management for SDG 4.7, considering five priority areas and the data management flow Chart. It provides a visual presentation of the data source [key providers], intermediary institutions at the Upazila, district and divisional level, National level institution, and inter-institution linkage. The plan has considered five priority areas for each of the thematic areas as follows:

- Priority area 1- advancing policy [Eight Themes (cultural diversity and tolerance, gender equality, human rights, peace and non-violence, climate change, environmental sustainability, human survival and wellbeing, and sustainable consumption and production) and two levels (national & sub-national)]
- Priority area 2 -transforming learning environments (including curriculum, teachers' education and student assessment)
- Priority area 3 - building capacity of educators

- Priority area 4 - empowering and mobilising youths
- Priority area 5 - accelerating local level actions and enhancing partnerships
- Priority area 5 - Improving data management and data literacy

It has also emphasised on

- Education for Sustainable Development (ESD): Empowering learners to take informed decisions and responsible actions for environmental integrity, economic viability and just society for present and future generations while respecting cultural diversity;
- Global Citizenship Education (GCED): Nurturing respect for all, building a sense of belonging to common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and become proactive contributors to a more peaceful, tolerant, inclusive and secure world.
- Life skill-based HIV and sexuality education: Understanding of body, personal hygiene, facilitate the transition to youthhood and SRHR;
- Human Rights Education: Human rights education in primary and secondary schools, Human rights education for higher education, Human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel; and Promoting human rights training for media professionals and journalists
- Reflection on quantity and quality of country actions and commitment to mainstreaming human rights education - [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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development]

The study has also tried to identify the key bottlenecks identified by the stakeholders and provide alternative solutions to facilitate the process for SDG 4.7 linking with Metadata guidelines.

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Chapter 1: Introduction

1. Introduction and Background

1.1.Introduction

As a signatory to the Sustainable Development Goals, Bangladesh is committed to *quality and inclusive education* for all. It ensures that all learners acquire the knowledge and skills needed to promote education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, and global citizenship. It also appreciates cultural diversity and culture's contribution to sustainable development by 2030. There are three key elements in the target: GCED and ESD, life skills-based HIV and sexuality education, and Human Rights Education, among others, focused on provision, cognitive knowledge, and social skills.

Globally, poverty, conflict and emergencies result in many out of school children and youths. Children and youth from the poorest households are four times more likely to be out of school than those of the wealthiest households (UNDP, 2020).¹ However, since 2000, there has been enormous progress in providing primary education to all children worldwide: the total enrolment rate in developing regions has reached 91%. By measures in any school, that's a good grade looking forward to getting an even better grade for all kids and achieving the goal of universal primary and secondary education, affordable vocational training, access to higher education and more.

Data management and evidence-based policy decision is a crucial challenge for the SDG 4.7: by 2030, ensure all learners acquire 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 non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development. It is also interconnected to SDG 4.7, 4.7.1, 4.7.2, 4.7.3, 12.8.1, 13.3.1. This study intends to document current data management practice for GECD and ESD and other indicators in terms of metadata and additional indicators as adopted in Bangladesh and look to explore opportunities to facilitate the metadata process in Bangladesh compared to international good practices.

1.2. Metadata and NIF

The Metadata for SDGs is a systemic approach to facilitate data management and improve the evidence-based decision-making process. Metadata is the data, or information, about the data (formally known about catalogue) – delivery of date by the date creator/owner, facilitating remote access, emphasising stakeholders need and enough information form making an impact. It tried to respond to the following questions:

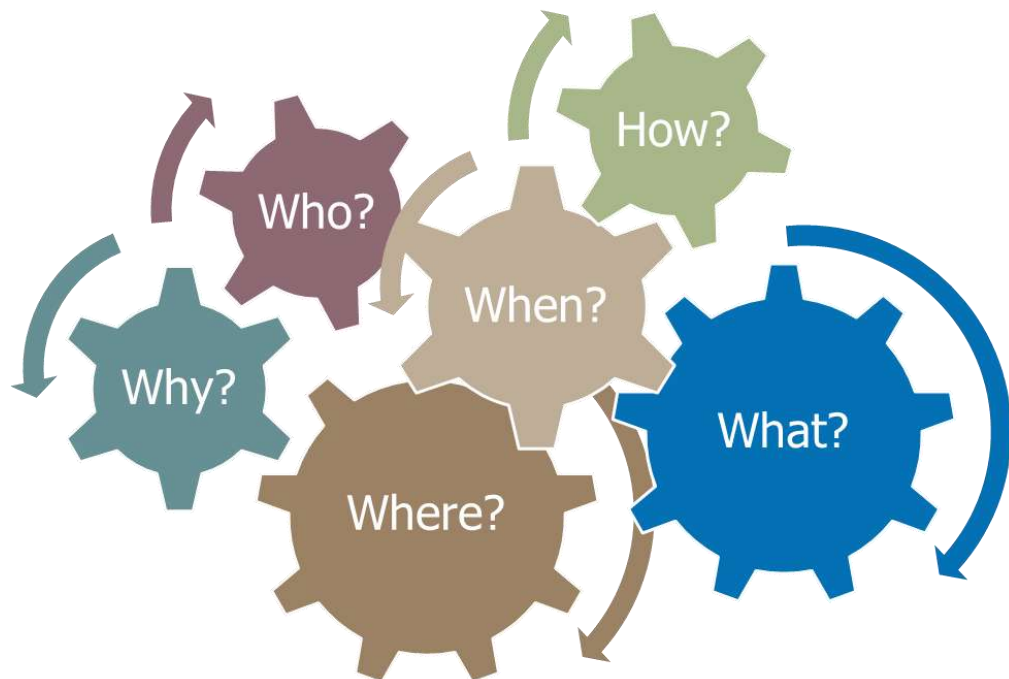
¹ UNDP 2020. Retrieved from <https://www.undp.org/sustainable-development-goals#quality-education>

Figure 1: Key Questions for the Metadata

Who	•created the data? •manages the data?
Where	•is the study area? •can I access the data?
What	•is the data content? •source data was used?
How	•was the data created? •is the data distributed?
When	•is the time period of the content? •was the data created?
Why	•was the data created? •are there missing values?

Other ways to deal with the metadata could be visualise based on the inter-related and systematic approach as follows:

Figure 2: the interconnectedness of the questions for Metadata



1.3. Key terminology and Definitions

In many countries, certain industries consistently hire workers from other countries because local graduates are perceived as lacking the technical skills required for the job. Employer satisfaction surveys or skills gap surveys may also reveal problems at a more basic level, such as insufficient abilities to communicate and collaborate. Education planners can use these data to reconsider the content of subjects being taught in school as well as their overall pedagogical approaches. SDG 4.7 envisioned that *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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development.*

The key terminology used in this document has focused on the following issues, among others.

1.3.1. Education for Sustainable Development

Empowering learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations while respecting cultural diversity;

1.3.2. Global Citizenship Education

Nurturing respect for all, building a sense of belonging to common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles in facing and resolving global challenges and becoming proactive contributors to a more peaceful, tolerant, inclusive and secure world.

1.3.3. Life skills-based HIV and sexuality Education

Understanding body, and personal hygiene, facilitate the transition to youthhood and SRHR and other diseases, including COVID-19.

1.3.4. Human Rights Education

Human rights education in primary and secondary schools, Human rights education for higher education, Human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel; and Promoting human rights training for media professionals and journalists

1.3.5. Proficiency in the knowledge of environmental science and geoscience

Students' attitudes toward the environment and the contribution of schools and communities to environmentally conscious upbringing.

1.4. Background

Bangladesh made significant progress in education over the past few decades. The Sustainable Development Goals emphasise a whole society approach to development focused on 17 interconnected development goals to be achieved by 2030 to transform our world. These goals integrate through the vital framework of 5Ps: people, planet, property, peace, and partnership.

Bangladesh made significant progress in education over the last few decades. The constitution of Bangladesh has recognised education as a state principle. It is committed to establishing a uniform, mass-oriented, universal education system and extending free and compulsory education to all children to such a stage as the law determines. Bangladesh ranked 133 among 189 countries in the 2020 human development index, according to a report by the United Nations Development Programme (UNDP). Bangladesh's HDI was 0.632, with 72.6 years of life expectancy at birth, 11.6 years of expected schooling, and 4,976 PPP dollars GNI per capita (UNDP, 2020).² Bangladesh is among the world's five fastest-growing economies, despite insufficient private sector investment, with a 7.3% GDP growth projection in the FY2019.³ Bangladesh is one of the most highly populous countries globally and a member of the E-9 countries.

Equitable youth development focused on the youth in adversity is critical for realising the youth's potential in adversity. Every year, around 2.1 million youth enter the job market and seek employment opportunities in Bangladesh. However, only 1.3 million youth are securing jobs each year, and the remaining 0.8 million youth are joining the pool of the unemployed population (Financial Express, 26 February 2019).⁴ The Eighth Five-Year Plan FY2021-FY2025 emphasises expanding the human capital base to respond to the anticipated labour market needs generated by a growing and changing economy. The national education policy, national skills development policy and the national youth development policy provide an overarching policy environment for youth development and facilitate a smooth transition from school to work.

Youth adversity in the context of Bangladesh is deep-rooted in exclusion. The primary dimensions of exclusion in Bangladesh are (i) socio-cultural, (ii) economic, (iii) political, and (iv) geographic, which are overlapping and interrelated.⁵ Some examples of adversity include poverty, young women and girls, madrasa students, sex workers, homeless or displaced, single mothers, single female heads of households, ethnic minorities, domestic workers, LGBT, and persons with disabilities.

² Human Development Report 2020. The Next Frontier: Human Development and the Anthropocene. Briefing note for countries on the 2020 Human Development Report, Bangladesh, Retrieved from http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/BGD.pdf

³ World Bank: Bangladesh among world's five fastest-growing countries. Dhaka Tribune, 04 April 2019. Retrieved from <https://www.dhakatribune.com/bangladesh/development/2019/04/04/wb-projects-7-3-gdp-growth-for-bangladesh-for-fy2019>

⁴ Preparing young people for the job market. The financial Express dated 01 March 2019. Retrieved from <https://thefinancialexpress.com.bd/views/preparing-young-people-for-the-job-market-1551195636>

⁵ Hoque, K. M. E. 2020. Youth in Adversity: TVET and Skills for Realizing Potentials. BADED, IER, University of Dhaka

The socio-cultural factors include youths as inferior and deserving of lower dignity and respect. They are subject to heavy restrictions in societal roles, choices, and freedoms and lack legitimacy or acknowledgement from mainstream society. There are cultural barriers to participating in everyday relationships. They have limited or no community support to participate in the decision-making process. They are subject to stigma, taboo, harmful stereotypes, and ostracisation. Besides, they often face harmful myths about inherent traits or historical standing (Synargos, CAMPE, 2020).⁶

The core economic factor for youth in adversity is the systemic lack of opportunity to prepare for the workforce or livelihood. They lack access to resources and life's necessities such as healthcare, housing, nutrition, clean water, and financial services, amongst other needs.

There are explicit barriers to entering and advancing the workforce or income generation activities with harmful business practices and career development biases. They have limited access to income and savings, leading to explicit or implicit barriers to assets and asset building. Youths in Bangladesh often receive little to no influence in resource distribution decisions, whether in family, community, country or society and often face economic ceilings based on group identity.

Regarding political factors, the youths' lives and livelihood include denial of rights or freedoms granted to other citizens or humans and are subject to delays in judiciary processes. There is precedence for lack of protection from harmful or unjust treatment by others. There is historical and ongoing exclusion from democratic representation and a lack of voice in political processes on national, regional, or local levels. In addition, informal justice systems may or may not be in harmony with human rights conventions or national practices in many remote and excluded locations.

Due to the COVID-19 pandemic, all education institutions have closed since 18 March 2020. About 40.0 million learners face trauma and lack systematic learning continuity through regular schooling and distance education (MoPME, 2020).⁷ The government has initiated four distance learning modalities, including Television, Internet, Mobile phone, and Community Radio. However, access to Television and the internet is quite limited as only 56% and 17% of households have access to those devices. Although about 96% of households have access to a mobile phone, most of them are fetcher phones, particularly from rural and low-income families (CAMPE, 2020).⁸

Thus, it is critical to look into the school education system and how the youths are empowered by gaining knowledge and lifeskills, upholding high moral integrity and enhancing human capability. Ensuring all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes, refers to the state obligation to provide 12 years of publicly funded basic education. As an integral part of the basic education, a systematic effort on GCED and ESD, life skills-based HIV and sexuality education, and Human Rights Education are critical for national development, and global comparability through school education is essential for SDG 4.7. Bangladesh has a unique system with a high level of reliance on government-supported low-cost schools by non-state actors.

⁶ Synargos, CAMPE, 2020. Youth in adversity

⁷ MoE. MoPME (2020). COVID-19 recovery and response Plan, Education Sector, Retrieved from https://mopme.portal.gov.bd/sites/default/files/files/mopme.portal.gov.bd/news/190fc65f_b550_4b74_9d62_4303edf9c056/COVID%2019%20Response%20and%20Recovery%20Plan_Govt.pdf

⁸ CAMPE, 2020. Education Response to COVID-19 Pandemic, Rapid Response Survey by CAMPE, Bangladesh. Retrieved from <https://www.campebd.org/page/Generic/0/38/59>

Indicators for Target 4.7: Measurement of success

Target 4.7 under the SDG4 aims to ensure sustainable knowledge and skills and to re-orient learners' dispositions towards living more sustainably through ESD and GCED. It has one global and four thematic indicators used for benchmarking its progress.

Figure 3: Thematic Indicators of SDG

Global Indicator 4.7.1: Extent to which (i) global citizenship education and (ii) education for sustainable development, including gender equality and human rights, are mainstreamed at all levels in: (a) national education policies (b) curricula (c) teacher education and (d) student assessments.

Thematic Indicator 4.7.2: Percentage of schools that provide life skills-based HIV and sexuality Education

Thematic Indicator 4.7.3: Extent to which the framework on the World Programme on Human Rights Education is implemented nationally (as per the UNGA Resolution 59/113)

Thematic Indicator 4.7.4: Percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability

Thematic Indicator 4.7.5: Percentage of 15-year old students showing proficiency in knowledge of environmental science and geoscience

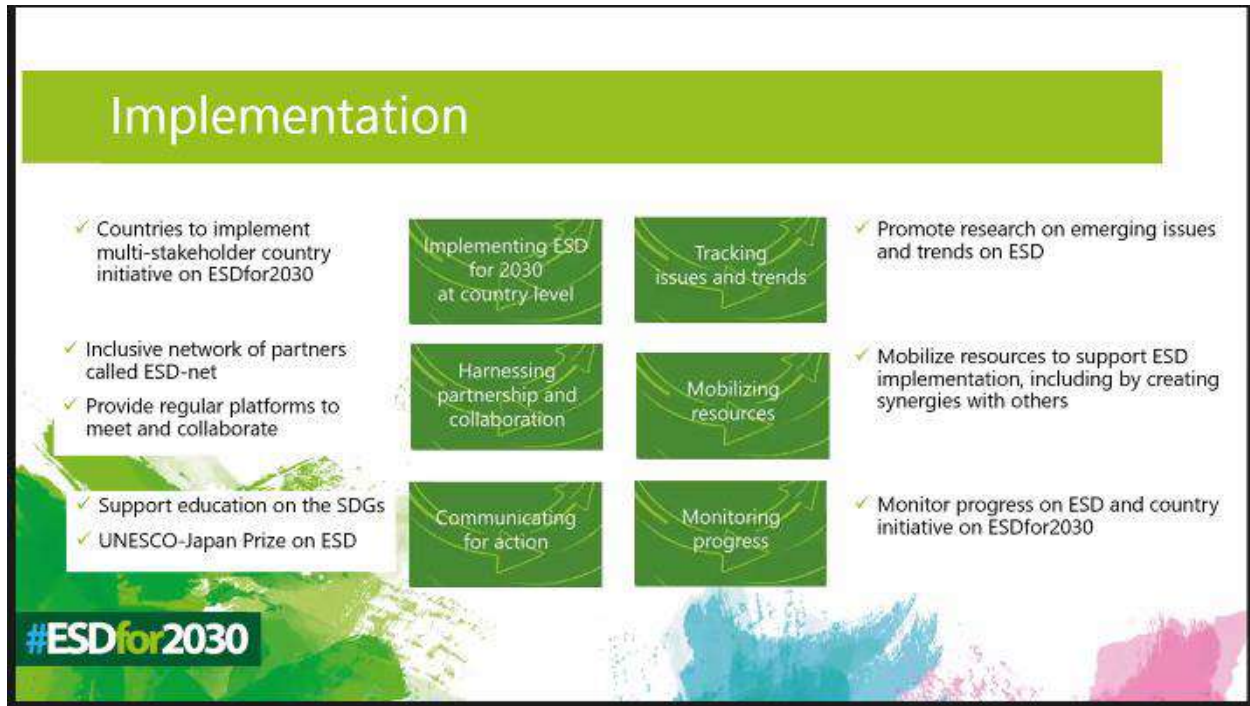
Source: UNESCO 2015

The SDG 4.7.1 measures progress on specific provisions and knowledge enhancement. In terms of condition, it is critical to ensure that the extent to which countries mainstream global citizenship education (GCED) and education for sustainable development (ESD), including climate change education, human rights and gender equality, in their education systems, specifically in policies, curricula, teacher education and student assessment (UIS-GAML, 2018).⁹

UNESCO has taken the initiative to implement sustainable development as a core program to facilitate the youth development process. The critical framework for ESD implementation is as follows:

⁹ UIS-GAML (2018). Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030. Retrieved from http://uis.unesco.org/sites/default/files/documents/metadata-global-thematic-indicators-sdg4-education2030-2017-en_1.pdf

Figure 4: ESD Implementation priorities of UNESCO



Source: UNESCO, 2021

UNESCO also emphasises introducing the policy toolbox for Capacity development to provide extended service to the policymaker, implementer, and users of the Metadata and the policy directives to better understand the policy, data, and decisions. The critical process of such a policy toolbox for capacity development is as follows:

Figure 5: Policy Toolbox and Capacity Development

Policy Toolbox and Capacity Development



In terms of measuring progress in terms of knowledge, include (i) percentage of students by age group (or education level) showing adequate understanding of issues relating to global citizenship and sustainability; and (ii) percentage of 15-year-old students showing proficiency in knowledge of environmental science and geoscience. Besides, it is necessary to measure the quantity and quality of country inputs and whether the quality of GCED and ESD provisions are adequate to fulfil their transformational potential. The indicator is intended to go beyond the level of 'existence' or 'mentioning' of GCED and ESD in policy, curricula, teacher education and student assessment.

The Education for Sustainable Development (ESD) empowers learners to make informed decisions and responsible actions for environmental integrity, economic viability and just society for present and future generations while respecting cultural diversity. It is about lifelong learning and is an integral part of quality education.

While Global Citizenship Education (GCED) refers to nurturing respect for all, building a sense of belonging to common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles to face and resolve global challenges and become proactive contributors to a more peaceful, tolerant, inclusive and secure world (ibid).

This indicator provides essential information on the level of national commitment towards attaining this target (for example, whether the political will, decisions and resources available lead to concrete policies, curricula and assessment). Also, reflect on whether the programmes' quality can predict the likelihood of achieving the desired student outcomes.

This indicator was developed based on an evaluation of reports submitted by countries to UNESCO as part of the monitoring process for the *1974 Recommendation concerning education for international understanding, cooperation and peace education* relating to human rights and fundamental freedoms that occurs every four years (UNESCO, 2016).¹⁰ These reports describe how countries mainstream global citizenship education and education for sustainable development in their education policies and systems. Thus, following the vital questionnaire on the 1974 recommendation is critical.

The key objective of SDG 4.7.2 is to measure the percentage of schools providing life skills-based HIV and sexuality education within the formal curriculum or as part of extra-curricular activities. The primary purpose of the indicator is to assess progress toward the implementation of life skills-based HIV and sexuality education in all schools. This indicator tracks the proportion of schools that provide life skills-based HIV and sexuality education within the formal curriculum or as part of extra-curricular activities. This indicator reflects curriculum delivery in support of national HIV prevention programmes. In calculating the progress, it is critical to assess the number of schools at each level of education providing life skills-based HIV and sexuality education is expressed as a percentage of all schools at the given level of education (ibid).

The key objective of SDG 4.7.3 is to assess the extent to which countries have implemented the World Programme on Human Rights Education and, specifically, the 5-year action plans for each phase of its

¹⁰ UNESCO (2016). UNESCO 1974 Recommendation used to measure progress towards education target 4.7. Retrieved from http://www.unesco.org/new/en/media-services/single-view/news/unesco_1974_recommendation_used_to_measure_progress_towards/

implementation (ibid). The action plan for the period 2015-2019 focuses on (i) consolidating actions in the previous two stages: human rights education in primary and secondary schools (2005-2009); and human rights education for higher education and human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel (2010-2014); and (ii) promoting human rights training for media professionals and journalists. It seeks to measure the quantity and quality of a country's actions and commitment to mainstreaming human rights education.

The primary purpose of the indicator is to measure the government's commitment to ensuring that learners at all levels of education have the opportunity to gain the required knowledge and skills in the area of human rights to promote sustainable development.

There are specific measurement tools to assess the SDG 4.7.1 and 4.7.2, but the calculation method for SDG 4.7.3 is yet to be defined by the Technical Advisory Group (TAG) (ibid). Thus, a specific measurement for the first two components is a critical use of the systematic process suggested by the TAG and further elaborated in the Metadata for the global and thematic indicators for the follow-up and review of SDG 4 and Education 2030 by the Global Alliance to Monitor Learning (GAML) of the UNESCO Institute for Statistics (UIS) in 2018. SDG 4.7 cannot be seen in isolation; it closely links with SDG 4.7.1, 4.7.2, 4.7.3, 12.8.1, and 13.3.1.

For follow-up and review of SDG 4 and Education 2030, the Global Alliance to Monitor Learning (GAML) of the UNESCO Institute of Statistics adopted a set of standardised questionnaires to calculate the progress from the progress review questionnaire of UNESCO 1974 recommendations using a Min-Max procedure as follows:

$$Z_{ij} = \frac{(x_{ij} - \min(x_i)) \times 100}{\max(x_i) - \min(x_i)}$$

Where

- Z_{ij} = standardised score for question i for country j
- x_{ij} = actual score for question i for country j
- $\min(x_i)$ = minimum score for question i reported by any country
- $\max(x_i)$ = maximum score for question i reported by any country

The measurement tool is as follows:

$$PSHIV_n = \frac{SHIV_n}{S_n}$$

Where:

- $PSHIV_n$ = percentage of schools at level n of education providing life skills-based HIV and sexuality education
- $SHIV_n$ = schools at level n of education providing life skills-based HIV and sexuality education

S_n = total number of schools at level n of education

1.5. Bangladesh context of Metadata for SDG 4.7

Policymakers and stakeholders need to look into linking ESD and GCED with other sustainable development goals for a deeper understanding of the country's context. In doing so, knowledge of the interconnectedness of SDG 5, 8, 10, 12, 16 and 17 with ESD and GCED is critical. These explain the issues on gender, decent work, addressing inequalities, sustainable production and consumption, peace, justice, strong institutions and finance, technology, capacity-building, and systemic issues. It is also critical to look into the policy and institutional coherence, multi-stakeholder partnerships, data, monitoring, and accountability.

The government has developed an SDG4 Strategic Framework for Bangladesh, Education Sector Plan for Bangladesh and an Action Plan for Technical and Vocational Education and Training. Besides facilitating informed and data-driven policy decisions, a National Indicator Framework for SDG 4 was developed in 2019. Proper implementation of these strategic decisions needs further systematic effort and adequate financing. BANBIES, under its research initiative, has the opportunity to have a deeper understanding of some of the issues and carry out some background work to provide more relevant data to analyse the context and facilitate the decision-making process.

Data availability for SDG4 Bangladesh has given a strategic effort to ensure data is available for national and global reporting. According to the data mapping exercise, there are robust data available for only one target, while partial data is available for seven indicators, and data is not available for three indicators, as summarised below:

Table 1: Data Availability of SDG4

Goals	Readily Available	Partially Available	Not Available
SDG4	01 (4.2.2)	07 (4.1.1, 4.3.1, 4.4.1, 4.5.1, 4.a.1, 4.b.1, 4.c.1)	03 (4.2.1, 4.6.1, 4.7.1)

Source: BANBEIS 2017

To support the data availability, the Government of Bangladesh has developed a Monitoring and Evaluation Framework (M&E) and carried out a Data Gap Analysis coordinated by the Ministry of Planning. Besides, an SDG Cell was established at the prime minister's office under the Chief Coordinator's leadership. Each government ministry and important agency has nominated one Focal Person. The SDG Tracker for SDGs monitoring, National Voluntary Report 2017 & 2019, SDG Implementation Report (SIR), and coordination with SAARC, TCG, E9 and other international forums are examples of a state initiative to foster the SDG implementation. BANBEIS, as the national statistical institute for education, developed an SDG4 Strategic Framework, National Strategy for the Development of Education Statistics and Action Plan (NSDES & AP), including the National Indicators Framework (NIF), Data Mapping Framework and Data

Quality Assessment Framework (DQF). Additional Indicators Proposed by the Education Data Technical Committee related to SDG 4.7 include the followings:

- 4.7.1(1). Percentage of students participating in outdoor and indoor games by sex and level of education;
- 4.7.1(2). Percentage of students participating in cultural activities by sex and level of education;
- 4.7.1(3). Percentage of students at secondary/tertiary level receiving government contribution/assistance to promote and develop their scientific invention.

Chapter 2: Objective and Methodology

2. Objective and Methodology

2.1. Objective of the Study

2.1.1. Major objective

The study's primary objective is to explore the current situation of Metadata for SDG4.7 focused on global citizenship education and education for sustainable development and how BANBEIS provides adequate data to the SDG Dashboard to facilitate informed decision-making process.

2.1.2. Specific objectives

The specific objectives of the study are to:

- Identify key sources of data for global citizenship education and education for sustainable development;
- Identify key obstacles faced by the data providers for timely and adequate data with quality;
- Collect stakeholders' perspectives on the challenges and how those could be addressed; and
- Identify key steps to be taken by the government and other relevant agencies to overcome the challenges

2.2. Scope and limitation

According to the methodological preparation, CAMPE has collected data from the representative sample areas covering different districts and sub-districts, urban and rural areas, metropolitan cities and urban peripheries in Bangladesh. The rural areas covered other socio-economic and geographic diversity forms, including plain land, Char, Haor, Teagarden, hills, forest, coastal belt, and other disadvantaged areas.

The primary respondent on the demand side are youths which is the basis of the qualitative part of the research. The sampling frame of the study is considered the 15 years old youths, including both boys and girls. It also covers the rural and urban dimensions and other forms of exclusion, including ethnicity, persons with disability, etc. Policymakers, education administration, and service providers, including the teachers and other stakeholders, have been considered for the supply side. The methodology section of this report shows the detail of the sampling.

2.3. Methodology

The study focused on the research-based evidence generation, which will strengthen the BANBEIS initiative to address the SDG 4.7 data generation and respond to UNESCO recommendation on Education for Sustainable Development of 1974, where Bangladesh needs to provide information every four years.

When it comes to supporting innovations at a large scale, governments play a central role. But non-state actors, such as researchers or project implementers, are also essential. They often design, pilot, and

promote the innovations—hoping one day to hand the initiative over to the government for collaborative, long-term adoption.

A systematic effort was used to facilitate the data collection on the ESD and GCED. It is a critical and innovative approach to streamlining the process and gradually mainstreaming the issues based on the lessons learnt. This study tried to provide a basis to look into the alternatives and find an innovative solution that can be embedded with the mainstream initiative of BANBEIS.

CAMPE used both qualitative and quantitative methods for the study. In the qualitative part of the research Literature review, Key Information Interviews and stakeholder consultations are essential to extract opinions and link them with the fact generated from the quantitative part of the research.

As part of the qualitative study, three participatory approaches have been followed that include (i) Key Informant Interview (KII), Focus Group Discussion (FGD), and stakeholder consultation. These helped in extracting the expert opinion and stakeholders' perspectives. Qualitative data management and analysis software, like NVIVO 12 version, was used to manage literature review, document scanning, and classification of findings from the interview, discussions, and analysis.

Brief descriptions of qualitative and quantitative studies are as follows:

2.3.1. Qualitative Study

Literature Review

The literature review included reports, studies, and publications produced by the General Economics Division of the Ministry of Planning, Government of Bangladesh, particularly the Ministry of Education, Directorate of Secondary and Higher Education, NCTB, BANBEIS, and Board of Intermediate and Secondary Education, Ministry of Youth and Sports, A2i, as well as other relevant department and agencies.

UN Agencies play a key role in providing youth development as part of sustainable development, economic prosperity and future leadership. Numbers of documents have been reviewed and produced by UNDP, UNESCO, OHCHR, UNICEF, UIS, GAML, and other human rights bodies.

As NGOs, INGOs and development partners are increasingly focused on youth leadership and promoting global citizenship, 21st-century skills and the fourth industrial revolution, it would be good to have some glimpse of the development interventions of these institutions.

A list of documents reviewed has been prepared in consultation with BANBEIS. The insights from the literature review contributed to shaping the line of inquiry (interview guide) for the key informant interviews and focus group discussions.

The literature review has been documented by the NVIVO 12 version for better management of the knowledge. Further detail has been provided in the subsequent sections.

Key Informant Interviews

A total of 15 individuals representing different constituencies were interviewed as Key Informants. Their inputs, thoughts, and advice have captured critical insights into the sector's challenges, strengths, and opportunities to supplement the literature review and capture high-level policy implications. The respondents include the representatives of different ministries (including the Ministry of Education, Ministry of Planning, Ministry of Youth and Sports), directorates and other important government institutions (including DSHE, DTE, DME, BANBEIS, BNFE, BBS, directorate of youth, NCTB, NAEM, BEDU, Education Board), strategic institutions (e.g. National Skills Development Authority (NSDA) & A2i), UN Agencies and Development Partners (e.g. UNESCO, UNICEF, UNDP, ILO, UN Women, ADB, World Bank, EU, FCO, Global Affairs Canada, etc.), and civil society representatives including NGO, academia, researcher and thematic groups (e.g. Civil Society Organisation Academia, Think-tank's, researchers, national and international NGOs, large service providers, civil society, teachers, parents, students, school management committee, and organisations dealing with persons with disability and special needs, etc.).

Focus Group Discussion

- Four Focus Group Discussions (FGDs) have been organised, three at the district level and one in Dhaka. In addition, there were two stakeholders' consultations to accommodate insights of the representative of a diverse group of people, convened agencies GO, NGO and Development partners.
- 8-10 selected representatives from the local administration, education administration, teachers, parents, SMC representatives, and civil society representatives were identified in each location by CAMPE's downstream partner/member organisation.
- A guideline was developed before the FGD, which has contributed to facilitating the FGD. However, there was a plan to have the SDGs for 40-60 minutes. Some FGD took about 2 hours to accommodate the stakeholder's enthusiastic participation. The notes of the FGD was documented using an analysis by NVIVO to identify the key qualitative finding, trends, commonality and diversity.
- One of the Focus Groups Discussion participants came from the community with persons with disabilities and their caregivers or a representative of the ethnic minority group.
- Particular emphasis was given to engaging the audience who face the more significant challenges in the community, such as girls, ethnic minorities, rural communities, etc. We have designed the line of inquiry in a straightforward, culturally sensitive, and unbiased manner in all focus group or interview conversations.
- Through our prior experience conducting focus groups with diverse audiences and our understanding of qualitative research best practices, we realise that the most valuable data often comes from inquiring about tangible personal experiences with the systems to evoke authentic stories when possible. We have tried to collect those stories to shape the line of inquiry.

Stakeholders Consultation

As per standard practice of BANBEIS, two stakeholder consultations were held, one on methodology and the other with the preliminary draft outputs for validation of the key trends and findings. Likely, participants include the representatives/selected individuals who have participated in the interviews

and/or focus groups. Besides, other institutional representatives and stakeholders who shaped the sector policy and led the implementation decision at a different level, including the ministry and other relevant agencies and committees, were also engaged. Some senior officials from the Ministry of Education and other relevant directorates and agencies have participated as resource persons or guest(s) to begin broad-based consultations and engagement with the issues and identify potential solutions.

Data coding and analysis

The qualitative data were entered into the NVIVO 12 version for data management and analysis. The same software did the literature review, document scanning, and classification of findings from the interview, discussions, and analysis. Summary of the literature review, key informant interview (KII), focus group discussion (FGD) and stakeholder's consultations were coded under selected nodes using the NVIVO-19 and provided different analyses, including understanding the trend thoughts and insights. This systematic review helped in providing a comparative analysis of demand-side and supply-side issues as well as the satisfaction of the stakeholders along with the common issues for facilitating evidence-based decisions. Some of the outputs were transferred to MS Excel for preparing a graphical presentation.

2.3.2. Quantitative Study

Sampling for Quantitative Research

Because of keeping the central tendency of the age close to 15 years, selected students of grade 10 and SSC examinees were the respondents for the quantitative study. A total of 576 youths of grade 10 or equivalent level were interviewed through a survey instrument developed for the investigation to have a deeper understanding of the youth's perspectives. The key issues include Education for Sustainable Development (ESD) and Global Citizenship Education (GCED), life skills-based HIV and sexuality education, human rights education, basic knowledge of peace and justice, and strong institution as demand-side perspectives. The sample size is derived from the following calculation.

We know the calculation method of sample size is

$$s a m p l e s i z e = \frac{\frac{z^2 \times p(1-p)}{e^2}}{1 + \left(\frac{z^2 \times p(1-p)}{e^2 N} \right)} \text{ With design effect}$$

Where,

N = population size

e = Margin of error (percentage in decimal form)

z = z-score

Here

N = 1,694,652 (considered SSC Examinee in 2019)

e = 5%=0.05

z = 1.96 at 95% confidence level

so, the sample size would be

$$s a m p l e s i z e = \frac{\frac{1.96 \times 0.5(1 - 0.5)}{0.03}}{1 + \left(\frac{1.96 \times 0.5(1 - 0.5)}{0.031,69,452} \right)} = 384.7 \approx 384$$

As the population is higher, the number was multiplied by 1.5 in response to the design effect. Thus, the sample size stands at 576 at the lowest tier, i.e. at the student level.

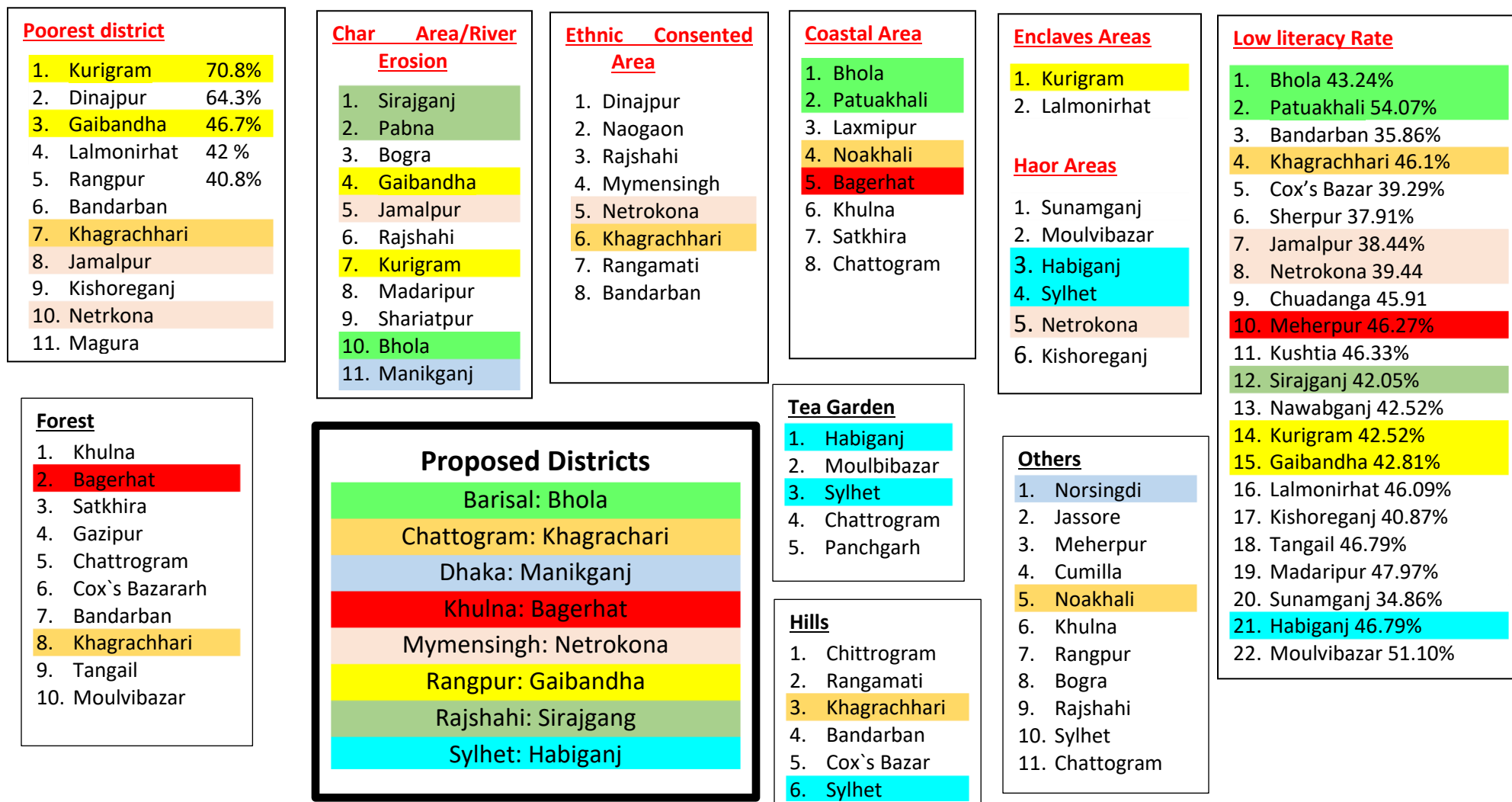
Regarding the youths' perspectives and teachers' perspectives, 576 youths were selected from 48 secondary level education institutions. A multi-stage cluster sampling method was used to identify these respondents. Eight districts (one per division) were selected in the first round using a stratified random matrix (annexure -XX). Multiple sampling attempts have been taken to enhance the probability of including key geographical characteristics: plain land, hill, Char, Haor, Teagarden, coastal belt, forest and flood-affected areas, etc. CAMPE has selected the list representing a maximum number of geographical diversities among the alternative lists.

One Upazila per district was selected to accommodate diversity in the second stage. In the third stage, six secondary education institutions per Upazila were selected randomly, covering girls' and boys' schools Madrasah and technical and vocational education institutions.

In the fourth stage, twelve learners per institution were selected for the survey. Institutions dedicated to boys, girls and the mixed class were also considered. To maintain the gender balance, a systematic effort was taken to select the educational institutions. Students from grade 10 and SSC examinees were selected randomly to get the respondent's mean age of close to 15 years. However, as the school are closed, students available in the community and easy to reach had to give high priority. To correlate the demand-side issues, teachers' perspectives are also critical; thus, six teachers (three women and an equal number of men) per Upazila were interviewed with a structured questionnaire.

This list of districts was finalised after the first stakeholder consultation, and the selection process has been shown below.

Figure 6: List of Selected Districts along with selection criteria



Two separate sets of questions were developed and administered to the students and teachers. The ODK/Kobo toolkit was used for the survey that benefits online and live submission of the response.

Finally, 818 people have participated in the study as respondents in the qualitative and quantitative survey, as summarised below:

Table 2: Number of respondents to the research

Sl. No.	Particulars	Number of Respondents
1.	Key Informant Interview	12
2.	Focus Group Discussion	80
3.	Stakeholder's consultation	79
4.	Questionnaire Survey for students (Using ODK/Kobo Toolkit)	599
5.	Questionnaire Survey for teachers (Using ODK/Kobo Toolkit)	48
		818

10% more institutions were targeted to reach the required number of learners and teachers and make the information statistically acceptable. The study also considers that in case of lack of an adequate number of respondents in one school, make-up from the neighbouring schools. In doing so, an additional number of learners were interviewed from the large schools. Considering the COVID-19 pandemic, student and teachers' data were collected through face-to-face interviews and telephone and entered into the online database using ODK/ Kobo Toolbox. A local member organisation of CAMPE was engaged in identifying and connecting with the students. Head teachers and selected assistant teachers have extended their support. To ensure equal opportunities, efforts were given to reach almost half of the girls' respondents. The key methods of data collection to achieve the specific objectives were as follows:

Instrument development process:

This instrument has been developed based on the participatory process by the research team members. The draft questionnaire was shared in the stakeholder's consultation for review and feedback. Before the actual data collection process, the draft instrument was field-tested outside the selected field for actual implementation.

Data collection, entry, and processing

ODK and Kobo Toolbox based questionnaire has been developed for the field-level data collection, particularly to collect the demand-side issues and stakeholders' opinions that can be measured using the quantitative method of data collection.

Quality control, data editing, cleaning and analysis

One young statistician with practical experience using ODK/Kobo Toolbox has been engaged in transferring the question in the ODK database and facilitating the mobile phone/tab-based data collection process. Once the data was entered, the ODK database recorded the inputs, including the data collector's identity and the data entry location.

A draft guideline was developed to help the data collectors. Besides, a two days capacity building workshop. One of the downstream partner organisations of CAMPE has coordinated and monitored the data collection process. The research team has also visited the field from time to time.

The research team and the statistician have carefully reviewed the data and carried out the data editing and cleaning. It has been analysed to identify trends and provides insights into policy implications and practice change discourse.

Data validation

The second stakeholder meeting was held after a preliminary analysis of the data for validation and linking with the policy implication and identification of the priority actions towards readiness for data availability.

Report writing, review and editing

The research team members have shared the responsibility for analyzing the data and looking into the findings through different lenses, inkling statistical perspectives, social and emotional aspects, equity and inclusion, and youth perspectives. The report written by one member has been reviewed by other team members and provided oral feedback during weekly checkpoints and coordination meetings. In the finalisation process, the report was reviewed by a team of BANBEIS as per standard practice.

Monitoring and checkpoint meetings

There were different levels of monitoring of the study, including self-monitoring, weekly coordination meetings, group assignments and alignment of the deliverables with the Terms of Reference (ToR) and guidelines. At the field level, the downstream partner/member organisation of CAMPE has monitored the research assistants, and the research team also visited the field during the data collection. The stakeholders' consultation has contributed to harvesting the result.

Limitation of the study:

Had to conduct the study during the COVID -19 pandemic. The schools were closed, and selected students had to come to school to participate in the survey. In addition, as the study started in the last quarter of the year, the time management was challenging too.

Chapter 3: Major Findings

3. Major Findings

3.1. Stakeholders

The Sustainable Development Goals emphasized the multi-stakeholder partnerships emphasized enhancing the Global Partnership for Sustainable Development. The partnership needs to be complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology, and financial resources to support SDGs' achievement.

Besides, it urges to encourage and promotion of effective public, public-private and civil society partnerships building on the experience and resourcing strategies of partnerships data, monitoring and accountability.

In addition, it has committed to enhancing capacity-building support to developing countries, including least developed countries and small island developing states, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts. It has recommended developing measurements of progress on sustainable development that complement the gross domestic product and support statistical capacity-building.¹¹

The study finds diverse stakeholders, including concerned government agencies and development partners, the private sector, the business and industry and corporate sectors and civil society, and the Major Groups and other stakeholders as stated in the CSO engagement mechanism.¹²

¹¹ Transforming our world: the 2030 Agenda for Sustainable Development. Retrieved from <https://sdgs.un.org/2030agenda>

¹² Major Groups and other Stakeholders (MGoS) retrieved from <https://sustainabledevelopment.un.org/majorgroups/hlpf>

Table 3: List of stakeholders

Category	Beneficiary/ target group	Policy Maker	Policy implementer	Data management agency	Data Dissemination	Data Provider	Technical Support	Oversight role
Government Representative(s)	N/A	MoPME MOE SHED TMED DSHE GED MoYS Planning Commission DSHE DPE BNFE DME DTE NCTB BEDU Education Board UGC NSDA	DSHE DPE BNFE DME DTE DEO/DPEO UEO AUEO	BANBEIS BBS	BANBEIS BBS	School Upazila BANBEIS office DEO/DPEO UEO AUEO URC BBS Education Board	BBS NAEM BEDU NAPE NCTB A2i BNCU	BBS A2i
Development Partners					UNESCO UIS ILO		UNDP UNESCO UNICEF JAICA FCO DFAT GAC WFP UN Women ILO WB ADB EU UIS	ELCG Education Cluster

Category	Beneficiary/ target group	Policy Maker	Policy implementer	Data management agency	Data Dissemination	Data Provider	Technical Support	Oversight role
Business and Industry (Corporate Sector)		FBCCI MCCI BKMEA BGMEA ISC member (N=13)						
Civil Society	Teachers Association SMC Advocacy organizations MGoS e.g. Farmers Indigenous People Local Authorities NGOs STC Women Group Workers and Trade unions Persons with disabilities Volunteers Ageing population Education and academia stakeholders		Individual implementing NGO/INGO	CAMPE	CAMPE	CAMPE	CAMPE CPD ISRT BIDS Academia Researcher Eminent personalities	CAMPE CPD Citizens Platform ADAB FNB CSO Network BIDS Academia Researcher Eminent personalities Disability Group Ethnic Group Women Group and MGoS

3.2. Distribution of respondents

Study Locations for Teachers and Students Survey:

The teachers and students survey was conducted in eight districts covering all administrative divisions. One of the member organisations has coordinated the data collection process at the district level, including the Focus Group discussion. One-two research team member has participated in the FGDs.

Barishal: In the Barishal division Bhola district was selected considering char, coastal belt and low literacy area. Grameen Jano Unnyan Sangstha (GJUS) has coordinated the data collection process.

Chattogram: In the Chattogram division, Khagrachari was selected considering the higher number of poorest HH, ethnic minority, low literacy rate, CHT, and Forest. Zabarang Kallyan Samity has coordinated the data collection process.

Dhaka: In the Dhaka division, the Manikganj district was selected considering the number of Char, river erosion, and high internal migration. PASA has coordinated the data collection process.

Khulna: Bagerhat district was selected considering the coastal belt and forest area in the Khulna division. KNKS has coordinated the data collection process.

Mymensingh: In the Mymensingh division Netrokona district was selected considering the intensity of the poorest HH, ethnic minority, low literacy rate and Haor area. SERAA has coordinated the data collection process.

Rajshahi: In the Rajshahi division, the Sirajganj district was selected considering char area, river erosion, and the low literacy rate of the population. NDP has coordinated the data collection process.

Rangpur: In the Rangpur division, the Gaibandha district was selected considering the Char area, rivers erosion, Poorest HH, low literacy rate, and food insecurity area. Chinnomul Mohila Samity has coordinated the data collection process.

Sylhet: In the Sylhet division, Habiganj district was selected considering Haor, Teagarden, hills, low literacy rate. ASED Habiganj has coordinated the data collection process.

Figure 7: Field Location of the teachers and students surge

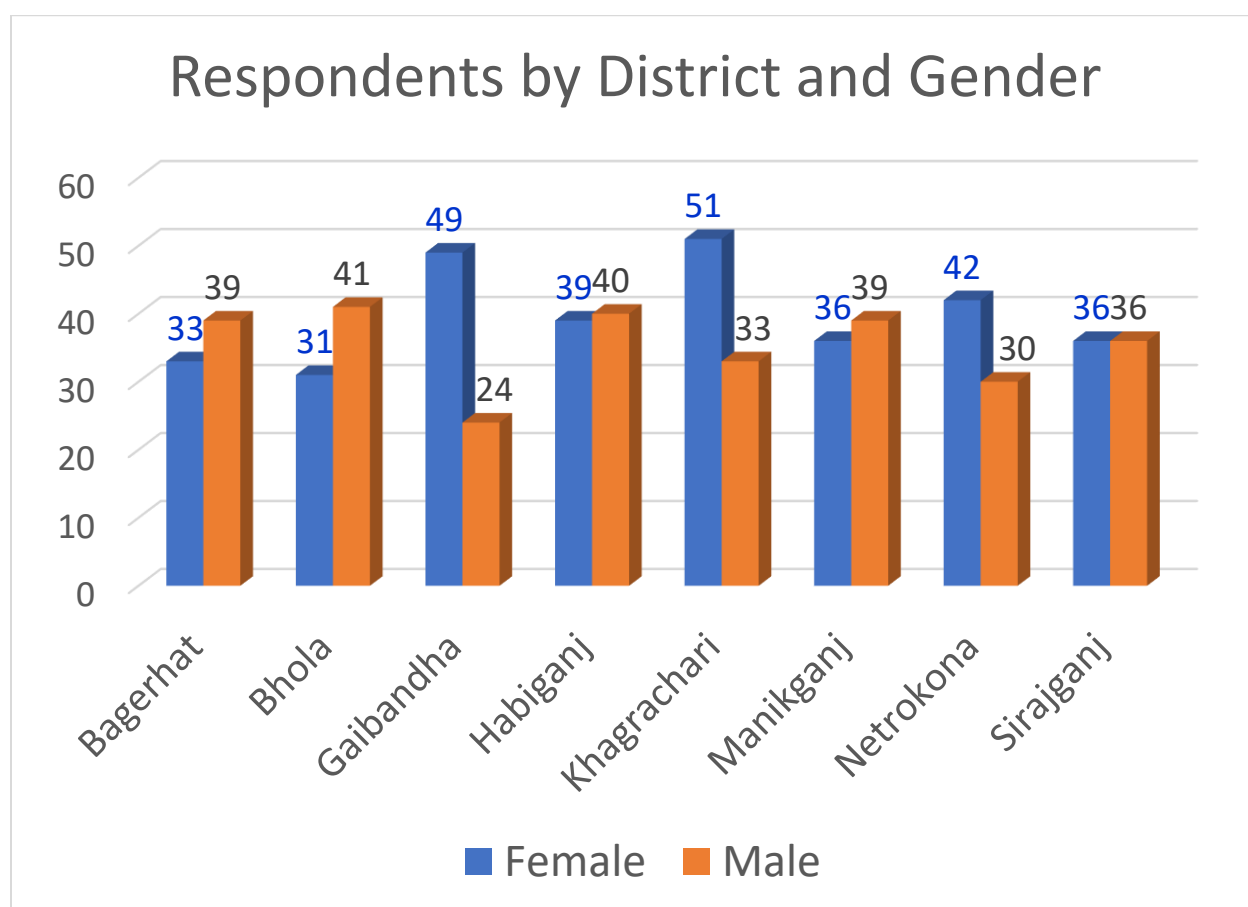


Key Informant Interviews have been carried out in Dhaka only. `

3.2.1. Number and types of respondents among students

There was a total of 599 students responded to the youth survey questionnaire. An equal number of respondents were planned. To reach the targeted number of at least 70 respondents from each district, 10-15% more learners were communicated through school authorities as the schools were closed due to the COVID-19 pandemic. The highest number of respondents (N=84) showed up in Khagrachari, followed by Habiganj (N=79). Respondents from Gaivandha and Manikganj were 75 each, and the rest of the districts had at least 72 respondents.

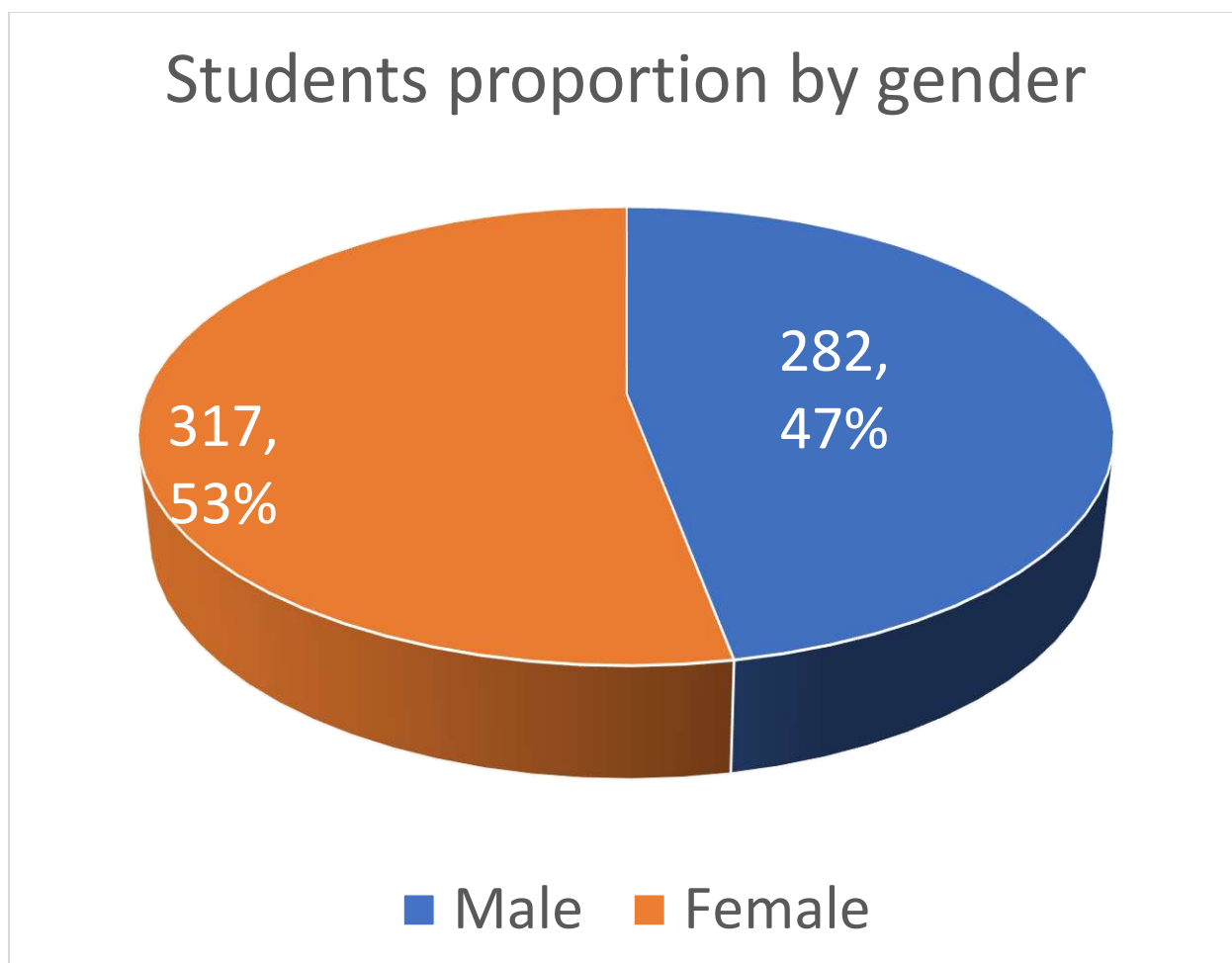
Figure 8: Summary of respondents by location and sex



Source: Database of Study on exploring challenges associated with the Metadata for Global Citizenship Education

In boys, participation was a little higher compared to the girls. A total of 317 (53%) respondents were girls. In contrast, a total of 282 (47%) respondents were boys.

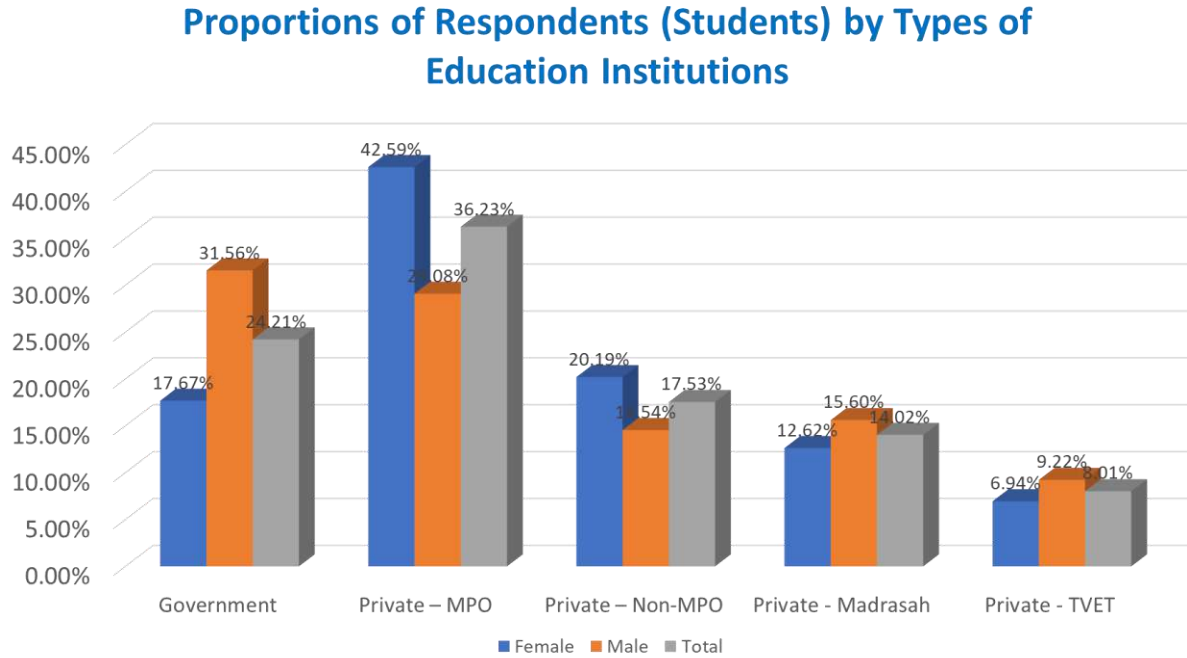
Figure 9: Proportion of students surveyed by sex



Source: Database of Study on exploring challenges associated with the Metadata for Global Citizenship Education

The students represent five major categories of secondary education institutions, including both government and non-government secondary education institutions. The highest number of respondents, i.e. 56.23%, came from the Non-government MPO secondary schools, followed by 24.21% respondents from the Government secondary schools. The participation from Non-government Non-MPO, Non-government Madrashah and Non-government TVET institutions was 17.53%, 14.02% and 8.01%, respectively.

Figure 10: Proportion of students by types of education institutions



3.2.2. Number and types of respondents among Teachers

Teachers School, teachers and location of the teacher's survey

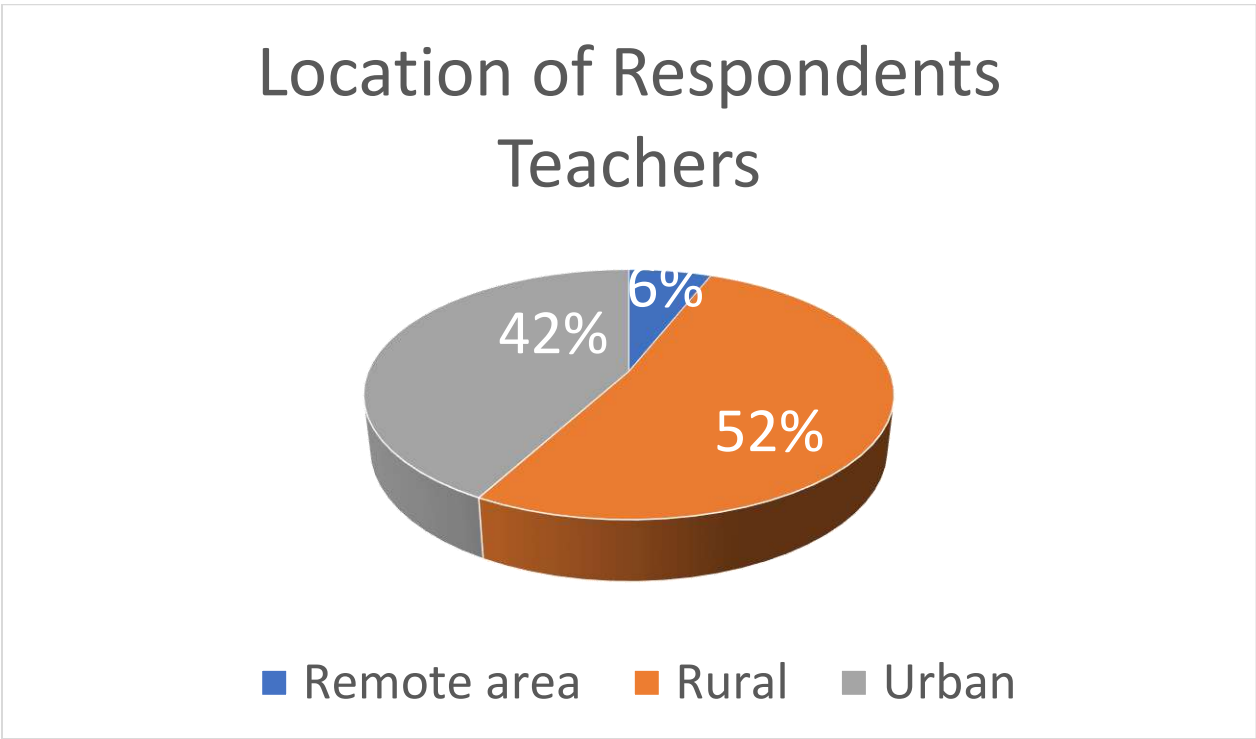
Although the initial plan was to interview one teacher each from the 48 selected education institutions. However, more than one teacher participated in the teachers' survey from two schools. The distribution of teachers representation was as follows:

Table 4: Summary of Respondent teachers by institution and sex

Types of Educational Education	Number of Institutions	Teachers Respondents		
		Male	Female	Total
Government Secondary Schools	12	11	2	13
Non-Government Secondary Schools (MPO)	16	11	6	17
Non-MPO Non-Government Secondary Schools (Non-MPO)	8	7	1	8
Non-government Secondary Madrasah	8	7	1	8
Non-government Secondary TVET institution	4	2	2	4
Total	48	38	12	50

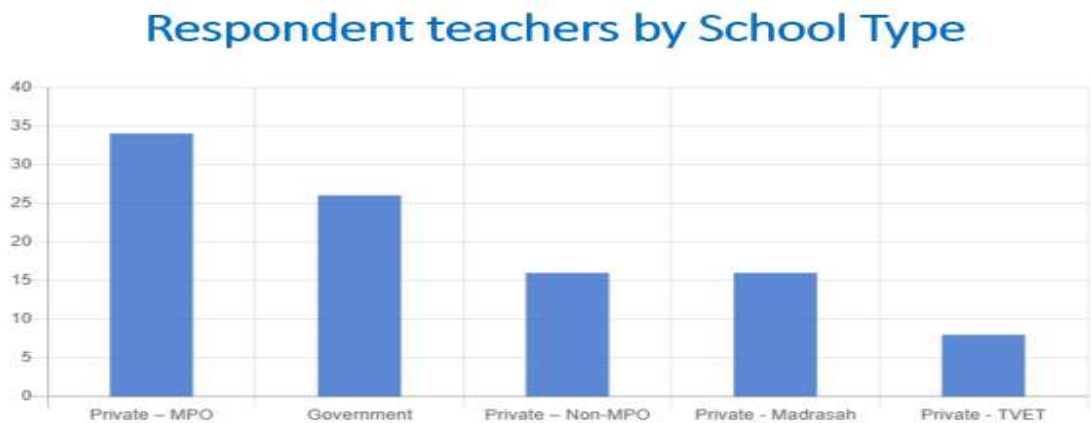
Among the 50 respondents, 42% represent educational institutions located in the urban areas, rest 58% represent rural areas, of which 6% were located in remote rural areas.

Figure 11: Summary of Respondent Teachers by Location



Among the teacher's highest number of respondents, i.e. 34%, came from the Non-Government MPO secondary education institutions, and the lowest number, i.e. 8%, represents the Non-Government TVET institutions

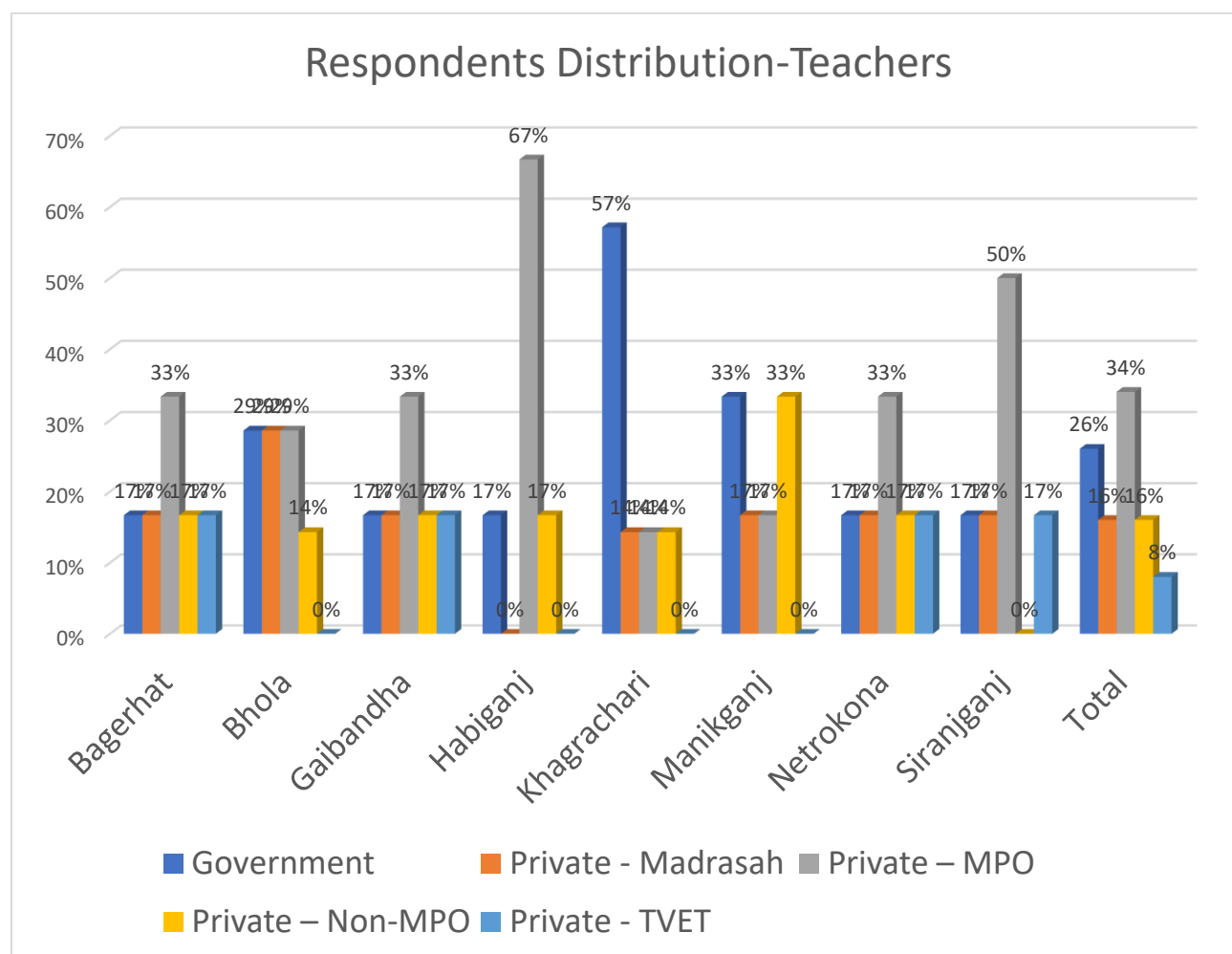
Figure 12: Summary of Respondent Teachers by Type of Institutions



Representation of Teachers by District and School Type

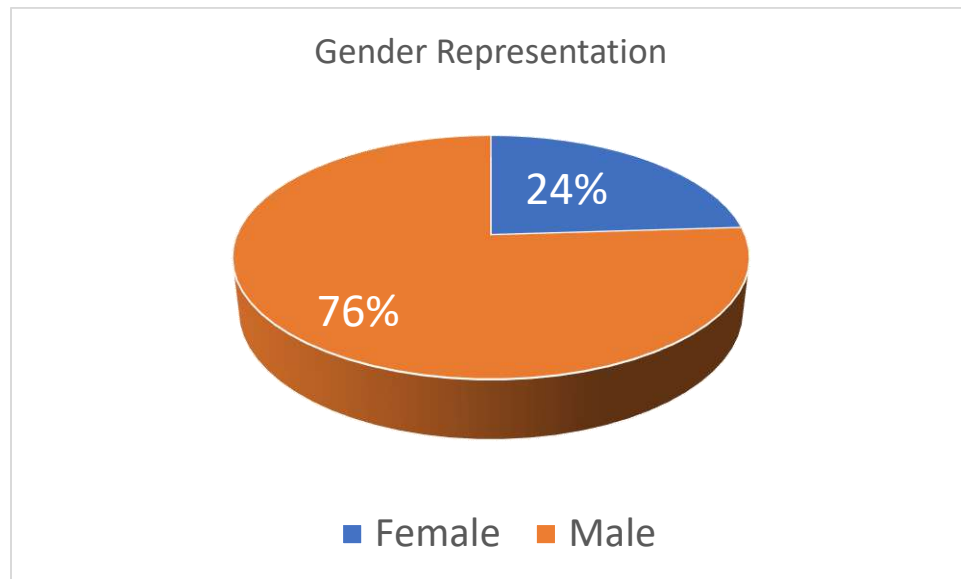
Among the teachers, the participation of teachers from the Non-Government MPO alone was 34% of the total respondents. Regarding the location-specific distribution, Non-Government MPO teachers' participation was highest in Habiganj (67%), followed by Sirajganj (50%). In contrast, participation of Private TVET teachers participation was the lowest (8%) only. Government secondary and Government TVET teachers' participation was highest in Khagrachari (57%).

Figure 13: Distribution of Respondent Teachers by Type of Institutions and Location



Looking into the gender dimension, 76% of the teacher respondents were male, and only a quarter were women. Again, it has a relation to the school closure due to the COVID-19 pandemic and mobility to ensure learners' participation during the unfavourable situation.

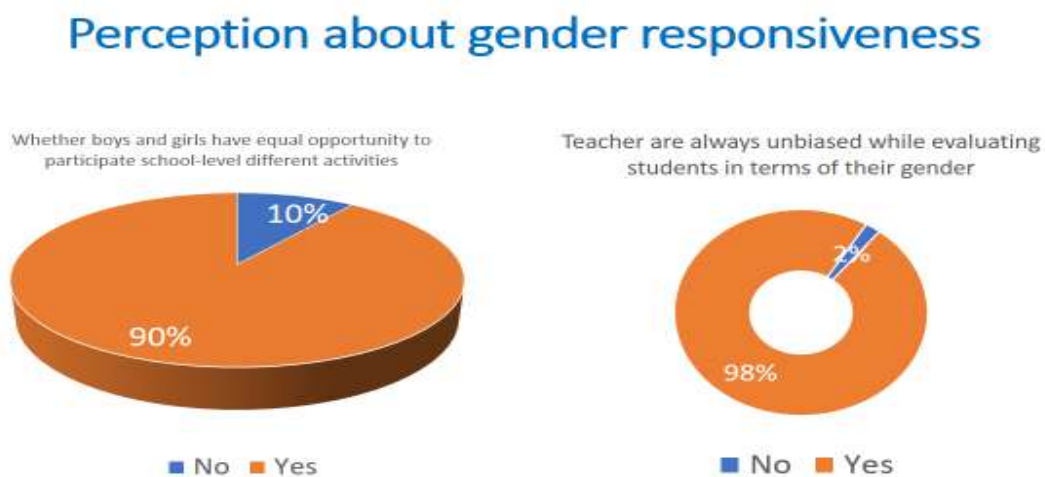
Figure 14: Summary of Respondent Teachers by Sex



3.2.3. Teacher's perception of the GCED and ESD

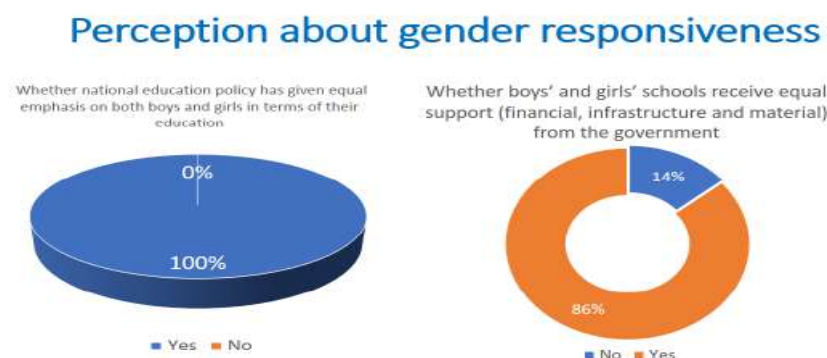
90% of the respondent teacher said that both boys and girls have equal opportunities in school in doing different activities, and 98% of them remain unbiased in terms of gender-based identity in evaluating students.

Figure 15: Summary of Teacher's Perception of Gender Responsiveness



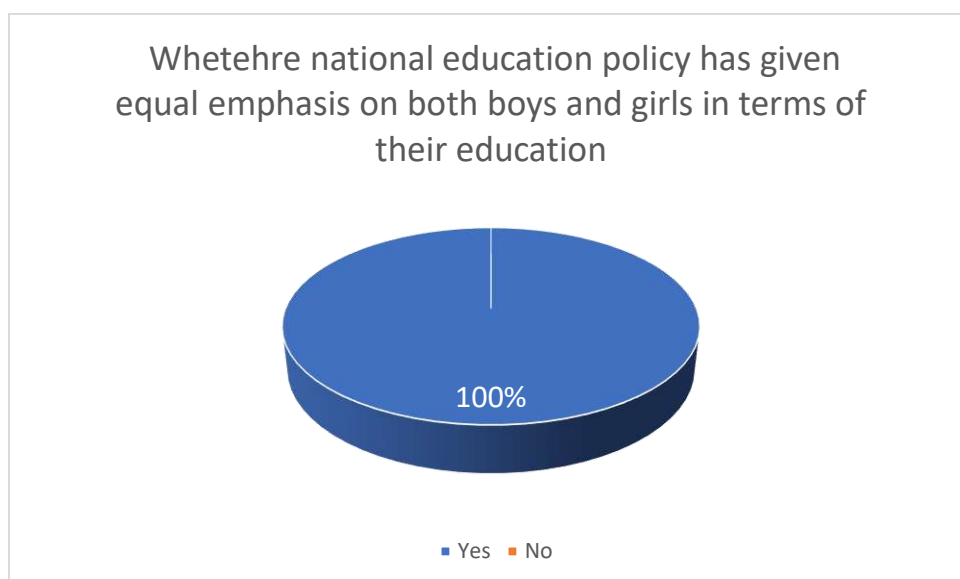
Sent percent of the respondents opined that the national education policy had given equal emphasis to both boys and girls regarding their right to education. However, 14% of the respondent teachers believe that both boys' and girls schools receive equal support in financial, infrastructure, and material support from the government.

Figure 16: Summary of Teacher's Perception of Gender Responsiveness of Resource allocation by government



In response to a question related to equal rights to study any subject in school compared to the boys, 100% of the respondents mentioned that both have equal rights although there as some bais in the selection of subjects by students and their parents.

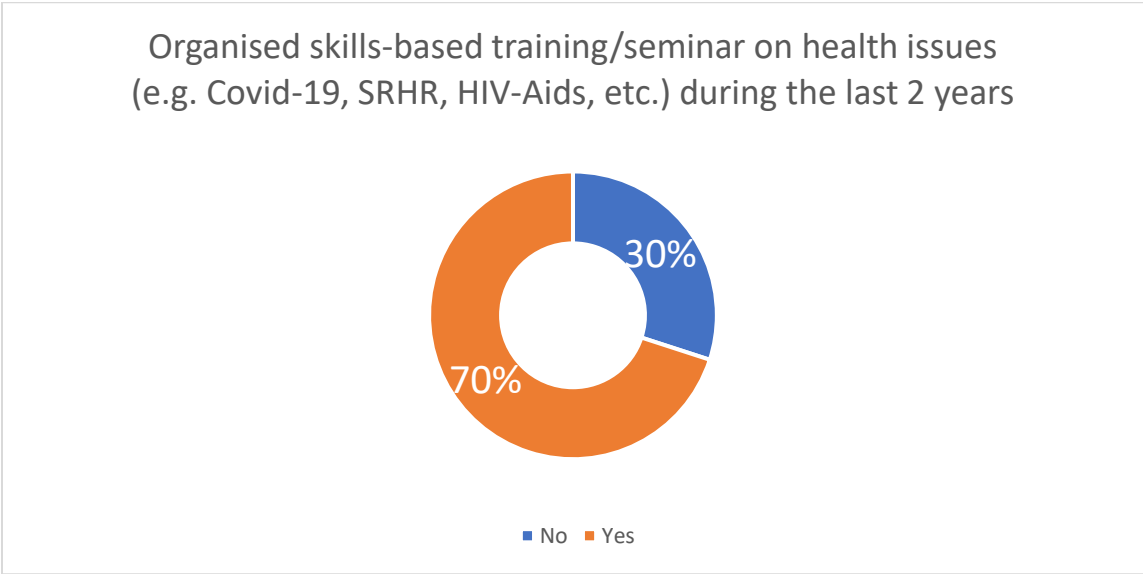
Figure 17: Overview of Events to Promote GCED and ESD focused on Policy Support for Gender for Subject Choice



Concerning health awareness-related activities at the school level, 30% of the respondents said no specific interventions related to health awareness like SRHR, HIV-Aids or the recent COVID-19 pandemic during the past two years when the school was in operation. It could be worth mentioning that the survey was

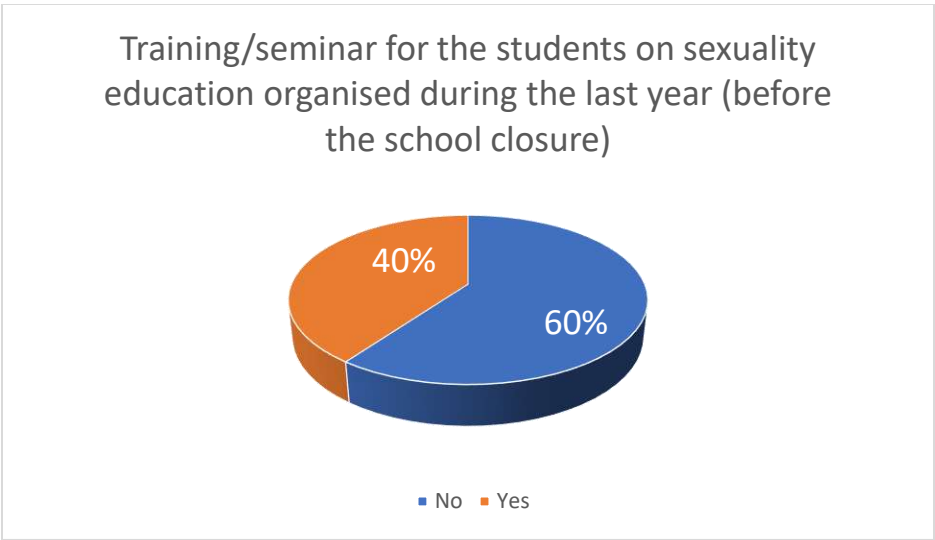
carried out during the COCID-19 pandemic, and there was no opportunity to organise any public event as the school were closed.

Figure 18: Overview of Events to Promote GCED and ESD focused on Health Awareness



Concerning sexuality education, 60% of the respondents mentioned that they did not organise any training/seminar for the students, enhancing their knowledge of students on sexuality education issues during the last year when the school was open.

Figure 19: Overview of Events to Promote GCED and ESD Focused on Sexuality Education

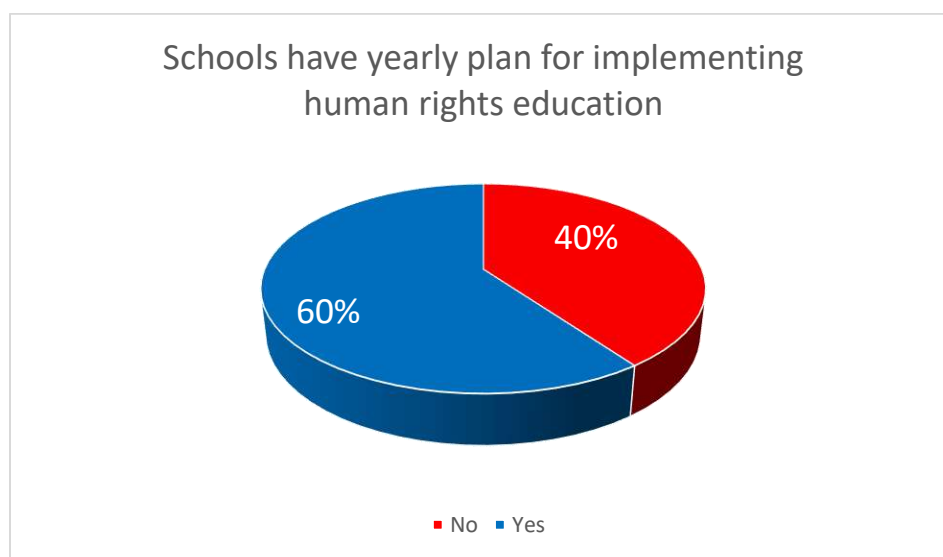


It was observed that there is a lack of awareness about human rights education as part of the Global Citizenship education. In response to a question related to whether the school has any yearly plan for implementing human rights education for the students as referred in the UNGA Resolution 59/113 for

holding school level activities like seminars, meetings, joint celebrations, observing national and cultural festivals, etc.

Approximately two-thirds of the respondents shared that there is a yearly plan of interventions that promotes human rights education. However, the issue is whether these are aligned with the international charters for human rights education or not, as a very insignificant number of respondents are aware of human rights education beyond four-five fundamental human rights issues.

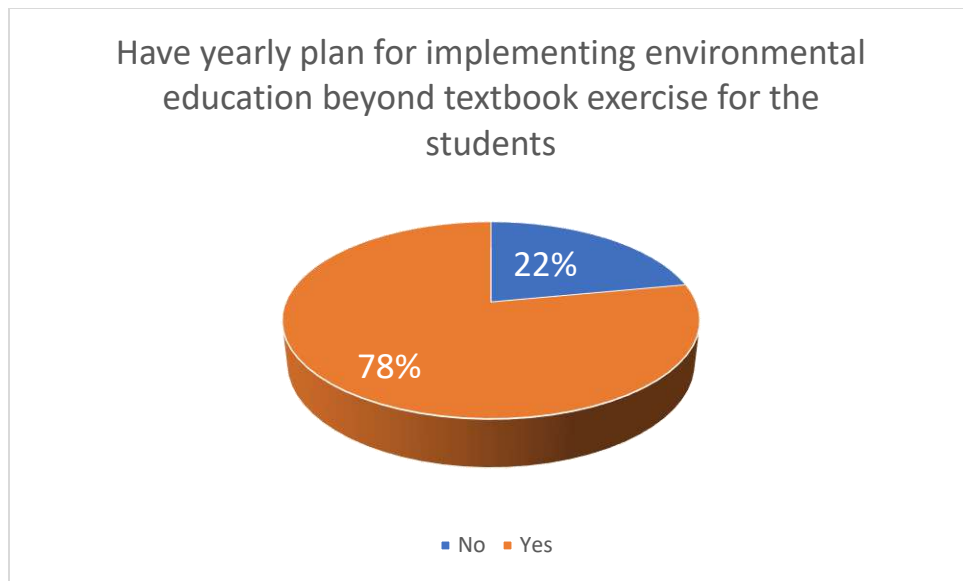
Figure 20: Overview of Events to Promote GCED and ESD Focused on Human Rights



The curriculum and textbook of Bangladesh substantially cover the environmental issues. Co-curricular activities around environmental sustainability are critical to internalize the issues, enhance learners' understanding, and transform the knowledge into practices. It was observed that there are substantial interventions on environmental awareness beyond the textbook.

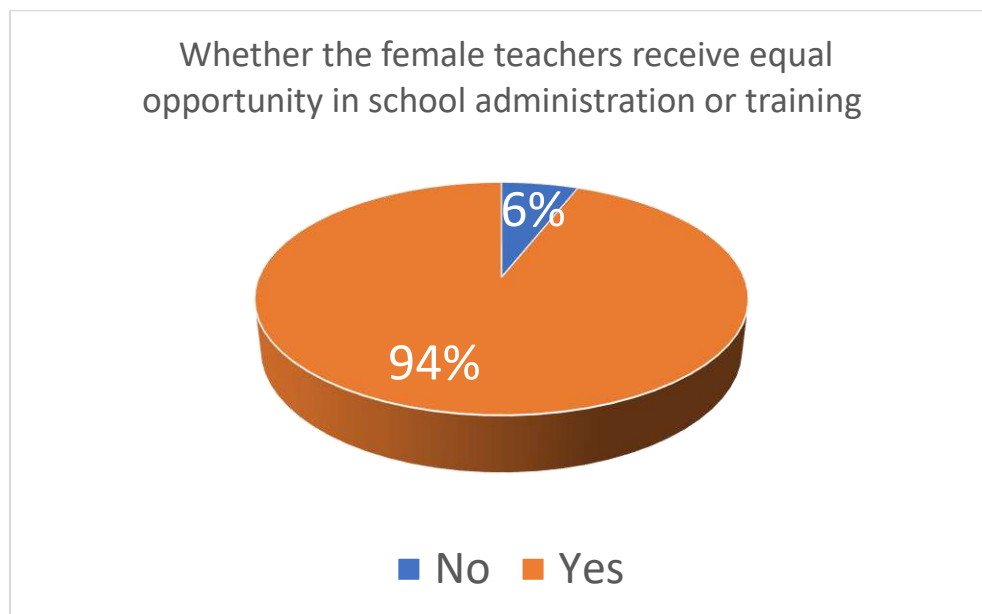
A large majority of the respondents (78%) have reflected that they have a yearly plan for implementing environmental education beyond textbook exercises for the students? (Such as holding seminars, meetings, joint activity, and/or observing national and international days, etc.

Figure 21: Overview of Events to Promote GCED and ESD Focused on Environmental Education



Regarding equal opportunity for women in a leadership position, it was observed that a large majority (94%) of the respondents believe that both men and women teachers get equal opportunity in school administration or training. However, 6% of the respondents still believe there is sex-based discrimination in participation in leadership positions and training.

Figure 22: Overview of Events to Promote GCED and ESD Focused on Teacher's Participation in Administration and Leadership Positions

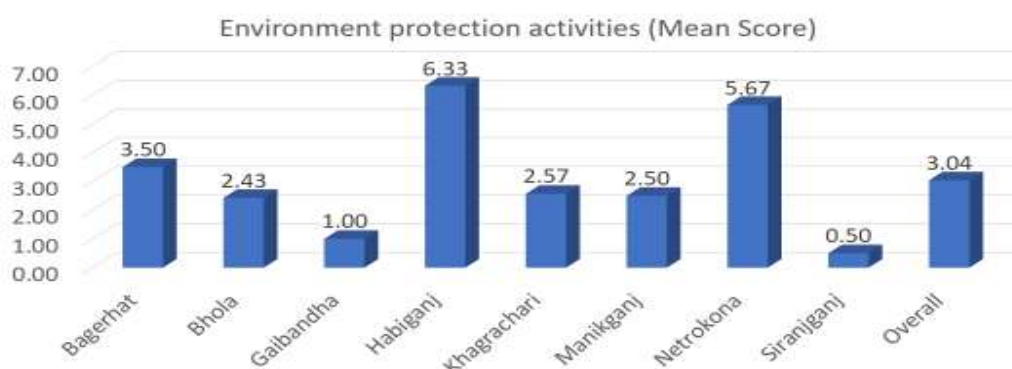


The study shows that the Global Citizenship and education for sustainable development initiatives are taken disproportionately among the surveyed institutions. Only Habiganj and Netrokona had a moderate

level of such initiatives, while Gaibandha and Sirajgan had nominal interventions. Both the districts are characterized by river erosion and flood-prone area.

Figure 23: Overview of District-wise Events to Promote GCED and ESD Focused on Environmental Education

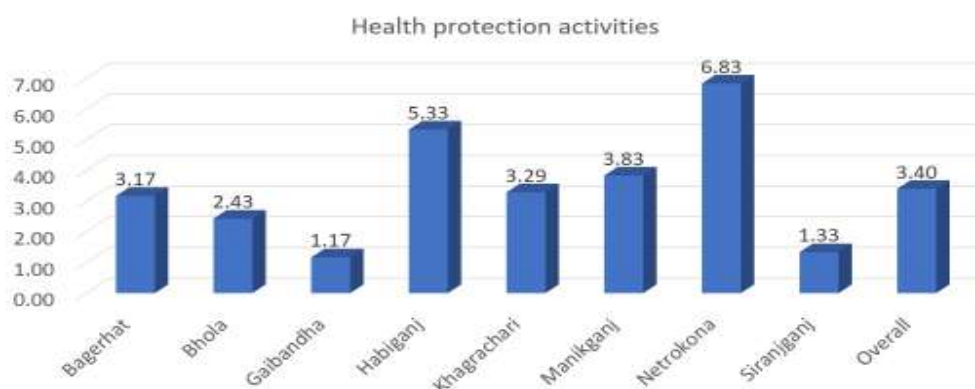
Organizing events for promoting GCED and ESD



Alike the GCED and ESD interventions, Habiganj and Netrokona score the top in organizing events promoting health awareness, and Gaibandha and Sirajganj are at the bottom of the list.

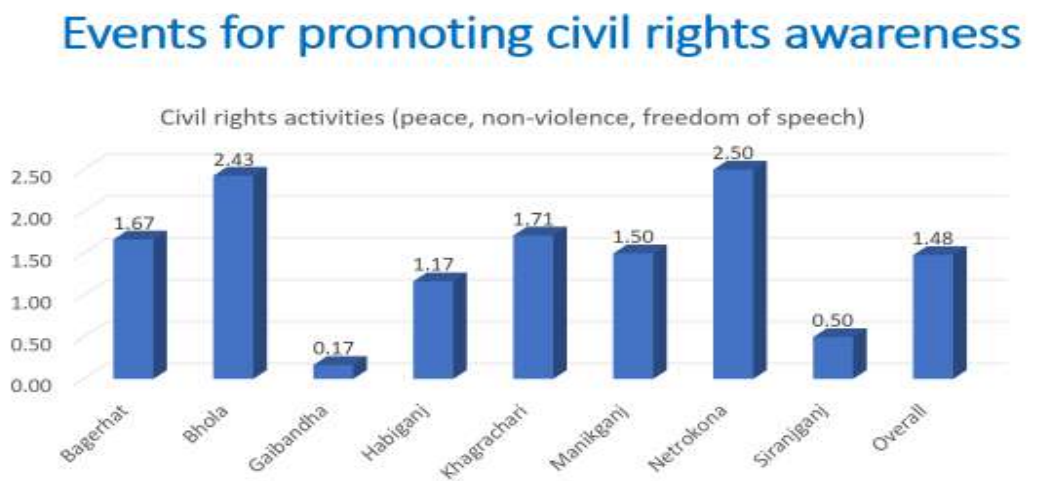
Figure 24: Overview of District-wise Events to Promote GCED and ESD Focused on Health Awareness

Events for promoting health awareness



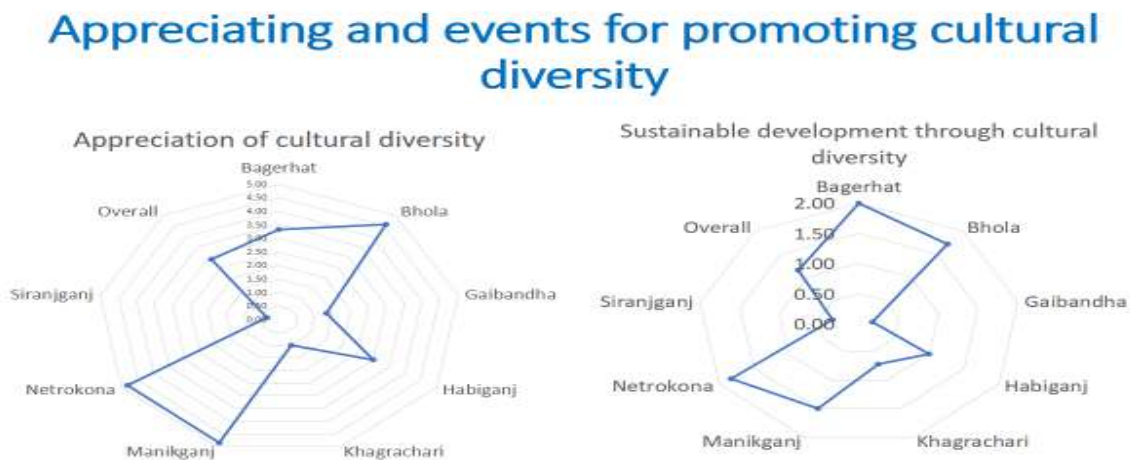
Concerning interventions to promote peace and non-violence school environment as well as freedom of activities scored 2.5 or less on a five-point Likert scale. However, during the discussion with the teachers, it was realized that much more clarity is required about institutional interventions of such interventions as most of such interventions are more relevant to the college.

Figure 25: Overview of District-wise Events to Promote GCED and ESD Focused on Civil Rights Awareness



However, in terms of promoting cultural diversity, some districts demonstrated outstanding performance compared to their peers. In terms of appreciating cultural diversity, Bhola, Netrokona and Manikganj outperformed others, while in terms of promoting sustainable development through cultural diversity, Bagerhat, Bhola, Netrokona, and Manikganj demonstrated high responsiveness. However, Gaibandha and Sirajganj scored much lower than other districts in both cases.

Figure 26: Overview of District-wise Events to Promote GCED and ESD Focused on Cultural Diversity

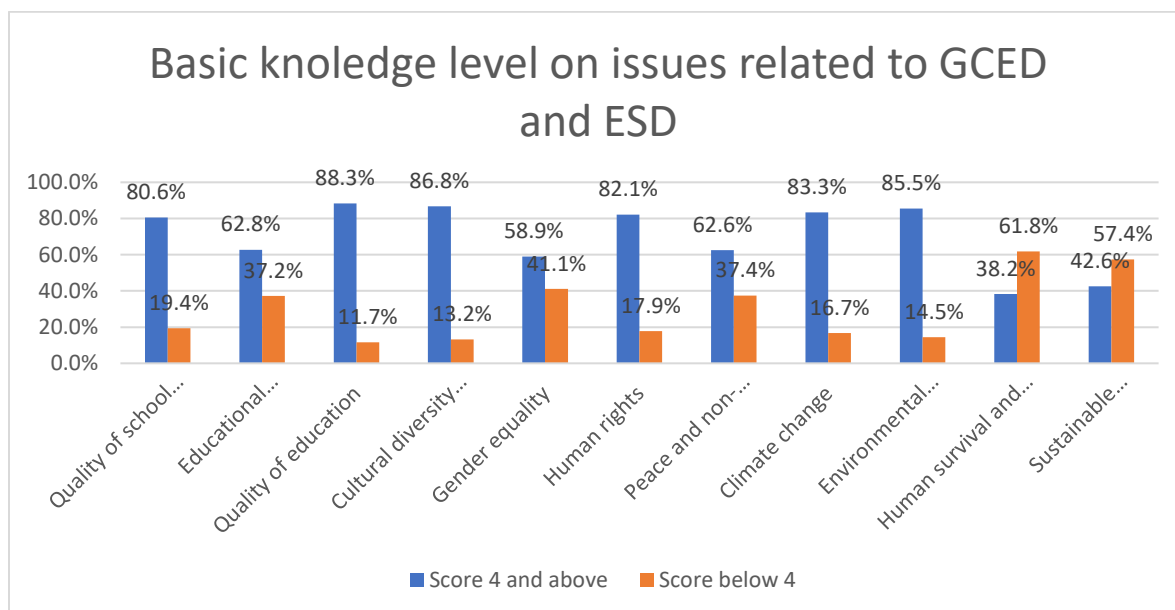


3.2.4. Student's Perception of the GCED and ESD

There were 20 questions asked to the students, of which 11 were specific to understanding their level of understanding of the GCED and ESD. The domains are (i) quality of school and services, (ii) educational environment, (iii) quality of education, (iv) cultural diversity and tolerance, (v) gender equality, (vi) human rights, (vii) peace and non-violence, (viii) climate change, (ix) environmental sustainability, (x) human survival and wellbeing, and (xi) sustainable consumption and production. There were five yes/no questions in each domain to understand the knowledge level of youths in each domain. It was determined beforehand that a four or more score represents the respondent's minimum knowledge level of the domain.

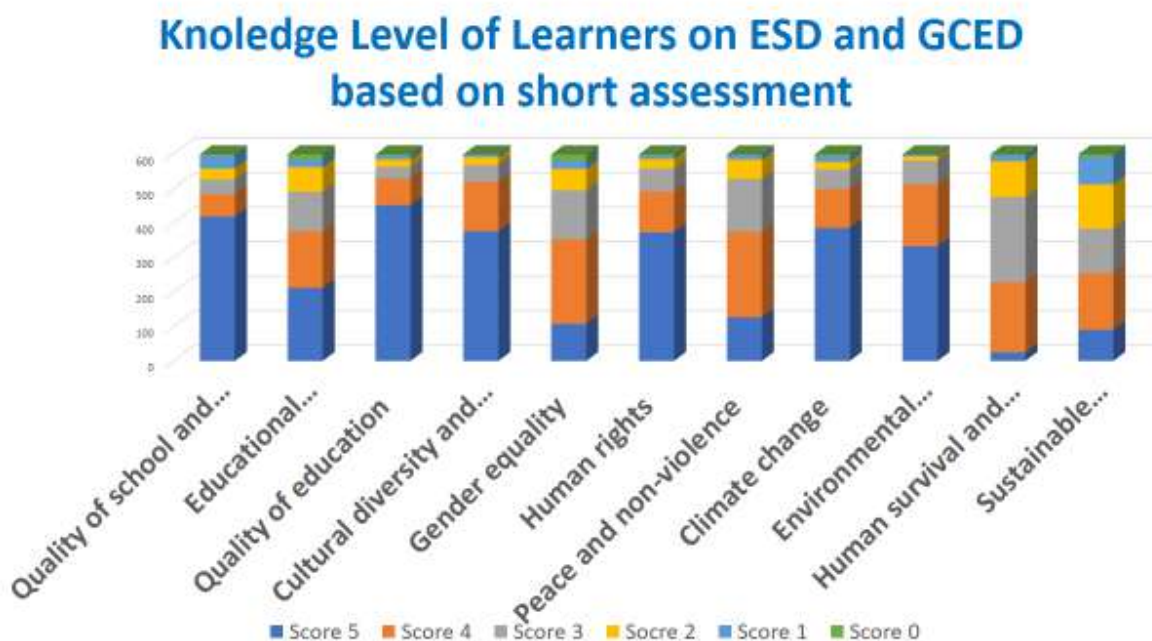
The analysis shows that students have a moderately good understanding of specific domains like the quality of education, cultural diversity, climate change and environmental sustainability over other domains. As shown below, they have a comparatively low understanding of sustainable consumption and production, human survival and well-being, peace and non-violence, and gender equality.

Figure 27: Overview of Student's Knowledge Level on GCED and ESD by Location



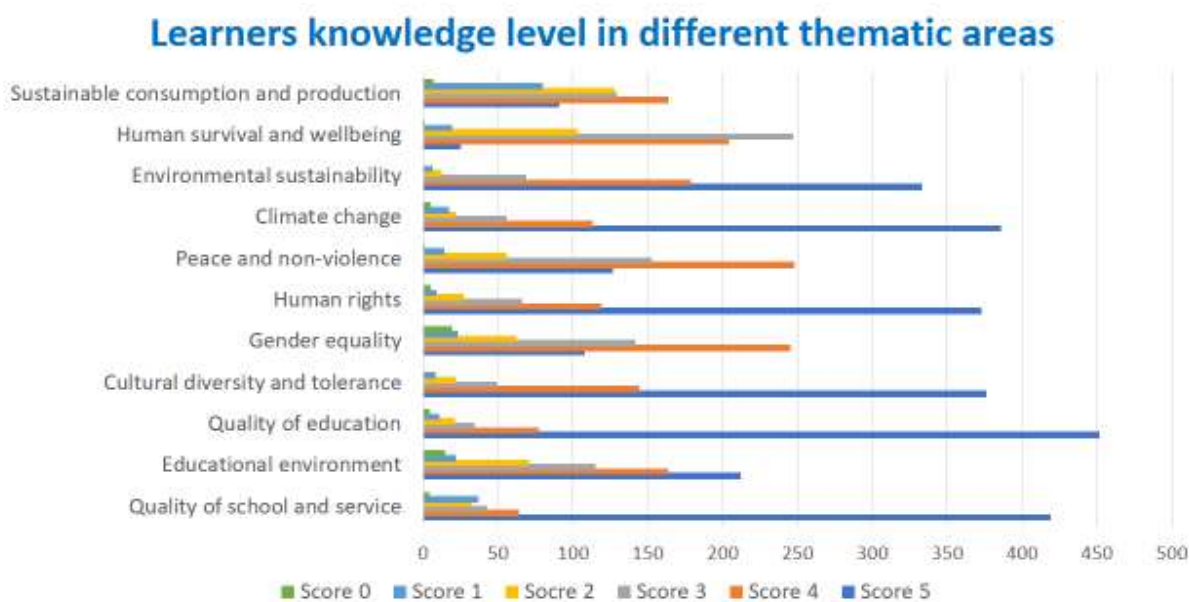
However, a critical analysis of the performance of an individual respondents performance in all 11 domains was not glorious. An insignificant number of respondents demonstrated good performance in all 11 domains, which partially understood the ESD and CED issues. The following graphs show respondents' knowledge level in each domain, which indicates gender equality, peace and non-violence, human survival and well-being, and sustainable consumption and production-related issues that need special attention.

Figure 28: Detailed Summary of Student's Knowledge Level on GCED and ESD by Location



The following graph shows the responding student's knowledge levels in different thematic areas that supplement the comments on the previous graph.

Figure 29: Summary of Student's Knowledge Level on GCED and ESD by Thematic Areas



2.1. Overall Data Management Policy Environment

2.1.1. National Education Policy

The National Education Policy has adopted all elements of the GCED and ESD, which are spread over different sections. These are being implemented through different sector plans, including the Fourth Primary Education Development Programme (PEDP 4), Secondary Education Development Programme (SDEP) and other relevant projects and programmes. The SDG 4 Strategic Framework for Bangladesh, the Education Sector Plan (ESP), and the 8th Five Year Plan have provided some strategic guidelines for incorporating SDG 4.7 into practice. Although the concept of GCED and ESD is not new, the structured practice and assessment of GCED and ESD are relatively new. The following table provides a comparative picture of global good practices and how they are practised in Bangladesh.

Table 5: Summary of Respondent teachers by institution and sex

Global Good Practices	Bangladesh Practices
• Ministry of Education of member countries • Household survey • International Civic and Citizenship Education Study (ICCS Assessment)	• TMED (ICT section) • MoPME (DS Development -2) • Health Education and Family Welfare Division (DS Planning -1) • DSHE (AD Planning and Development) • DPE (DD APSC) • DPE (Office of DG, Research Officer) • https://sdg.gov.bd/provider_list#1 • However, for GCED • 1974 recommendation - Reflection of policymakers, development partners and CSOs supported by SHED, DTE, DME, BANBEIS and BNCU

2.2. Status of Data Availability and Stakeholder's Need for SDG 4.7 data

This study identified six priority areas, eight thematic areas, four components, and four outcomes for the metadata review process. The literature shows six priority areas for data related to SDG 4.7, which the metadata provided by the UIS supports.

- Priority area 1: Advancing policy
- Priority area 2: Transforming learning environments
- Priority area 3: Building capacity of educators
- Priority area 4: Empowering and mobilizing youths
- Priority area 5: Accelerating local level actions and enhancing partnerships
- Priority Area 6: Improving data management and data literacy

These priority areas covered eight thematic areas that include (i) cultural diversity and tolerance, (ii) gender equality, (iii) human rights, (iv) peace and non-violence, (v) climate change, (vi) environmental sustainability, (vii) human survival and well-being, and (viii) Sustainable consumption and production.

The metadata review guideline of the UNESCO Institute of Statistics emphasized the following four components, namely (i) curriculum, (ii) teachers' education and continuous professional development, (iii) teaching-learning process, and (iv) student assessment.

The expected outcome of the sound implementation of the SDG 4.7 would yield the following outcomes:

- Education for Sustainable Development (ESD)
- Global Citizenship Education (GCED)
- Life skills-based HIV and sexuality education and health awareness
- Human rights education

2.2.1. Data availability at the national and sub-national level

There is a scarcity of GCED and ESD data following the metadata released by the UNESCO Institute of Statistics. The following table summarises the data availability in Bangladesh, with is relevant to SDG 4.7, particularly the GCED and ESD, along with responsibility, strength, challenges and opportunities.

Table 6 Data availability at the national and subnational level

Level	Main sources	Alternative sources	Strengths	Challenges	Opportunities
National	BBS, BANBEIS	DPE, DSHE, DME, DTE	The government of Bangladesh has assigned a Principal Coordinator for SDGs and assigned (i) TMED (ICT section), (ii) MoPME (DS Development - 2), (iii) Health Education and Family Welfare Division (DS Planning -1), (iv) DSHE (AD Planning and Development), (v) DPE (DD APSC) & DPE	BANBEIS is officially responsible by MOE, but informal documentation is missing	The Ministry of Education can take more responsibilities in consultation with BBS. Explore household surveys may provide more insights. Better use of 1974 recommendation - Reflection of policymakers, development partners and CSOs supported by SHED, DTE, DME, BANBEIS and BNCU could be strengthened,

Level	Main sources	Alternative sources	Strengths	Challenges	Opportunities
			(Office of DG, Research Officer) as a focal point for SDG 4.7.		and participation in International Civic and Citizenship Education Study (ICCS Assessment) could be beneficial.
Divisional	N/A				
District	N/A				
Upazila (Sub-district)	N/A				
Educational institutions	Teachers and Students	They are the primary audience and beneficiaries.	Lack of knowledge on Global development on the Civic Engagement standards evolving from time to time		

2.2.2. Education for Sustainable Development (ESD)

Empowering learners to make informed decisions and responsible actions for environmental integrity, economic viability and a just society for present and future generations while respecting cultural diversity.

2.2.3. Global Citizenship Education (GCED)

Nurturing respect for all, building a sense of belonging to common humanity and helping learners become responsible and active global citizens. GCED aims to empower learners to assume active roles in facing and resolving global challenges and becoming proactive contributors to a more peaceful, tolerant, inclusive and secure world. Consider five priority areas

2.2.4. Life skills-based HIV and sexuality education and health awareness

Understanding body, and personal hygiene, facilitate the transition to youthhood and SRHR.

2.2.5. Human Rights Education

Human Rights Education refers to the human rights education in primary and secondary schools as well as the higher education. It covers a range of activities, including human rights training programmes for teachers and educators, civil servants, law enforcement officials and military personnel, promoting human rights training for media professionals and journalists.

Reflection on quantity and quality of country actions and commitment to mainstreaming human rights education - [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 non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development]

2.2.6. Gender, ethnicity and disability

Gender, ethnicity and disabilities have been considered cross-cutting issues. To ensure “Leave no one behind”, it is critical to take affirmative actions to transform our world through inclusive policy and practice change discourse.

2.2.7. Financing for SDG 4.7

In achieving SDGs, it is critical to have a pragmatic plan along with adequate financing. The 8th five-year plan of Bangladesh and the budget of the ministry of education and ministry of primary and mass education. The medium-term budget framework and the development budget need to consider a formula based financing framework to address the ESD, GCED, Health and human rights education towards promoting civic engagement and attitude among the future generation.

Chapter 4: Policy Implications, Challenges and Lessons Learnt

3. Policy Implications, Challenges and Lessons Learnt

3.1. Policy Implication, Challenges and Lessons Learnt

3.1.1. Advancing policy

Priorities for SDG 4.7 varies country to country. The variations are relevant to the morale and values aspect vs. cognitive development. There are issues related to local vs. global too. Some of the terminologies were confusing until the last directives by UIS. However, conceptual clarity is still lacking across stakeholders. The general understanding of ESD is focused on the environment. The ESD and GCED are a combination of different elements which can be summarized under (i) cultural diversity and tolerance, (ii) gender equality, (iii) human rights, (iv) peace and non-violence, (v) climate change, (vi) environmental sustainability, (vii) human survival and wellbeing, and (viii) sustainable consumption and production. Alternatively, the ICCS assessment has focused on (i) globalization, (ii) social cohesion and interaction, (iii) democracy and active citizenship, (iv) new and quickly evolving communication technology, (v) environment and sustainability, (vi) global financial crisis. Considering the severe impact of the COVID-19 pandemic, health awareness, including dealing with communicable and non-communicable diseases, could be another stream. These issues could be summarised in three main categories: civic knowledge, engagement, and attitude.

The issue of mainstreaming core concepts within SDG 4.7 focuses on crosscutting issues like gender equality, health awareness and practices, practices of values and ethics.

Bangladesh follows 1974 recommendations that reflect education administration, policymakers, development partners, and civil society every four years, but the TAG recommendation considers assessment every five years. However, there is a lack of understanding among the stakeholder in general about what could be the main events to promote ESD and GCED. In addition, there is a lack of policy guidelines or directives in this regard.

Although the Metadata process has mentioned that the MoE and MoPME are the main data sources, the metadata requires a household survey, but BANBEIS collects data from the education institution. Consequently, the methodological challenges remain in assessing the performance.

The metadata for SDG 4.7 was adopted in 2020 only, while there were three millstones for SDG 4.7 data to be submitted in 2020, 2025 and 2030. Due to the COVID-19 pandemic, the process was interrupted. Moreover, there is a mismatch between SDG 4.7 requirement and the data on 1974 recommendations.

In addition, there is a lack of enabling policy for BANBEIS to conduct a survey that lies with the national statistical office, namely the Bangladesh Bureau of Statistics (BBS). There is a felt need for policy support, including a legal framework to empower BANBEIS and strengthen coordination between BBS and BANBEIS.

3.1.2. Transforming learning environments

The study revile that the teachers' education and teaching resources are inadequate, particularly for learner-centred pedagogy. Even if there is any guideline, those are yet to be communicated substantially. Consequently, the current practice remained mostly a teacher-led traditional approach.

There is an indication of having at least five events in each school which does not match with the school level practices and co-curricular activities. The UNESCO Institute of Statistics (UIS) recommended the International Civic and Citizenship Education Study (ICCS) test as one of the major sources of progress, but many countries, including Bangladesh, do not participate in such tests or similar tests. There is a lack of assessment systems for ESD and GCED.

3.1.3. Building capacity of educators

Educational statistics of BANBEIS is dependent on educational institutional level data which does not cover the ESD and GCED requirements. Consequently, they need to rely on administrative data for SDG 4.7. In addition, some institutions are often reluctant to provide timely data. Considering the size, human resources, and clarity on the standard operating procedure, bigger challenges are associated with collecting data from large government education institutions; special measures, including Standard Operating Procedure (SOP), are desired.

3.1.4. Empowering and mobilizing youths

Youth faces vulnerability in terms of access to information and practice level. As the SDG is taught in secondary schools, many youths have access to a general understanding of SDGs. However, there is a lack of co-curricular activities in most educational institutions. Consequently, they lack support, although there is an international guideline.

3.1.5. Accelerating local level actions and enhancing partnerships

BBS and BANBEIS collect data from the field, but the standard protocol for high-level coordination could be further improved.

3.1.6. Improving data management and data literacy

Ensure timely availability of data is critical for decision-making. There is a lack of timely data availability, particularly for SDG 4.7. In general, educational data in Bangladesh was published late due to different levels of data collection units and management structures. Strengthening coordination among the ministry and directorate is critical for getting timely and complete data and providing access to data to the relevant stakeholders.

Although the administrative data are available on the selected issue within the concerned authority, those are not published and can't be used as a reference.

3.1.7. Stakeholder perspectives

Policy level actors emphasized the need to develop a protocol so that the data is timely available in a coordinated manner. The researchers, academia and development partners often ask for published data. Still, often administrative data is available which are not published and varies significantly with the published data in terms of completeness or looking in a silo approach may lead to the wrong direction.

The data management related officials express their concerns that there is no assigned person for providing data to BANBEIS. Besides, there are issues of misunderstanding the objective and process of the data collection that leads to challenges in the informed decision-making process. Each institution needs to have identified human resources for data coordination as part of its portfolio and delegated authority. They also need to be supported by the educational institutions and concerned authorities.

Teachers need conceptual clarity and practical actions linked with curriculum, teaching-learning process, and assessment.

Youths, in general, were found to be very supportive of responding to the survey and volunteered to respond using their phone. Many youths find the questionnaire informative and a learning opportunity as it provokes their thought process. However, they lack firm understanding of the concept of ESD and GCED. They asked for a more sustained initiative.

Chapter 5: Recommendations and Conclusion

5. Recommendations and Conclusion

2.1. Key Recommendations

5.1.1. Advancing policy

Promote GCED and ESD aligned with the international benchmarks to identify trends and measure the impact of sociopolitical developments and curricula on students' civic knowledge

Develop a mechanism to investigate how young people are prepared to undertake their roles as citizens by monitoring students' civic knowledge, civic attitudes, and civic engagement in the persisting and emerging context. Globalization, social cohesion, interaction, democracy & active citizenship, new and quickly evolving communication technologies, environment & sustainability, global financial crises, etc., are critical areas for examination.

Promote civic engagement, civic knowledge, and civic attitudes that are relevant to (i) determination of an individual's role in society, (ii) interaction with civic systems and institutions, (iii) morals & attitudes, and (iv) social & political participation

Bangladesh needs to revisit the system to collect data regularly to provide input to curriculum development, improve teacher education and continuous professional development, teach the learning process, and conduct formative and summative assessments more effectively and efficiently.

5.1.2. Transforming learning environments

Ensure a safe learning environment by regulating and ensuring that students do not experience negative issues like being laughed at, called abusive nicknames, possessions broken by others, threatening physical violence, physical attack, or social media bullying.

Introduce globalization, social cohesion and interaction, democracy & active citizenship, new and quickly evolving communication technologies, environment & sustainability, global financial crises, etc. in the teaching-learning process to promote civic engagement, civic knowledge, and civic attitudes those are relevant to (i) determination of an individual's role in society, (ii) interaction with civic systems and institutions, (iii) morals & attitudes, and (iv) social & political participation.

Extend relevant support to teachers and educational institutions to implement the issues mentioned above through national curriculum and co-curricular activities and provide hands-on tools to assess those regularly and take corrective measures.

The academic supervision should also consider the relevant issues and feed into the national level policy directives to continuously improve the teaching-learning environment.

5.1.3. Building capacity of educators

Build capacity of the teachers and educators on globalization, social cohesion and interaction, democracy & active citizenship, new and quickly evolving communication technologies, environment & sustainability, global financial crises, etc. Teachers' education curriculum and continuous professional development training have good content on promoting civic engagement, civic knowledge, and civic attitudes that are relevant to (i) determination of an individual's role in society, (ii) interaction with civic systems and institutions, (iii) morals & attitudes, and (iv) social & political participation.

Extend relevant support to teachers and educational institutions to implement the issues mentioned above through national curriculum and co-curricular activities and provide hands-on tools to assess those regularly, take corrective measures, and introduce refreshers on the subject.

Include these issues in the regular teachers' meetings and cluster meetings and embedded those in the regular teacher's professional development activities.

5.1.4. Empowering and mobilizing youths

Empowering youths by enhancing gender-related civic knowledge and students' attitudes towards gender equality and political participation.

Inform themselves about political and social issues by (i) watching news programs on TV, reading articles in newspapers, (ii) talking to parents about what is happening in other countries, (iii) using resources from the internet, posting a comment or images on political, (iv) and social issues on the internet or social media, commenting on or sharing another person's post regarding political and social issues, etc.

Enhancing students' trust in public institutions and the media, particularly in the political parties and traditional media like TV, radio, newspapers, etc.

Promote democratic values and have a firm belief that democracies worldwide rely upon their citizens' shared trust in and support for democratic values. Enhance students' understanding and perception of basic democratic principles like how good or bad are these for democracy (i) all adult citizens have the right to elect their political leaders, (ii) people are allowed to publicly criticize the government, (iii) one company or the government owns all newspapers in a country; (iv) the government influences decisions by courts of justice; (v) people can protest if they think a law is unfair; (vi) differences in income between poor and rich people are small; (vii) political leaders give government jobs to their family members; (viii) the police have the right to hold people suspected of threatening national security in jail without trial; (ix) all ethnic/racial groups in the country have the same rights, etc.

Promote youth's participation in the democratic process, particularly exercising their voting rights in local and national elections and getting information about candidates before voting in an election.

Influence students' attitudes toward the environment and the contribution of schools and communities to environmentally conscious upbringing. Ensure that students perceive several environment-related issues as global threats related to environmental pollution, water shortages, food shortages, and climate change.

They are also aware of other critical issues for peace and harmony and realize human potential, for example, terrorism, infectious diseases, poverty, etc. Mobilizing youths to participate in actions to promote citizenship activities.

Encourage youths to make personal efforts to protect the environment as a "very important" part of good citizenship and promote environmentally friendly practices at home and school.

Engage students in energy-saving practices, develop posters to encourage students' environmentally-friendly behaviours, differential waste collection, waste reduction, purchasing of environmentally-friendly items, and participate in an environmental action group regularly.

Promoting a safe school environment is equally perceived by students and teachers. It ensures that students are not being laughed at or called an abusive nickname, discourages behaviour that breakdown the passions of others, giving or receiving threats of physical violence, physical attack or social media bullying, etc.

5.1.5. Accelerating local level actions and enhancing partnerships

Improve community participation in civic engagement in school and promote sports and cultural activities to boost the energy of the youth and engage them in civic activities.

Increase interaction with local government, local education administration, and political leaders to deepen their beliefs about the strong role of different institutions and democratic practices and promote leadership among youths.

5.1.6. Improving data management and data literacy

Besides the perception survey on the 1974 recommendation on the ESD and GCED introduce a systematic effort to measure the progress the GCED and ESD practices among the youths in an organized manner

Collect periodic data from school and other stakeholders so that the inputs could be incorporated into the curriculum review process and also design the teachers' education and continuous professional development initiatives

Inform the Upazila and district level education officials and administrators of the changes over the years and take necessary supportive measures to uphold the youths' beliefs and build them into good citizens. Contribute to strengthening human rights practices and achieving SDGs through civic engagement,

democratic practices, protecting the environment, managing consumption production and building strong institutions.

5.2. Conclusion

Although the measurement of Education for Sustainable Development and Global Citizenship Education was initiated in 1974 by UNESCO and its member states, the world has gone through a change process over the year. There is a significant improvement in educational management as well. Periodic proper investigation of how young people are prepared to undertake their roles as citizens. Monitoring students' civic knowledge, civic attitudes and engagement in the persisting and emerging context of globalization, social cohesion and interaction, democracy & active citizenship, new and quickly evolving communication technologies, environment & sustainability, global financial crises, etc., are critical.

The success of such an initiative relies on the enabling policy environment and proper implementation of the policy and practices at the national and sub-national levels. A comprehensive framework aligned with the international testing mechanism could enable and improve the national level policy and practice change discourse.

References, Annexure and Appendix

References, Annexure and Appendix

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Annexure

Annexure-1: Guideline for Key Informant Interview

CAMPE interviewed about 15 individuals, data managers, and users, including high-level education offices, academia, researchers, and civil society leaders. The interviews followed somewhat a common structure with more or less similar questions. The questions are as follows:

1. What is your understanding of the UN's SDG targets in general?
2. Which target(s) are essential for the education sub-sector of Bangladesh and why?
3. How many indicators are there in the education target, and what is the achievement rate of this target?
4. What do you know about 'Global Citizenship Education (GCED)?
5. In your opinion, what should be the indicators for measuring this activity?
6. To what extent recording these indicators is possible?
7. If recording these indicators are complex, then what are the barriers?
8. How can different stakeholders overcome these barriers? Please emphasise the role of the BANBEIS.
9. What is your suggestion about maintaining such data at the sub-national, national and international levels?

Annexure-2: Guideline for Focus Group Discussion (FGD)

CAMPE consulted with 40 individuals through four Focus Group discussions. The guiding questions of the FGD are as follows:

1. Say hello and ask one or two icebreaking questions
2. What do you know about Global Citizenship Education (GCED)?
3. Do you know some of the indicators to measure the progress of the GCED in Bangladesh? If yes, please mention some of them.
4. How do you know about progress on these indicators?
5. Who manages the data?
6. Does it fulfil your need?
7. If not? What can be done? [by schools, education officials, BANBEIS, Ministry and other agencies]

Annexure-3: Checklist for Stakeholders consultation

Provisional questions for a semi-structured interview involving diverse stakeholders

The guiding questions for semi-structured interviews were used with necessary modifications and adjustments to stakeholders' large assortments, including policymakers and implementers from grassroots to decision-makers at the national level.

- Which sources, according to you, are better placed to provide data on SDG 4.7 for the specific education subsector/s you are professionally engaged with?
- Which organisations are better placed to provide relevant data with relatively less prepared sectors like tertiary education, vocational education and non-formal education, and data on sustainable development?
- What are the institutional constraints faced by the data providers for the timely provision of relevant data with quality?
- What are the key capacity issues related to collecting, classifying, analysing, preserving, and disseminating information related to progress against specific global citizenship and sustainable development indicators?
- What kinds of training are needed to build the capacity of the relevant stakeholders for collecting, managing and disseminating data?
- How can the role of teachers be further strengthened in collecting, processing and disseminating information?
- For the specific education subsector(s), you are engaged with, which specific organisations should collaborate at different levels, beginning from grassroots to the national levels?
- What kind of mechanisms could be evolved to engage schools operating outside the jurisdiction of government-managed schools, particularly the kindergartens and Qawmi madrassas?
- What are the key challenges faced with data collection, processing and dissemination of information related to SDG 4.7?
- How measures could be taken to improve the data management process in the following specific areas:
 - Improving methodology of data management (ii) Improving data availability in many countries/regions and on various sources of information(iii) lack of integration between data sources across sectors (e.g. health, economy) (iv) Availability of useful data for policy guidance for bringing necessary changes in policies and strategies in alignment with SDG4.
- Do you have any specific perspective for collecting and managing, including dissemination of data on SDG 4.7 more effectively and efficiently?

Annexure-4: Students questionnaire

Questionnaire for students

Name (Optional):

Gender: M/F Age: years

Which class you read in:

Name of the school:

Category:

Address of the school:

Location of the school: ☐ Urban ☐ Rural ☐ Remote area

Type of school: ☐ Government ☐ Private

[Please tick all the options of each question below in either the ☐ Yes ☐ or ☐ No ☐ box. Answer
If 4 out of 5 items of each domain are endorsed, then the respective domain's sustainability will be considered satisfactory.

[..... " " (☐)]

Note for the research team:

,

1. Quality of school and service

[.....]:

- | | | |
|--|------------------------------|-----------------------------|
| a. Are you happy with the school building? | ☐ Yes | ☐ No |
| (.....) | ? | |
| b. Do all students in your school sit comfortably in class? | ☐ Yes | ☐ No |
| | ? | |
| c. Is the wash and toilet facility in your school satisfactory? | ☐ Yes | ☐ No |
| - | ? | |
| d. Are the majority of your teachers and management very strict? | ☐ Yes | ☐ No |
| | | ? |
| e. Have you seen any officials visit your school in the last six months? | ☐ Yes | ☐ No |
| (.....) | | |
| ? | | |
| | ☐ | ☐ |

2. Educational environment:

- | | | |
|--|---------|-------|
| a. Is your school open and spacious surrounding? | τ Y e s | τ N o |
| | ? | |
| b. Do you have a usable library that is used by students? | τ Y e s | τ N o |
| | ? | |
| | τ | τ |
| c. Do you have a usable science laboratory? | τ Y e s | τ N o |
| | ? | |
| | τ | τ |
| d. Do you have a sufficient play area or indoor game facility? | τ Y e s | τ N o |
| | ? | |
| | τ | τ |
| e. Is the school and surroundings clean and tidy? | τ Y e s | τ N o |
| | - ? | |
| | τ | τ |

3. Quality of education:

- | | | |
|--|---------|-------|
| a. Can the majority of your teachers finish the syllabus in time? | τ Y e s | τ N o |
| | | ? |
| b. Are you happy with the way they teach in class? | τ Y e s | τ N o |
| | ? | |
| | τ | τ |
| c. Do you think that all teachers come to class with full preparation? | τ Y e s | τ N o |
| | ? | |
| | τ | τ |
| d. Do the majority of your teachers are punctual to attend class? | τ Y e s | τ N o |
| | | ? |
| | τ | τ |
| e. Does at least half of your friends in class pass in all examinations? | τ Y e s | τ N o |
| | | ? |
| | τ | τ |

4. Cultural diversity and tolerance:

- a. Do you feel comfortable to study along with different indigenous students?
☐ Yes ☐ No
☐ / -
☐ ?
- b. Is that okay with you if children with disabilities are enrolled in the class?
☐ Yes ☐ No
☐ ?
- c. Do you think that boys and girls should get same and similar education?
☐ Yes ☐ No
☐ ?
- d. Should the school observe important festivals of different religions even in the absence of any students of that sect?
☐ Yes ☐ No
☐ ,
☐ ?
- e. Should the use and study of the mother language be made compulsory for all schools?
☐ Yes ☐ No
☐ ?

5. Gender equality:

- a. Do you think that some subjects in school should be fixed for girls only?
☐ Yes ☐ No
☐ (subject)
☐ ?
- b. Does any family decision be made by the father/husband/elder brother only?
☐ Yes ☐ No
☐ / /
☐ ?

c. Do you think that girls should be forbidden from doing some outdoor hard working jobs?

τ Y e s τ N o

?

τ τ

d. Do you accept the idea that women should do the household work only?

τ Y e s τ N o

?

τ τ

e. Do you like the idea that families prefer sons over daughters in all respects?

τ Y e s τ N o

?

τ τ

6. Human rights:

a. Do you think that high-quality education should be given to urban people only?

τ Y e s τ N o

?

τ τ

b. Do you like the idea that terrorists should be ill-treated in jail?

τ Y e s τ N o

?

τ τ

c. Do you think those very poor students should get the same attention from teachers?

τ Y e s τ N o

?

τ τ

d. Does anyone in the country be refrained from following his/her own religion?

τ Y e s τ N o

?

τ τ

e. Should anybody be punished for his/her own choice of political thought?

τ Y e s τ N o

?

τ τ

7. Peace and non-violence,

- a. Do you admit any type of violence in school irrespective of their nature?
τ Y e s τ N o
?
τ τ
- b. Do you forgive your opponent if he/she repents afterwards?
τ Y e s τ N o
?
τ τ
- c. Do you think that your opponent should get a good lesson from somewhere else?
τ Y e s τ N o
?
τ τ
- d. Do you think that utilizing young children in factories as child labour is appropriate?
τ Y e s τ N o
?
τ τ
- e. Do you have the courage to accept defeat for the sake of peace?
τ Y e s τ N o
?
τ τ

8. Climate change:

- a. Do you know the reason why our climate has become pretty different than before?
τ Y e s τ N o
?
τ τ
- b. Have you noticed that the daytime temperature is increasing in summer?
τ Y e s τ N o
?
τ τ
- c. Did you know that the decrease in rain and increase in drought in some parts of the world is the main reason for deforestation?
τ Y e s τ N o
?
τ τ

d. Do you agree that melting of arctic ice is the reason for the submersion of some islands?
 τ Y e s τ N o

, /
 ? τ τ

e. Did you know that the increasing number of cyclones and thunderstorms are the result of increasing global temperature?
 τ Y e s τ N o

,
 ? τ τ

9. Environmental sustainability:

a. Do you believe that smoke emitted from industries and motor vehicles can cause severe damage to our world?
 τ Y e s τ N o

,
 ? τ τ

b. Do you know that solar energy is more suitable for a sustainable environment?
 τ Y e s τ N o

, ?
 τ τ

c. Is it good for a field to grow the same crop every year instead of different crops?
 τ Y e s τ N o

? τ τ

d. Do you think planting trees is essential for a better life?
 τ Y e s τ N o

- ?
 τ τ

e. Is it good to use more insecticides to produce a large volume of crops?
 τ Y e s τ N o

?
 τ τ

10. Human survival and wellbeing:

a. Do you think that human well-being is more important than their survival needs?
 τ Y e s τ N o

, -
 ? τ τ

- b. Do you think that high-quality air, water and food are the only contributing factors to human survival?
☐ Yes ☐ No
- c. Mental health is not essential for human survival?
☐ Yes ☐ No
- d. Do you think that population size, cultural norms, rules and regulations can affect human wellbeing?
☐ Yes ☐ No
- e. Is it necessary for a child to remain safe, healthy and achieve better wellbeing?
☐ Yes ☐ No

11. Sustainable consumption and production:

- a. Did you know that the use of any product or service should be kept to its minimum for the sake of sustainable consumption?
☐ Yes ☐ No
- b. Do you like to produce more crops by using huge amounts of artificial manure than producing less with natural fertilizer?
☐ Yes ☐ No
- c. Do you agree that consumption of large amounts of...
☐ Yes ☐ No

- d. Do you agree that increasing the consumption of any product by an individual will affect the sustainability of that consumption (i.e., availability of that product)?

☐ Yes

☐ No

(,) ? ☐ ☐

- e. Do you agree that keeping our consumption future?

☐ Yes

☐ No

, ð
ö ? ☐ ☐

Annexure-5: Teachers questionnaire

Questionnaire for Teachers

Name of the teacher: _____ Gender: M/F _____ Age: years
 Name of the school: _____ Category:
 Address of the school: _____
 Location of the school: ☐ Urban ☐ Rural ☐ Remote
 Type of school: ☐ Government ☐ Private
 Date of interview: _____

Global citizenship education related questions:

- How many students do you have in your school?
 ?
- What is the approximate male-female ratio of the students in the school?
 Male: Female: Ratio:
 - ?
 : :
- What is the male-female ratio of the teachers in the school?
 Male: Female: Ratio:
 - ?
 : :
- Do the boys and girls have equal opportunities in school in doing different activities?
☐ Yes ☐ No
 ?
☐ ☐
- Do you think that the teachers are always unbiased while evaluating students in terms of their gender?
☐ Yes ☐ No
 ?
☐ ☐
- Do you think that the national education policy has given equal emphasis to both boys and girls in terms of their education?
☐ Yes ☐ No
 , - ?
☐ ☐
- Do you think that the boys & girls schools receive equal material) from the government?
☐ Yes ☐ No
 ,
 ?

8. Do girls have equal rights to study any subject in school compared to boys?
☐ Yes ☐ No

?

9. Did you have any skills-based training/seminar on health issues (e.g., Covid-19, HIV-Aids, etc.) for the secondary level students during the last 2 years?
☐ Yes ☐ No

(: - , - ,) ?

10. Did you have any training/seminar for the students on sexuality education during the last year?
☐ Yes ☐ No

/ ?
☐ ☐

11. Do you have any yearly plan for implementing human rights education for the students? (as per UNGA Resolution 59/113) (Such as, holding seminars, meetings, joint celebration, observing national and cultural festivals, etc.)
☐ Yes ☐ No

/ (- , , ,) ?

☐ ☐
 NB:

12. Do you have any yearly plan for implementing environmental education beyond textbook exercises for the students? (Such as holding seminars, meetings, joint activity, and or observing national and international days, etc.)
☐ Yes ☐ No

(, , ,) ?

☐ ☐
 NB:

13. Do your female teachers receive equal opportunity in school administration or training?
☐ Yes ☐ No

?
☐ ☐

14. How many activities of the following have been taken in your school on the following issues during the last two years? (tick as many as needed)
☐ Yes ☐ No

- ? ()
- τ)
- τ
- Environment protection activities []
 - Health protection activities []
 - Civil rights activities (in the matter of peace and non-violence) [()]
 - Appreciation of cultural diversity []
 - Sustainable development through cultural diversity []

15. How many seminars or discussion programmes were taken by the school on the following issues during the last two years?

- ?
- National and international trading []
 - Development in international communication []
 - Human trafficking []
 - Human rights education []
 - Respect for diversity and tolerance []
 - Inclusiveness []

16. What activities are taken by the government to maintain sustainable development? [At least five national activities need to be undertaken to support this issue]

- ? (,)
- Continuation of students in school []
 - Enhancing quality of education []
 - Teacher development programmes []
 - Child friendly environment in school []
 - Raising awareness on protecting environment []
 - Educating children with disability through inclusive education []
 - Addressing COVID-19, SRHR, HIV-AIDS, etc. issues through curriculum []

17. Does the National Education Policy contains the following issues:

?:

- a. Global citizenship aspects []
- b. Education for sustainable development []
- c. Culture and diversity []
- d. Non-violence []
- e. Inclusion []
- f. Student assessment []

18. What are the following aspects that our national curriculum could successfully address so far?
?:

- a. Promoting non-violence in society []
- b. Adopting social coherence []
- c. Accepting cultural diversity in school []
- d. T o l e r a n c e t o o t h e r s ö r e l i g i o n a n d f a i t h
- e. Understanding human rights []
- f. Knowledge of gender equality []
- g. Sustainable development []

19. What types of training have you received from the government to develop your teaching capacity regarding Global Citizenship Education (GCED), Sustainable development and environmental protection?

(),

?)

- a. Global Citizenship Education []
- b. Sustainable Development []
- c. Environmental protection []
- d. Inclusive Education []
- e. Gender Equality [/]
- f. Student assessment []

20. Please mention at least three points about how SDG4.7 can be implemented best in Bangladesh.

, .

- a.
- b.
- c.

Annexure-6: Participants of Sub-national Level FGD

- District Education Officer
- Two Upazila Education Officers (one Male, One Female)
- Two Head Teachers (one Male, One Female)
- Two Assistant Teachers (one Male, One Female)
- Two NGO representatives
- Two community representatives
- One BANBEIS official
- Upazila statistical officer

Annexure-7: List of Participants interviewed and contributed through (KII/FGD/SC)

Sl. No.	Type of Institution	Name of the Institution	Respondent/Participant
1.	Ministry	Ministry of Education	• Secretary SHED or representative • Secretary TMED or representative • Additional Secretary Development • Other relevant officials
2.		Ministry of Planning	• Dr. Shamsul Alam or Representative
3.		Ministry of Youth and Sports	• One senior official from the Ministry of Youth and Sports
4.	Directorate and other important institutions	DSHE, DTE, DME, BANBEIS, BNFE, BBS, directorate of youth	• Director General or Representative
5.		NCTB, NAEM, BEDU, Education Board	• Head of the institution or their representatives
6.	Strategic Institutions	National Skills Development Authority (NSDA) A2i	• Chair or representative • Anir Chowdhury or representative
7.	UN Agencies and Development Partners	UNESCO UNICEF UNDP ILO UN Women ADB World Bank	• Mahfuza Rahman • Shereen Akhter • Mohammad Mohsin • Iqbal Hossain • Any suitable representative • Do • DO • T. M. Asaduzzaman • Nadia

		EU UKAID Global Affairs Canada	• Fahmida Khatun • Representative (Any four)
8.	Civil Society Organisation	Academia, Think-tank, researchers, NGOs (national and INGO), large service providers, civil society, teachers, parents, students, school management committee	• Dr. Mostafizur Rahman (CPD, Citizens Platform) • Rasheda K. Choudhury (CAMPE) • Dr. Manzoor Ahmed (BIED) • Dr. Atiur Rahman • Dr. Safiqul Islam (BRAC) • Principal Quazi Faruque Ahmed (Teachers Leader) • Dr. Sayed Shahdat Hossain (ISRT) • Representative of School Management Committee • Representative of Parents
9.	Civil society working with specific groups	Organisations dealing with Special Needs	• Noman Khan (CDD) • Mathura Tripura (Zabarang Kallyan Samity)



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