



**Report for the  
Eleventh consultation of Member States on the application of the  
Convention and the Recommendation against Discrimination in  
Education (1960) (2024-2025)**



Ministry of Education  
Government of the People's Republic of Bangladesh

## **Acronyms**

ASPR-Annual Sectoral Progress Report

BUET-Bangladesh University of Engineering and Technology

BNFE-Bureau of Non-Formal Education

CEDAW-Convention on the Elimination of All forms of Discrimination  
Against Women

CAMPE-Campaign for Popular Education

CPEIMU-Compulsory Primary Education Implementation and Monitoring Unit

DPE- Directorate of Primary Education

DP- Development Partners

EFA-Education for All

HEQEP-Higher Education Quality Enhancement Project

ICT-Information Communication Technology

IDP- Internally Displaced people

IE-Inclusive Education

LIFE-Literacy Initiatives for Empowerment

MOPME-Ministry of Primary and Mass Education

MOE- Ministry of Education

MPO-Monthly Payment Order

NEP-National Education Policy

NFE-Non-Formal Education

NGO-Non-Government Organization

NSDC-National Skill Development Council

NTEC-National Teacher Education Council

PEDP-III-Primary Education Development Programme (Phase-III)

PPE-Pre-Primary Education

RNGPS-Registered Non-Government Primary Schools

ROSC-Reaching Out-of-School Children

SDG-Sustainable Development Goals

SESDP-Secondary Education Sector Development Project

SEQAEP-Secondary Education Quality and Access Enhancement Project SHARE-

TVET-Technical and Vocational Education and Training

TQI-SEP- Teaching Quality Improvement in Secondary Education Project UDHR-

Universal Declaration of Human Rights

UGC-University Grants Commission

UNCRC-United nations Conventions on the Rights of the Child

WFP-World Food Programme

# **GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION**

## **Preparation of the 11th Consultation**

### **Combating discrimination in education**

Eleventh consultation of Member States on the application of the Convention and the Recommendation against Discrimination in Education (1960) (2024-2025)

# **GUIDELINES FOR THE PREPARATION OF REPORTS BY MEMBER STATES ON THE APPLICATION OF THE 1960 CONVENTION AND RECOMMENDATION AGAINST DISCRIMINATION IN EDUCATION**

## **1. Introduction**

The Convention against Discrimination in Education (“the Convention”) and the Recommendation against Discrimination in Education (“the Recommendation”), adopted by UNESCO’s General Conference in 1960, are aligned with UNESCO’s constitutional mandate to “advance the ideal of equality of educational opportunities without regard to race, sex or any distinctions, economic or social”. The Convention is the first legally binding international instrument focused on the **right to education** and the only one exclusively dedicated to it.

The right to education is one of the key principles underpinning the Education 2030 agenda and Sustainable Development Goal 4 (SDG4) adopted by the international community in 2015. SDG 4 seeks to ensure the full enjoyment of the right to education as fundamental to achieving sustainable development. Its scope captures the multidimensional nature of the right to education.

Representing a powerful tool to advance SDG 4 by ensuring effective articulation between normative and operational work, the Convention has been recognized as a cornerstone of Education 2030 agenda.

The present Guidelines are intended to assist Member States in the preparation of country reports on the implementation of the Convention and the Recommendation in the context of the 11th consultation.

## **2. Scope of the Consultation**

Considering the Education 2030 agenda, the monitoring of the Convention and the Recommendation is of crucial importance to ensure an education that is truly inclusive for all and to counter persistent inequalities in access, participation and learning outcomes at all levels, particularly for the most vulnerable groups. This is particularly true under the current context in which countries are making efforts to recover from the learning disruption caused by the COVID-19 pandemic. Concrete measures taken by countries in accordance with their legal obligations under these instruments contribute to implementing the Education 2030 agenda.

As the scope and content of the legal obligations under the right to education are aligned with the 10 targets of SDG 4, efforts are being made to ensure that the components of the targets are included in the guidelines and that these guidelines serve as a valuable contribution to monitoring progress towards SDG 4 targets.

Beyond SDG 4, the Convention is also closely aligned with the normative content on the right to education of other international human rights instruments such as the International Covenant on

Economic, Social and Cultural Rights (1966), Convention on the Elimination of All Forms of Discrimination against Women (1979), the Convention on the Rights of the Child (1989) and the Convention on the Rights of Persons with Disabilities (2006).

In addition, this Consultation is an opportunity to inform the ongoing **UNESCO Initiative on the Evolving Right to Education within a lifelong learning perspective**<sup>1</sup> (launched in December 2021). The Initiative investigates how the right to education could be reinforced placing it within a lifelong learning perspective and in light of the new demands being placed on education. This Initiative builds on the **Report from the International Commission on the Futures of Education**<sup>2</sup>, which suggests to broaden our understanding of the right to education to clearly apply it to all ages and across all times and spaces. The initiative is also in-line with the **Vision Statement of the United Nations Secretary General on Transforming Education**<sup>3</sup>, and the **Report on the 2022 Transforming Education Summit**<sup>4</sup> which call for the transformation of education systems to 'include everyone, regardless of circumstance, context or background'. The Initiative on the Evolving Right to Education aims to open a collaborative and participatory discussion about the international framework to ensure the effective enforcement of the right to education and learning throughout life for all. Finally, the Initiative builds on recent inter-governmental dialogues, including the Marrakech Framework for Action for Adult Learning and Education<sup>5</sup> and the Tashkent Declaration on Early Childhood Care and Education.<sup>6</sup>

It is also important to note that previous consultations on the Convention and Recommendation revealed that countries now understand the right to education in an extended manner. The 11th consultation builds on the findings of the previous national reports to include various areas that have direct repercussions on the right to education such as, for instance, digital learning, climate considerations, lifelong learning entitlement, and the role of non-state actors in education.

### 3. Reporting obligations

There are differences in the legal nature of the obligations under the Convention, as distinguished from those under the Recommendation. The Convention has binding force and the States Parties are under the obligation to incorporate its provisions into their domestic frameworks. The Recommendation, non-binding in nature, has political and moral force. Its adoption sought to take into account the difficulties that certain States might experience in ratifying the Convention, in particular with respect to their federal structure.

Bearing in mind the differences in legal scope inherent to the nature of these two categories of instruments, the content of the Recommendation is identical to that of the Convention. Member States are expected to give effect to it in national legislation and education policies.

The reporting obligation under the provisions of Article VII of the Convention and of the Recommendation is the same. Article VIII of UNESCO's Constitution states that "*Each Member State shall submit to the Organization, at such times and in such manner as shall be determined by the General Conference, reports on the laws, regulations and statistics relating to its educational, scientific and cultural institutions and activities, and on the action taken upon the recommendations and conventions referred to in Article IV, paragraph 4*". Therefore, even if a country is not a State Party to the Convention, it needs to submit a report on the implementation of the Recommendation, which means that **all UNESCO Member States are expected to submit a national report** on the implementation of these instruments in the context of monitoring consultations.

<sup>1</sup> <https://www.unesco.org/en/right-education/evolving>

<sup>2</sup> <https://unesdoc.unesco.org/ark:/48223/pf0000379707>

<sup>3</sup> [https://www.un.org/sites/un2.un.org/files/2022/09/sg\\_vision\\_statement\\_on\\_transforming\\_education.pdf](https://www.un.org/sites/un2.un.org/files/2022/09/sg_vision_statement_on_transforming_education.pdf)

<sup>4</sup> [https://www.un.org/sites/un2.un.org/files/report\\_on\\_the\\_2022\\_transforming\\_education\\_summit.pdf](https://www.un.org/sites/un2.un.org/files/report_on_the_2022_transforming_education_summit.pdf)

<sup>5</sup> [Marrakech Framework for Action | Institute for Lifelong Learning \(unesco.org\)](https://unesco.org/en/2022/07/marrakech-framework-for-action)

<sup>6</sup> [Tashkent-declaration-ecce-2022.pdf \(unesco.org\)](https://unesco.org/en/2022/07/tashkent-declaration)

#### 4. Participation in consultations

The reporting period for the 11th consultation on the implementation of the Convention and the Recommendation covers four years (2021-2024).

The Futures of Education Report calls for a new social contract for education, which requires to understand education as a common good and a shared societal endeavour. To ensure this, extensive consultations involving a broad range of stakeholders is needed. The reporting process therefore needs to be **participatory**. This includes ensuring cooperation between ministries of education and other ministries dealing with aspects of the right to education as well as consulting social partners and **civil society organizations** and other relevant bodies.

The preparation of national reports provides a **good opportunity** for Member States to assess the implementation of the right to education in their country, identify specific challenges, build constructive dialogue with other actors involved in this field and share good practices.

In the preparation of reports, Member States are encouraged to provide **substantive and relevant information in a concise manner**. In addition to a description of the constitutional, legislative, administrative, and policy framework established for the implementation of the provisions guaranteed by the instruments, the information supplied by Member States should demonstrate how legal norms and practices comply with the Convention and the Recommendation.

Relevant information supplied for other reporting instances may be reproduced or referred to with precise indication as to its retrieval. Similarly, hyperlinks to any useful documents or relevant legal and policy texts are most welcome and texts can also be added in the annex.

Country reports submitted for previous consultations can be found on the **Observatory on the right to education**<sup>7</sup> in the monitoring section of the country profile. The information provided in the reports are valuable both for the Observatory on the right to education as well as for **HerAtlas**<sup>8</sup>, the online monitoring tool for girls' and women's right to education. Information and data regarding countries' education systems are also available through the UNESCO Institute for Statistics database<sup>9</sup>. Beyond monitoring purposes, the consultation findings and reports inform broader work - serving for knowledge generation, advocacy, and technical cooperation.

#### 5. Modalities and structure

The Guidelines are structured around three chapters:

- The **first chapter** covers general information on adherence to the Convention.
- The **second chapter** aims to gather information on the implementation of the Convention and Recommendation in the context of Sustainable Development Goal 4. As the most extensive part of the Guidelines, this chapter covers: inclusion and non-discrimination in education (section 1), all levels and forms of education (section 2), quality education provision and learning environment (section 3) and finally, strengthening governance systems (section 4).
- The **third chapter** seeks to obtain information on the methods used to draw the attention of the various authorities in the country to the instruments.

<sup>7</sup> <http://www.unesco.org/education/edurights/index.php?action=home&ln=en>

<sup>8</sup> <https://en.unesco.org/education/girls-women-rights>

<sup>9</sup> [UIS Statistics \(unesco.org\)](http://uis.unesco.org)

With a view to simplify the Guidelines while providing necessary substantive information to assist Member States in the preparation of responses, through a participatory process, **two types of guidance** are provided:

- (1) Open-ended and closed-ended questions to be directly filled in by Member States. Please note that multiple answers may be provided where relevant.
- (2) Additional information aimed at guiding Members States to structure and detail their responses to the open-ended questions (including remarks on how to respond efficiently to the questions raised). These elements are presented in *italics*.

## GENERAL INFORMATION:

**Country name:** People's Republic of Bangladesh

**Organization or entity responsible for the preparation of the report:** Bangladesh National Commission for UNESCO (BNCU)

**Name of contact person:** Ms. Zubaida Mannan, Deputy Secretary General, BNCU

**Email and telephone number of contact person:** [natcombd@yahoo.com](mailto:natcombd@yahoo.com) and +882226664802

### I. Ratification and applicability of the Convention against Discrimination in Education<sup>10</sup>

- Is your country a State Party to the Convention?

Yes

No:

Does your country plan to ratify this instrument?

Yes: Please indicate the stage of ratification process reached by your country and whether assistance is needed:

There is interest but no concrete action has been taken

The ratification process has been initiated

The ratification process is close to completion

▪ Please briefly explain the steps that have been taken and timeline when relevant, any difficulties encountered (legal, institutional, political or practical) in completing the ratification process. And how UNESCO can assist:

Our country is committed to ratifying the 1960 Convention and Recommendation against Discrimination in Education. While we have made the decision to proceed, we are currently in the preliminary stages of identifying the best process for ratification. At present, consultations are underway with relevant governmental bodies, including the Ministry of Education and the Ministry of Foreign Affairs, to gather information on the necessary legal and procedural steps.

However, we have not yet established a specific timeline for completing the ratification, as we are still determining the appropriate documentation and submission processes required to fulfill the formalities.

#### Difficulties Encountered:

We are facing a few challenges that are slowing down the ratification process:

i) **Legal and Institutional Uncertainty:** We are uncertain about the

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<https://www.unesco.org/en/legal-affairs/convention-against-discrimination-education>

exact legal procedures, documents, and papers required for formal ratification.

- ii) **Practical Concerns:** We need guidance on the specific forms, legal frameworks, and steps to take for the smooth submission of the required documents to UNESCO.
- iii) **Limited Resources:** The ratification process is being carried out alongside other national priorities, which may delay progress.

**How UNESCO Can Assist:**

We request assistance from UNESCO in the following areas:

1. **Clarification on Documentation Requirements:** Providing clear guidance on the specific documents and legal steps required for ratifying the Convention.
2. **Technical and Legal Support:** Assistance from UNESCO's legal and technical experts in navigating the procedural aspects of the ratification process.
3. **Capacity Building and Workshops:** Offering workshops or advisory sessions for our government officials to better understand the ratification process and related obligations.
4. **Templates or Models:** Provision of sample documents or templates from other countries that have successfully ratified the Convention to help guide us through the process.

We look forward to receiving support and working closely with UNESCO to ensure the successful ratification of this important instrument.

No, not considering ratification. [Please explain why:](#)

- Is the Convention directly applicable in your country's domestic law?

Yes  No

- Have courts, tribunals and/or administrative authorities adjudicated on issues or violations regarding the right to education?<sup>11</sup>

No

Yes: [Have the provisions of the Convention been invoked?](#)

Yes  No

- [Please cite the case law and jurisprudence.](#)

*Information could also be given about the judicial, administrative and other competent authorities having jurisdiction with respect to the right to education.*

<sup>11</sup> Judicial mechanisms play an important role in enforcing the right to education by ensuring legal accountability and therefore contributing to the practical realization of the right to education.

#### **Case Law and Jurisprudence:**

The provisions of the 1960 Convention against Discrimination in Education have been invoked in our country. There are several constitutional and legal frameworks in place that align with the principles of the Convention to combat discrimination in education.

- a) **Article 15 of the Constitution of Bangladesh:** It ensures the fundamental responsibility of the State to provide basic necessities, including education, for its citizens. (Reference: <http://bdlaws.minlaw.gov.bd/act-367/section-24563.html>)
- b) **Article 17 of the Constitution of Bangladesh:** It mandates the State to adopt effective measures for free and compulsory education for all children to remove illiteracy within a set timeframe. (Reference: <http://bdlaws.minlaw.gov.bd/act-367/section-24565.html>)
- c) **Article 27 of the Constitution of Bangladesh:** It affirms that all citizens are equal before the law and are entitled to equal protection, ensuring no discrimination in access to education. (Reference: <http://bdlaws.minlaw.gov.bd/act-367/section-24575.html>)

In addition, specific laws and policies have been established to uphold these principles:

1. **Primary Education (Compulsory) Act 1990:** This act provides the legal framework for ensuring compulsory primary education for all children, thus aiming to prevent discrimination in access to basic education. (Reference: <https://shorturl.at/XpmLT> )
2. **National Education Policy 2010:** This policy sets out the vision for inclusive education that accommodates children from diverse backgrounds and ensures equal access to education for all, including marginalized and underprivileged groups. (Reference: <https://shorturl.at/im0Ys>)
3. **Five Year Plan:** The Five Year Plan includes education sector reform initiatives designed to promote equal educational opportunities and address disparities in access and quality of education across various socio-economic groups. (Reference: pp 185-190 & 200-202 <https://shorturl.at/4qAKe>)

#### **Judicial, Administrative, and Other Competent Authorities:**

Several judicial, administrative, and government bodies have jurisdiction concerning the right to education:

- i) **The Ministry of Education:** It is responsible for formulating and implementing national education policies and legislation to ensure equal access to education. (Reference: [www.moedu.gov.bd](http://www.moedu.gov.bd) )
- ii) **The Directorate of Primary Education (DPE):** This administrative authority oversees the implementation of compulsory primary education and ensures compliance with the Primary Education (Compulsory) Act 1990. (Reference: [www.dpe.gov.bd](http://www.dpe.gov.bd))
- iii) **The High Court Division of the Supreme Court of Bangladesh:** It has been involved in upholding constitutional provisions related to the right to education, particularly in cases where the rights of marginalized groups to access education have been at issue.
- iv) **Local Education Authorities:** Operate under the Ministry of Education and Ministry of Primary and Mass Education (Reference: [www.mopme.gov.bd](http://www.mopme.gov.bd)) to implement policies and provide administrative support at the district and sub-district levels, ensuring access to education for all children.

## **II. Information on the implementation of the Convention or Recommendation in the context of Sustainable Development Goal 4 (SDG4)**

## 1. Towards an inclusive non-discriminatory education system

*For reference: This section relates to the main purpose of the Convention/Recommendation that is to underscore the state obligation to proscribe any form of discrimination in education while promoting equality of educational opportunity as laid out in Articles/Paragraphs 1(1), 2 and 3 of the Convention/Recommendation.*

*It further corresponds to the overall aspiration of SDG4 which aims to “**ensure inclusive and equitable quality education and promote lifelong learning opportunities for all**” by 2030. While it covers all the SDG4 targets, it also specifically covers SDG target 4.5.<sup>12</sup>*

- Please indicate whether the rights and principles laid out in the Convention/Recommendation informed the elaboration of the education legal and/or policy framework:

Yes  No

- If yes, please provide reference:

The rights and principles laid out in the 1960 Convention and the Recommendation against Discrimination in Education have informed the elaboration of the education legal and policy framework in Bangladesh. Several key legal and policy instruments align with the principles of equality, non-discrimination, and universal access to education as laid out in the Convention. The following legal and policy frameworks provide evidence of how these principles have been incorporated:

### 1. The Constitution of Bangladesh

The Constitution enshrines the right to education and equality for all citizens, with specific provisions that align with the principles of the Convention, such as:

- **Article 15:** Ensures the right to education as part of the basic necessities of life.
- **Article 17:** Mandates the State to provide free and compulsory education for all children.
- **Article 19:** Ensures equality of opportunity for all citizens.
- **Article 27:** Establishes equality before the law and equal protection under the law.  
(Reference: <http://bdlaws.minlaw.gov.bd/act-367.html>)

### 2. Primary Education (Compulsory) Act 1990

This act reflects the principles of equal access to education by mandating compulsory primary education for all children in Bangladesh.

(Reference:

[https://planipolis.iiep.unesco.org/sites/default/files/ressources/bangladesh\\_primary\\_education\\_compulsory\\_act\\_1990.pdf](https://planipolis.iiep.unesco.org/sites/default/files/ressources/bangladesh_primary_education_compulsory_act_1990.pdf)

### 3. Bangladesh Persons with Disability Welfare Act-2001

This law provides a legal framework to support the rights of persons with disabilities, ensuring their right to education, and aligns with the non-discrimination principles outlined in the Convention.

(Reference:

<https://natlex.ilo.org/dyn/natlex2/natlex2/files/download/86291/BGD86291.pdf>

<sup>12</sup> Which calls on states to “eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations”.

**4. National Education Policy 2010**

This policy emphasizes inclusive education, ensuring equal opportunities for marginalized groups, and directly supports the principles of non-discrimination in education.  
(Reference: <https://shorturl.at/im0Ys>)

**5. Rights and Protection of Persons with Disabilities Act 2013**

This act strengthens the rights of persons with disabilities, including their right to education, and supports the Convention's goals of eliminating discrimination in education.

(Reference: <https://shorturl.at/sDfyG>)

**6. Fourth Primary Education Development Program (PEDP4) 2018**

The PEDP4 is a key initiative aimed at improving access to and quality of primary education in Bangladesh. This program supports the Convention's goals by promoting inclusive education and reducing disparities in education access.

(Reference:

[https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e\\_fda3\\_4fb0\\_973a\\_26ffff78a95d/Infrastructure0001.pdf](https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e_fda3_4fb0_973a_26ffff78a95d/Infrastructure0001.pdf)

**7. 8th Five-Year Plan (2020-2025)**

The 8th Five-Year Plan focuses on advancing access to education and improving educational equity. It emphasizes inclusive education, reducing dropout rates, and enhancing education quality for all, particularly for marginalized communities.

(Reference:

<https://oldweb.lged.gov.bd/UploadedDocument/UnitPublication/1/1166/8FYP.pdf>

**8. Perspective Plan of Bangladesh 2021-2041**

The Perspective Plan envisions a future where education plays a central role in achieving socio-economic development. It emphasizes inclusive and equitable quality education and lifelong learning opportunities for all, in line with the principles of the Convention.

(Reference:

[https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938\\_fbce\\_4286\\_b787\\_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf](https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938_fbce_4286_b787_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf)

**9. Integrated TVET Development Action Plan**

The Integrated TVET Development Action Plan focuses on expanding technical and vocational education and training (TVET) to ensure equitable access to quality skills development. This initiative supports the principle of non-discrimination in education by providing opportunities to diverse groups, including women and disadvantaged communities.

(Reference:

[https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/8050\\_09cc\\_75f3\\_4eca\\_a725\\_9c5469a53678/TVET%20Action%20Plan.pdf](https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/8050_09cc_75f3_4eca_a725_9c5469a53678/TVET%20Action%20Plan.pdf)

**10. Bangladesh Technical Education Board Admission Policy - 2024**

This policy sets out the guidelines for admission to technical education institutions, ensuring fair and equitable access for all students, in alignment with the Convention's non-discrimination principles.

(Reference:

[https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970\\_be\\_d1\\_4e44\\_8e44\\_be08656a0e70/Admission%20Nitimala-2024.pdf](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970_be_d1_4e44_8e44_be08656a0e70/Admission%20Nitimala-2024.pdf)

## 11. National SDG 4 Strategic Framework

The National SDG 4 Strategic Framework, which aligns with the Sustainable Development Goals, focuses on ensuring inclusive and equitable quality education. It reflects the Convention's principles of equality and non-discrimination by targeting marginalized and vulnerable populations in the education system.

(Reference: <https://unesdoc.unesco.org/ark:/48223/pf0000382835.locale=en>)

These legal frameworks, policies, and strategic plans collectively demonstrate Bangladesh's commitment to upholding the rights and principles laid out in the 1960 Convention. They ensure equitable access to education and promote the elimination of discrimination in various forms, consistent with the Convention's objectives.

### 1.1 Non-discrimination and equality in education

- Please indicate measures adopted to both prevent and eliminate discrimination in education within the meaning of the Convention/Recommendation<sup>13</sup>, and ensure equal access to all levels and types of education (please tick all that apply):

*For reference: This notably is covered under SDG target 4.1 and partly target 4.b<sup>14</sup>*

Legal texts<sup>15</sup> prohibit discrimination and guarantee equal access to education:

- In pre-primary education (including early learning and care)
- In primary education
- In secondary education
- In technical and vocational education and training
- In higher education
- In adult education and alternative learning

- Please indicate the relevant legal provisions:

#### 1. Law on Non-discrimination and Equality in Education

The Constitution of Bangladesh, Part III (Fundamental Rights), ensures equality and non-discrimination in education. Article 28(3) guarantees that no citizen will face discrimination based on religion, race, caste, sex, or place of birth in terms of access to educational institutions.

(Reference: <https://shorturl.at/TdYUe>)

#### 2. Compulsory Primary Education (CPE) Act 1990

This Act mandates free and compulsory primary education for all children in

<sup>13</sup>

See: Article/Paragraph 1(1).

<sup>14</sup>

Which calls on states to "substantially expand globally the number of scholarships available [...] for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes".

<sup>15</sup>

Constitution, laws, decrees, regulations, circulars, etc.

Bangladesh. It aims to ensure universal access to education, supporting the elimination of discrimination based on socioeconomic status.

(Reference: <https://planipolis.iiep.unesco.org/1990/primary-education-compulsory-act-1990-act-no-27-1990-4770>)

### **3. Bangladesh Persons with Disability Welfare Act – 2001**

This law focuses on the welfare of persons with disabilities, including their right to education. It promotes equal opportunities for individuals with disabilities and seeks to eliminate discrimination in education.

(Reference: [https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3\\_isn=86291](https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3_isn=86291))

### **4. National Education Policy (NEP-2010), Chapter 1**

The NEP-2010 outlines the goals of education in Bangladesh, including fostering equality, removing socio-economic discrimination, and promoting inclusivity regardless of race, religion, or gender. It supports the development of a non-discriminatory and equitable education system.

(Reference: [https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/National-Education-Policy-2010-\)](https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/National-Education-Policy-2010-)

### **5. National Education Policy (NEP-2010), Chapter 1 (7-9)**

This section emphasizes removing socio-economic discrimination, eradicating gender disparity, and promoting human rights, tolerance, and democratic values. It seeks to provide unhindered and equal educational opportunities for all. (Reference: [https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/National-Education-Policy-2010-\)](https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/National-Education-Policy-2010-)

### **6. Comprehensive Early Childhood Care and Development (ECCD) Policy**

This draft policy focuses on the inclusive growth and development of children with special needs and those from disadvantaged backgrounds, ensuring their integration into mainstream education without discrimination.

(Reference: <https://nurturing-care.org/wp-content/uploads/2021/05/Bangla.pdf>)

### **7. Bangladesh Accreditation Council Act, 2017**

This Act establishes the Bangladesh Accreditation Council to ensure the quality of higher education. It aims to promote equal access to quality education, contributing to the overall development of the educational sector.

(Reference: <https://www.bac.gov.bd>)

### **8. Admission Policies in Secondary Institutions, Universities, and Colleges**

**A) Government Secondary School Admission Policy:** Ensures a fair and transparent admission process for all students, promoting equal opportunities in secondary education.

(Reference: <https://shorturl.at/8XD9R>)

**B) Non-Government School Admission Policy:** Ensures similar equal opportunities for admissions in non-government schools.

(Reference: <https://shorturl.at/i27cJ>)

**C) University Grants Commission (UGC):** The UGC provides admission guidelines and ensures fair access to higher education across Bangladesh.

(Reference: <https://ugc.gov.bd/site/view/policies/->)

## **9. Perspective Plan of Bangladesh (2021-2041)**

This plan envisions a long-term strategy for the socio-economic development of Bangladesh, including the promotion of inclusive education and reducing educational disparities.

(Reference: <https://shorturl.at/tMTSz>)

## **10. Integrated Technical and Vocational Education and Training (TVET) Development Action Plan**

This action plan outlines strategies to enhance Technical and Vocational Education and Training (TVET), focusing on inclusivity and ensuring equal opportunities for diverse groups to access quality technical education.

(Reference:

[https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/805009cc\\_75f3\\_4eca\\_a725\\_9c5469a53678/TVET%20Action%20Plan.pdf](https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/805009cc_75f3_4eca_a725_9c5469a53678/TVET%20Action%20Plan.pdf)

## **11. 8th Five-Year Plan**

The 8th Five-Year Plan (2020-2025) promotes inclusive education by focusing on reducing inequality and increasing access to education for marginalized and disadvantaged groups.

(Reference: <https://plancomm.gov.bd/site/files/8ec347dc-4926-4802-a839-7569897e1a7a/8th-Five-Year-Plan>)

## **12. Bangladesh Technical Education Board Admission Policy - 2024**

This policy provides guidelines for admissions into technical education institutions, ensuring equal access and fair opportunities for all prospective students. (Reference: [https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970bed1\\_4e44\\_8e44\\_be08656a0e70/Admission%20Nitimala-2024.pdf](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970bed1_4e44_8e44_be08656a0e70/Admission%20Nitimala-2024.pdf))

- Please list the prohibited grounds of discrimination in education as laid out in legal texts:

### **1. The Compulsory Primary Education (CPE) Act 1990**

This Act mandates compulsory primary education for all children in Bangladesh, aiming to eliminate discrimination based on socioeconomic status and ensuring universal access to education.

(MOPME, 1990, p. 1)

(Reference: <https://planipolis.iiep.unesco.org/1990/primary-education-compulsory-act-1990-act-no-27-1990-4770>)

### **2. Bangladesh Persons with Disability Welfare Act – 2001**

The Act focuses on the welfare of persons with disabilities, ensuring their right to education without discrimination. It mandates equal opportunities in education and seeks to eliminate barriers for individuals with disabilities.

(Part D:2) (Ministry of Social Welfare [MSW], 2001)

(Reference: [https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3\\_isn=86291](https://natlex.ilo.org/dyn/natlex2/r/natlex/fe/details?p3_isn=86291))

### **3. National Education Policy (NEP-2010)**

The NEP sets out objectives for an inclusive education system that ensures equal opportunities for all learners, including marginalized groups.

Key objectives related to inclusive education include:

- a) Facilitating learning of indigenous and ethnic groups in their mother tongues at the primary level.
- b) Ensuring equal opportunities for disabled and underprivileged children.
- c) Ensuring the availability of teachers from ethnic communities.

(Objectives #22, 23, 24)

(Reference: <https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/National-Education-Policy-2010->)

#### **4. Comprehensive Early Childhood Care and Development (ECCD) Policy**

This policy aims to ensure inclusive early childhood development for children with special needs and from disadvantaged backgrounds. It promotes non-discriminatory inclusion into the mainstream education system.

(MOWCA, 2012, p.13)

(Reference 1: <https://nurturing-care.org/wp-content/uploads/2021/05/Bangla.pdf>)

(Reference 2: <https://ceinternational1892.org/article/early-childhood-development-in-bangladesh/>)

#### **5. Law on Non-discrimination and Equality in Education**

The Constitution of Bangladesh, Part III, ensures fundamental rights including equality and non-discrimination in education. Article 28(3) specifically prohibits discrimination based on race, gender, religion, or socioeconomic status in access to educational institutions.

(Reference: <https://shorturl.at/OeFvw>)

#### **6. Discrimination Categories Covered in Law:**

- a) Race: Prohibits discrimination based on race or ethnicity.
- b) Colour: Prevents discrimination based on skin colour.
- c) National or Ethnic Origin: No discrimination based on a person's or their ancestors' origin.
- d) Sex and Gender Identity: Protects individuals from gender-based discrimination.
- e) Sexual Orientation: Prohibits discrimination based on sexual orientation.
- f) Religion: No discrimination based on religious beliefs or practices.
- g) Disability: Prohibits discrimination against those with physical or mental disabilities.
- h) Age: Prevents age-based discrimination.
- i) Marital and Family Status: Protection for individuals based on their marital or family situation.
- j) Pregnancy or Parental Status: No discrimination based on pregnancy or parenting status.
- k) Language: Prohibits discrimination based on the language spoken.
- l) Economic or Social Condition: Ensures equal treatment regardless of an individual's economic or social background.
- m) Political Belief: Prohibits discrimination based on political beliefs or affiliations.

(Reference 1:

<http://bdlaws.minlaw.gov.bd/act-367/part-details-200.html>

Reference 2: <http://bdlaws.minlaw.gov.bd/laws-of-bangladesh-alphabetical-index.html>

Policies, programmes and initiatives aim to prohibit and prevent discrimination and ensure equal access to education

- In pre-primary education (including early learning and care)
- In primary education
- In secondary education
- In technical and vocational education and training
- In higher education
- In adult education and alternative learning

- Please provide details:

#### **1. National Disability Policy 1995**

This policy establishes guidelines to ensure that persons with disabilities have equal rights and access to education, employment, and social inclusion. It sets the foundation for inclusive education by preventing discrimination and promoting integration of disabled individuals into the mainstream education system. (Reference: <https://www.clcbd.org/document/39.html>)

#### **2. Secondary Education Development Programme (SEDP)**

The SEDP aims to enhance equity and access to quality secondary education across Bangladesh, especially for marginalized groups, through improving educational infrastructure and teacher development. It focuses on reducing disparities by making education accessible to all, regardless of socioeconomic status.

(Reference: <http://sedp.gov.bd/>)

#### **3. Secondary Education Sector Investment Program (SESIP)**

SESIP aims to strengthen secondary education by ensuring inclusiveness, expanding access to quality education, and addressing gender and regional disparities. It provides a comprehensive plan for improving education infrastructure, teacher training, and learning outcomes for all students.

(Reference: <https://sesip.gov.bd/>)

#### **4. National Education Policy 2010**

This policy prioritizes inclusivity in education by ensuring equal opportunities for all students, including girls, children from marginalized communities, and those with disabilities. It aims to eradicate gender disparity and socio-economic discrimination while promoting an education system that is non-communal and non-discriminatory.

(Reference: <https://shorturl.at/im0Ys>)

#### **5. Comprehensive Early Childhood Care and Development (ECCD) Policy 2013**

This policy aims to provide early childhood education and care for all children, including those with special needs and from disadvantaged backgrounds. It focuses on inclusive growth and development, ensuring children are prepared for mainstream education without facing discrimination.

(Reference 1: <https://nurturing-care.org/wp-content/uploads/2021/05/Bangla.pdf>)

(Reference 2: <https://ceinternational1892.org/article/early-childhood-development-in-bangladesh/>)

#### **6. Fourth Primary Education Development Program (PEDP 4) 2018**

The PEDP 4 focuses on improving access, equity, and quality in primary education, with special attention to inclusivity. The program targets underrepresented groups, including children from low-income families and those with disabilities, to ensure that all children receive quality primary education.

(Reference:

[https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e\\_fda3\\_4fb0\\_973a\\_26ffff78a95d/Infrastructure0001.pdf](https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e_fda3_4fb0_973a_26ffff78a95d/Infrastructure0001.pdf)

### **7. National Children Policy 2011**

This policy guarantees the protection and promotion of children's rights, with a strong focus on equal access to education for all children, including those with disabilities, from indigenous communities, and socio-economically disadvantaged groups.

(Reference:

[http://childsocialprotection.gov.bd/public/upload/policy\\_files/202105240620National%20Children%20Policy%202011%20English.pdf](http://childsocialprotection.gov.bd/public/upload/policy_files/202105240620National%20Children%20Policy%202011%20English.pdf)

### **8. Special Education Needs and Disability (SEND) Framework**

The SEND framework is designed to ensure that children with special educational needs and disabilities have access to quality education. It outlines strategies to accommodate and support these children in mainstream schools, promoting inclusivity and equal access.

(Reference: <https://www.dpe.gov.bd/site/publications/d4df0a14-9628-4c6f-85f9-1ed8a37a8679/Special-Education-Needs-And-Disability-SEND-Framework>)

### **9. Bangladesh Technical Education Board Admission Policy 2024**

This policy provides guidelines for inclusive admission processes in technical education institutions, ensuring that marginalized and underrepresented students, including those with disabilities, have access to vocational and technical education. (Reference: [https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970bed1\\_4e44\\_8e44\\_be08656a0e70/Admission%20Nitimala-2024.pdf](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970bed1_4e44_8e44_be08656a0e70/Admission%20Nitimala-2024.pdf))

Combatting discrimination in terms of curriculum:

- In pre-primary education (including early learning and care)
- In primary education
- In secondary education
- In technical and vocational education and training
- In higher education
- In adult education and alternative learning

- Please provide details:

#### **Millions of Free Textbooks Reach Students in Bangladesh**

Since 2010, the Government of Bangladesh has provided over 4,648 million free textbooks to students in primary and secondary schools, including general education, madrasahs (religious schools), and vocational programs. This initiative ensures all students have access to essential learning materials.

### **Focus on Inclusive Education**

To further support students with disabilities, the government has started offering Braille textbooks from 2017 for visually impaired students. Additionally, textbooks are translated into five indigenous languages, i.e. Chakma, Marma, Tripura, Garo, and Sadri for free distribution to pre-primary through Grade 3 students. Special teacher training programs and manuals are also developed to promote effective multilingual teaching methods.

(Reference: <https://nctb.portal.gov.bd/site/page/7cfb75af-c403-453a-a120-7d18ac6d5795>)

□ Other measures adopted to both prevent and eliminate discrimination in education and ensure equal access to all levels and types of education:

- **Special Education Needs and Disability (SEND) Framework**

Developed to support children with special educational needs, ensuring inclusive education and eliminating discrimination.

(Reference: <https://www.dpe.gov.bd/site/publications/d4df0a14-9628-4c6f-85f9-1ed8a37a8679/Special-Education-Needs-And-Disability-SEND-Framework>)

- **Teachers' Training on SEND**

Training programs equip teachers to address the needs of students with disabilities, promoting equal access to education.

(Reference: <https://file-dhaka.portal.gov.bd/uploads/b3ebf48f-0267-4877-9e8c-87d9847478a2//65f/15b/0b9/65f15b0b9c2ee622171164.pdf>)

- **Assistive Devices Allocation for Children with disabilities**

Need-based funding for assistive devices helps children with disabilities engage effectively in the classroom.

(Reference: <https://file-dhaka.portal.gov.bd/uploads/b3ebf48f-0267-4877-9e8c-87d9847478a2//65f/15b/0b9/65f15b0b9c2ee622171164.pdf>)

- **Social Mobilization**

Community outreach raises awareness about inclusive education, promoting equal opportunities for all children.

(Reference: <https://file-dhaka.portal.gov.bd/uploads/b3ebf48f-0267-4877-9e8c-87d9847478a2//65f/15b/0b9/65f15b0b9c2ee622171164.pdf>)

- **Multilingual Education Materials Promoting Inclusion**

Resources developed for indigenous and ethnic minority students' support learning in their mother tongues.

(Resource: <https://nctb.portal.gov.bd/site/page/7cfb75af-c403-453a-a120-7d18ac6d5795>)

- **Celebrating Inclusivity and accessibility**

Events like International Women's Day promote gender equality and reinforce the importance of inclusivity in education.

(Reference: <https://a2i.gov.bd/bangladesh-celebrates-global-accessibility-awareness-day-gaad-2024/>)

## **1.2 Equality of opportunities and inclusion in education**

- Please indicate the actions taken/planned to ensure equality of opportunities (in terms of access, participation and completion), equal treatment and to support the inclusion of all learners in learning processes (*several items may be ticked*):

**General measures:**

<input checked="" type="checkbox"/> Legislation provides for inclusive education for all	<input checked="" type="checkbox"/> Multiple and flexible learning pathways <sup>17</sup> are provided for
<input checked="" type="checkbox"/> Policy measures aim to enhance inclusion in education for all	<input checked="" type="checkbox"/> Curricula and teaching methods are inclusive in design <sup>18</sup>
<input checked="" type="checkbox"/> Teachers are trained on inclusive education <sup>16</sup> and to value diversity	<input checked="" type="checkbox"/> Multilingual and intercultural education is supported
<input checked="" type="checkbox"/> Initiatives to address discrimination and promote cultural diversity and mutual acceptance	
<input checked="" type="checkbox"/> Other:	

The following actions reflect Bangladesh's commitment to inclusive education and equality of opportunities.

**1. National Education Policy 2010**

Ensures equal access and inclusion by promoting education for all, with specific objectives targeting marginalized groups.

(Reference: <https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/N>)

**2. Article 17, 19, and 27 of the Constitution of Bangladesh**

Guarantees free and compulsory education for all children and prohibits discrimination in educational institutions.

(Reference: <http://bdlaws.minlaw.gov.bd/act-367.html>)

**3. SDG 4 Strategic Framework**

Aligns national education policies with global goals for inclusive, equitable, and quality education.

(Reference: <https://planipolis.iiep.unesco.org/sites/default/files/ressources/382835eng.pdf>)

**4. Non-formal Education Act 2014**

Expands educational opportunities for out-of-school children and adults through non-formal education programs.

(Reference: <https://bnfe.gov.bd/site/page/56778281-5ba7-4067-9385-97b880afce51/NFE-Act-2014>)

<sup>16</sup> Teachers are prepared to teach all student (beyond just students with disabilities), equipping them with knowledge, values and attitudes that permit every student to succeed. See: [UNESCO policy paper](#): Inclusive teaching: preparing all teachers to teach all students, 2020, p.14.

<sup>17</sup> Multiple and flexible learning pathways are 'entry points and re-entry points at all ages and all educational levels, strengthened links between formal and non-formal structures, and recognition, validation and accreditation of the knowledge, skills and competencies acquired through nonformal and informal education' ([Education 2030 Framework for Action](#), para. 33). This may include student transfers between courses and institutions and diverse learning modalities (online, in-person, full-time, part-time, etc.) to respond to individual needs and interests.

<sup>18</sup> In designing the curricula and teaching methods, care is given to ensure that all students are provided with an inclusive and supportive learning experience that offers them the opportunity to succeed whatever their background.

## **5. Special Education Needs and Disability (SEND) Framework**

Provides a structured approach to supporting learners with disabilities, ensuring their inclusion in mainstream education.

(Reference: <https://file-dhaka.portal.gov.bd/uploads/b3ebf48f-0267-4877-9e8c-87d9847478a2//65f/15b/0b9/65f15b0b9c2ee622171164.pdf>)

## **6. Inclusive Education**

Promotes a learning environment that accommodates diverse learners, especially children with disabilities.

(Reference: <https://cdd.org.bd/wp-content/uploads/2022/05/inclusive-Education.pdf>)

## **7. Disability-Inclusive Education Practices in Bangladesh**

Highlights initiatives to integrate children with disabilities into mainstream education.

(Reference: <https://www.unicef.org/rosa/media/16986/file/Country%20Profile%20-%20Bangladesh.pdf>)

- Please elaborate and, where appropriate, indicate the legal and policy measures taken:

The following document highlight the legal and policy measures Bangladesh has adopted to prevent discrimination and promote equal access to education for all groups.

### **1. National Disability Policy 1995**

Provides a framework for promoting the inclusion and equality of individuals with disabilities, ensuring access to education.

(Reference: <https://www.clcbd.org/document/39.html>)

### **2. Govt. Children Family Management Policy 2002**

Regulates the management of government-run orphanages, ensuring access to education for orphaned children.

(Reference:

[https://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5\\_6616\\_4203\\_af37\\_38987d31cd37/2020-02-27-10-36-26a7dbe2733a1a65b2e913d247d33a06.pdf](https://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5_6616_4203_af37_38987d31cd37/2020-02-27-10-36-26a7dbe2733a1a65b2e913d247d33a06.pdf)

### **3. Baby Home (*Chotomoni Nibash*) Policy 2003**

Provides educational and welfare services to orphaned and abandoned infants and children.

(Reference 1: <https://babyhome.rajshahi.gov.bd/en>

Reference 2: <https://shorturl.at/ggca4>)

### **4. National Education Policy 2010**

Focuses on ensuring equal access to education for all, with special provisions for marginalized and vulnerable groups.

(Reference: <https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/N>)

### **5. National Children Policy 2011**

Ensures the rights of all children, including access to education, protection from discrimination, and support for vulnerable groups.

(Reference:

[http://childsocialprotection.gov.bd/public/upload/policy\\_files/202105240620National%20Children%20Policy%202011%20English.pdf](http://childsocialprotection.gov.bd/public/upload/policy_files/202105240620National%20Children%20Policy%202011%20English.pdf)

**6. Children Act 2013**

Protects the rights of children, including the right to education without discrimination.  
(Reference: <https://www.unicef.org/bangladesh/sites/unicef.org.bangladesh/files/2018-07/Children%20Act%202013%20English.pdf>)

**7. Comprehensive Early Childhood Care and Development (ECCD) Policy 2013**

Aims to provide early childhood education and care to ensure developmental needs of young children are met, including those from disadvantaged backgrounds.  
(Reference: <https://nurturing-care.org/wp-content/uploads/2021/05/Bangla.pdf>)

**8. Capitation Grants Allocation to Private Orphanages Policy 2015**

Supports the education and care of orphans in private orphanages.  
(Reference:

[https://dss.gov.bd/sites/default/files/files/dss.portal.gov.bd/policies/7ecc14ae\\_1ad5\\_479d\\_8c25\\_5b9b8bba4cd6/2023-01-12-06-27-3bece6392d522149401a2e25020d4d5c.pdf](https://dss.gov.bd/sites/default/files/files/dss.portal.gov.bd/policies/7ecc14ae_1ad5_479d_8c25_5b9b8bba4cd6/2023-01-12-06-27-3bece6392d522149401a2e25020d4d5c.pdf)

**9. Fourth Primary Education Development Program 2018**

Promotes quality education and equitable access for all children at the primary level, with particular focus on inclusion.

(Reference:

[https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e\\_fda3\\_4fb0\\_973a\\_26ffff78a95d/Infrastructure0001.pdf](https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e_fda3_4fb0_973a_26ffff78a95d/Infrastructure0001.pdf)

**10. Neuro-Developmental Disability (NDD) Policy 2019**

This policy aims to ensure the rights, protection, and inclusion of people with neurodevelopmental disabilities in education and other sectors.

(Reference 1:

[https://msw.gov.bd/sites/default/files/files/msw.portal.gov.bd/notices/b2e8a7ac\\_958b\\_4b41\\_89ce\\_16571201881e/NDD\\_POLICY2019.pdf](https://msw.gov.bd/sites/default/files/files/msw.portal.gov.bd/notices/b2e8a7ac_958b_4b41_89ce_16571201881e/NDD_POLICY2019.pdf)

Reference 2: <https://nddtrust.portal.gov.bd/>

**11. Sheikh Russel Child Training and Rehabilitation Centre Implementation Guideline 2019**

Focuses on rehabilitation and education services for vulnerable children.

(Reference: <https://shorturl.at/OUXR9>)

**12. 8th Five-Year Plan (2020-25)**

Includes strategies to enhance education access, equity, and quality, prioritizing marginalized populations.

(Reference: <https://plancomm.gov.bd/site/files/8ec347dc-4926-4802-a839-7569897e1a7a/8th-Five-Year-Plan>)

**13. Perspective Plan of Bangladesh (2021-2041)**

Outlines long-term goals for development, including ensuring inclusive and equitable education opportunities for all citizens.

(Reference:

[https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938\\_fbce\\_4286\\_b787\\_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf](https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938_fbce_4286_b787_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf)

**14. Bangladesh Technical Education Board Admission Policy 2024**

Provides guidance on equitable access to technical education, with provisions for inclusivity

and support for disadvantaged groups.

(Reference:

[https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970\\_bed14e44\\_8e44\\_be08656a0e70/Admission%20Nitimala-2024.pdf](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970_bed14e44_8e44_be08656a0e70/Admission%20Nitimala-2024.pdf)

### **15. Special Education Needs and Disability (SEND) Framework**

A framework designed to address the educational needs of children with special education needs and disabilities, ensuring their inclusion in mainstream education.

(Reference: <https://www.dpe.gov.bd/site/publications/d4df0a14-9628-4c6f-85f9-1ed8a37a8679/Special-Education-Needs-And-Disability-SEND-Framework>)

### **16. Integrated TVET Development Action Plan**

Aims to improve technical and vocational education for all, with a focus on inclusivity and addressing skills gaps.

(Reference:

[https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/805009cc\\_75f3\\_4eca\\_a725\\_9c5469a53678/TVET%20Action%20Plan.pdf](https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/805009cc_75f3_4eca_a725_9c5469a53678/TVET%20Action%20Plan.pdf)

### **17. Education for Marginalized Communities**

Ensures inclusive education opportunities for marginalized communities such as *Dalit, Horizon, and Bede*.

(Reference:

[http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5\\_6616\\_4203\\_af37\\_38987d31cd37/Dalit-Manual-140113.pdf](http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5_6616_4203_af37_38987d31cd37/Dalit-Manual-140113.pdf)

### **18. Third Gender Rights in Equality**

Promotes educational rights and inclusion of individuals from the transgender community.

(Reference:

[http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5\\_6616\\_4203\\_af37\\_38987d31cd37/Hizra-Manual-090113.pdf](http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5_6616_4203_af37_38987d31cd37/Hizra-Manual-090113.pdf)

- In general, what challenges were encountered in the implementation of non-discrimination and equal opportunities principles in education? If needed, brief quantitative information may be added.

Some challenges encountered in implementing non-discrimination and equal opportunities in education are in the following:

- i) **Social and Cultural Norms:** Some biases based on gender, ethnicity, and religion perpetuate discrimination and limit access to education.
- ii) **Economic Barriers:** Poverty restricts marginalized groups' access to education, with costs like tuition and textbooks making schooling unaffordable for many.
- iii) **Geographical Disparities:** Rural areas face a shortage of educational infrastructure and resources, limiting opportunities for children in underserved regions.
- iv) **Language Diversity:** Linguistic minorities are often excluded due to the dominance of certain languages in the education system, affecting learning outcomes.
- v) **Gender Inequality:** Cultural attitudes, early marriage, and societal expectations continue to limit girls' access to and completion of education.

- vi) **Policy Implementation:** Effective enforcement of policies is hindered by lack of proper monitoring and corruption at the grassroots level.
- vii) **Disabilities:** Children with disabilities face inadequate access to inclusive education due to a lack of facilities, trained teachers, and attitudinal stigma.
- viii) **Inadequate Data:** A lack of comprehensive data on educational disparities impedes effective policymaking and targeted interventions.

#### Other relevant general measures, including gender equality

- Legislation provides for gender equality in education
- Policy measures aim to enhance gender equality
- Gender-responsive education sector planning is undertaken
- Providing positive or affirmative action measures
- Providing financial incentives and fellowships
- Teachers are trained (initial and in-service) on gender equality
- Teachers are trained to combat stigmatisation<sup>19</sup>
- Other:
- All barriers for pregnant girls and young mothers in education are eliminated to ensure the continuity of their education
- Re-entry programmes for young mothers are provided for
- Ensuring safe and adequate gender-sensitive sanitation facilities<sup>20</sup>
- Curricula are rid of all stereotypes<sup>21</sup> and bias
- Ensuring gender parity in science, technology, engineering and mathematics (STEM)
- Ensuring gender parity in technical and vocational training education and training (TVET)

- Please elaborate and, where appropriate, indicate the legal and policy measures taken:

Here are the legal and policy measures with references:

#### **1. Bangladesh Constitution Article #27**

Ensures equality before the law and prohibits discrimination on various grounds, affirming the right to equal access to education.

(Reference: <http://bdlaws.minlaw.gov.bd/act-367.html>)

#### **2. National Education Policy 2010**

Promotes universal access to education, focusing on inclusive and equitable quality education for all.

(Reference: National Education Policy retrieved from

<sup>19</sup> Stigmatisation is the act of treating someone or something unfairly by publicly disapproving of them' (Cambridge Dictionary).

<sup>20</sup> Gender-sensitive sanitation includes clean, safe and separate toilets, with access to water and garbage disposal' ([UNGEI blog post](#), Gender-sensitive sanitation, 2018)

<sup>21</sup> Stereotype is a set idea that people have about what someone or something is like, especially an idea that is wrong' (Cambridge Dictionary).

<https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/N>

### **3. National Children Policy 2011**

Focuses on protecting children's rights, promoting inclusive education, and ensuring that no child is excluded from educational opportunities.

(Reference:

[http://childsocialprotection.gov.bd/public/upload/policy\\_files/202105240620National%20Children%20Policy%202011%20English.pdf](http://childsocialprotection.gov.bd/public/upload/policy_files/202105240620National%20Children%20Policy%202011%20English.pdf)).

### **4. Comprehensive Early Childhood Care and Development (ECCD) Policy 2013**

Ensures early childhood care and education opportunities for all children, emphasizing inclusivity and equality.

(Reference: ECCD Policy retrieved from <https://nurturing-care.org/wp-content/uploads/2021/05/Bangla.pdf>)

### **5. Children Act 2013**

Protects children's rights and ensures access to inclusive education for all children, including those with disabilities.

(Reference: <https://www.unicef.org/bangladesh/sites/unicef.org.bangladesh/files/2018-07/Children%20Act%202013%20English.pdf>).

### **6. 8th Five-Year Plan**

Outlines strategies to reduce educational disparities, improve inclusivity, and address gender inequalities in education.

(Reference: <https://plancomm.gov.bd/site/files/8ec347dc-4926-4802-a839-7569897e1a7a/8th-Five-Year-Plan>).

### **7. Perspective Plan of Bangladesh (2021-2041)**

Focuses on long-term inclusive development, including equitable access to education and the elimination of gender disparities.

(Reference:

[https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938\\_fbce\\_4286\\_b787\\_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf](https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938_fbce_4286_b787_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf)

### **8. Education Sector - Gender and Inclusion Action Plan (GIAP) 2022**

Aims to promote gender equality and inclusivity in education through targeted interventions and policy initiatives.

(Reference:

<https://reliefweb.int/report/bangladesh/education-sector-gender-and-inclusion-action-plan-giap-2022>).

### **9. Bullying and Ragging Prevention Guideline 2023**

Introduces to foster a safe learning environment by preventing bullying in schools, promoting equality, and protecting students from discrimination.

(Reference: [https://shed.portal.gov.bd/site/moedu\\_office\\_order/5a1e7b40-4e20-44f7-ad12-4fc7ce046111](https://shed.portal.gov.bd/site/moedu_office_order/5a1e7b40-4e20-44f7-ad12-4fc7ce046111))

### **10. Bangladesh Technical Education Board Admission Policy - 2024**

Ensures equal admission opportunities to technical education, with provisions to support disadvantaged students.

(Reference:

[https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970\\_bed1](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970_bed1)

### **11. SEND Framework**

Provides guidelines for integrating children with special education needs and disabilities into mainstream education, ensuring equitable access.

(Reference: <https://www.dpe.gov.bd/site/publications/d4df0a14-9628-4c6f-85f9-1ed8a37a8679/Special-Education-Needs-And-Disability-SEND-Framework>)

### **12. Integrated TVET Development Action Plan**

Targets equitable access to technical and vocational education, addressing the needs of marginalized and disadvantaged groups.

(Reference:

[https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/805009cc\\_75f3\\_4eca\\_a725\\_9c5469a53678/TVET%20Action%20Plan.pdf](https://www.tmed.gov.bd/sites/default/files/files/tmed.portal.gov.bd/publications/805009cc_75f3_4eca_a725_9c5469a53678/TVET%20Action%20Plan.pdf)).

### **13. Teachers' Training on Inclusive and Gender Equality**

Trains educators to promote gender equality and inclusive education, ensuring no student is left behind.

(Reference: <https://shorturl.at/97ojH>).

### **14. DTE Stipend Programme for 100% Female Students**

Provides financial assistance to female students to encourage participation in technical education.

(Reference: [https://dte.bangladesh.za.net/download/Stipend\\_Policy.pdf](https://dte.bangladesh.za.net/download/Stipend_Policy.pdf)).

### **15. National Academy, i.e. NAEM's Teacher Training Brochure**

Provides training for educators on gender equality, international conventions on women's rights, and violence against women.

(Reference: <https://naem.gov.bd/site/notices/d4f66fe5-7fe1-4a76-bc57-9274191a8859/Training-Brochure-of-195th-Foundation-Training-Course>).

### **16. Gender Mainstreaming in Education**

Aims to incorporate gender equality into all aspects of the education system, ensuring equal opportunities for all genders.

(Reference:

[https://mowca.portal.gov.bd/sites/default/files/files/mowca.portal.gov.bd/publications/f0\\_0eba86\\_84ff\\_4843\\_b5ce\\_d9bab0cd956a/Gender-Mainstreaming-in-Education.pdf](https://mowca.portal.gov.bd/sites/default/files/files/mowca.portal.gov.bd/publications/f0_0eba86_84ff_4843_b5ce_d9bab0cd956a/Gender-Mainstreaming-in-Education.pdf)

- What challenges were encountered in achieving gender equality in and through education? If needed, brief quantitative information may be added.

Here are challenges encountered in achieving gender equality in and through education. It highlights how social, economic, safety, policy, and environmental factors intersect to challenge gender equality in education.

- 1) **Cultural Norms and Attitudes:** Deep-rooted beliefs prioritize boys' education over girls', with traditional gender roles, early marriage, and domestic duties limiting girls' access to education.
- 2) **Lack of Access and Infrastructure:** Poor school infrastructure, including distant schools, lack of proper sanitation, and unsafe environments, disproportionately impact girls' attendance and retention.
- 3) **Financial Constraints:** Economic challenges often lead families to prioritize boys' education,

perceiving it as more beneficial, which exacerbates gender disparities in education.

4) **Safety and Security:** Concerns over harassment and violence deter parents from sending girls to school, especially as they grow older.

5) **Natural Disasters and Climate Change:** Vulnerability to natural disasters disrupts schooling, with girls more likely to be withdrawn to support families during crises.

- Does the legal minimum age for marriage conform to international standards (18 years)<sup>22</sup>:

*Please note that child marriage is a discriminatory practice as often girls can marry at a younger age than boys. Child marriage violates the child's right to education as they are more likely to drop out of school and children who are not in school are more likely to get married.*

Yes  No

- Please provide reference to the relevant laws and provisions and indicate the exceptions to the legal age of marriage as well as the absolute minimum age:

**Child Marriage Restraint Act 2017**

This Act prohibits marriages under 18 for women and 21 for men in Bangladesh, with penalties for violators. While exceptions under special circumstances exist, the Act is crucial for preventing child marriages, protecting children's rights, and promoting gender equality.

(Reference:

<https://mowca.gov.bd/site/page/8cd66bf8-9d30-493a-b5a9-0cfcd942fff6/Child-Marriage-Restraint-Act-2017> )

**National minorities:**

*For reference: Article/Paragraph 5(1)(c) of the Convention/Recommendation provides for the rights of national minorities.*

<input checked="" type="checkbox"/> Legislation provides for the right to education of national minorities	<input checked="" type="checkbox"/> Teachers are trained on intercultural education
<input checked="" type="checkbox"/> Policy measures aim to enhance the right to education of national minorities	<input checked="" type="checkbox"/> Teachers are trained to combat stigmatisation <sup>24</sup>
<input checked="" type="checkbox"/> Policy elaboration includes consultations with local communities	<ul style="list-style-type: none"> <li>o Multilingual and intercultural education are supported</li> </ul>
<input checked="" type="checkbox"/> The right to carry out their own educational activities is legally guaranteed for national minorities	<ul style="list-style-type: none"> <li>o Native language instruction is ensured for national minorities</li> <li>o Adapting curricula and teaching and</li> </ul>

<sup>22</sup> Please note that according to the Joint general recommendation No. 31 of the Committee on the Elimination of Discrimination against Women/general comment No. 18 of the Committee on the Rights of the Child on harmful practice, para. 20: "a marriage of a mature, capable child below 18 years of age may be allowed in exceptional circumstances, provided that the child is at least 16 years of age and that such decisions are made by a judge based on legitimate exceptional grounds defined by law and on the evidence of maturity, without deference to culture and tradition."

<sup>24</sup> Supra note 15.

- Educational standards are established for educational institutions run by national minorities
- Positive or affirmative action measures are provided for national minorities
- Financial incentives and fellowships are provided for national minorities
- Other<sup>23</sup>:

- Please elaborate and, where appropriate, indicate the legal and policy measures taken:

These initiatives demonstrate Bangladesh's commitment to ensuring education is accessible and inclusive for national minorities.

**1. Articles 17, 19, and 27 of the Bangladesh Constitution:** These articles promote equality, freedom from discrimination, and ensure education as a fundamental right for all citizens, including national minorities.

(Reference: <http://bdlaws.minlaw.gov.bd/act-367.html>)

**2. National Education Policy 2010:** This policy emphasizes equitable access to education for all, including minority groups, ensuring they are not discriminated against in educational settings.

(Reference: <https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/N>)

**3. National Children Policy 2011:** This policy safeguards the rights of children, with a focus on non-discrimination, ensuring access to education for all, including children from minority communities.

(Reference:

[http://childsocialprotection.gov.bd/public/upload/policy\\_files/202105240620National%20Children%20Policy%202011%20English.pdf](http://childsocialprotection.gov.bd/public/upload/policy_files/202105240620National%20Children%20Policy%202011%20English.pdf) )

**4. Children Act 2013:** This act protects children's rights, ensuring non-discrimination in education for all children, including those from minority backgrounds.

(Reference: <https://www.unicef.org/bangladesh/sites/unicef.org.bangladesh/files/2018-07/Children%20Act%202013%20English.pdf>)

**5. Comprehensive Early Childhood Care and Development (ECCD) Policy 2013:** It focuses on early childhood development and education for all children, including those from minority communities, ensuring inclusivity from an early age.

(Reference 1:

MOWCA, 2012, p.13: <https://nurturing-care.org/wp-content/uploads/2021/05/Bangla.pdf>

Reference 2: <https://ceinternational1892.org/article/early-childhood-development-in-bangladesh/>)

<sup>23</sup> Please see: [UNESCO report](#) 'The right to education of minorities: Overview of States' measures reported in the 10th Consultation on the 1960 Convention and Recommendation against Discrimination in Education, 2023.

<sup>25</sup> Supra note 16.

**6. Fourth Primary Education Development Program 2018:** This program supports the development of inclusive primary education infrastructure, including efforts to reach marginalized and minority groups.

(Reference:

[https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e\\_fda3\\_4fb0\\_973a\\_26ffff78a95d/Infrastructure0001.pdf](https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/page/312f836e_fda3_4fb0_973a_26ffff78a95d/Infrastructure0001.pdf)

**7. 8th Five-Year Plan (2020-2025):** The plan highlights efforts to improve educational outcomes for marginalized and minority communities through targeted policies.

(Reference: <https://plancomm.gov.bd/site/files/8ec347dc-4926-4802-a839-7569897e1a7a/8th-Five-Year-Plan>)

**8. Perspective Plan of Bangladesh (2021-2041):** The plan focuses on equitable and inclusive education, promoting the participation of national minorities.

(Reference:

[https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938\\_fbce\\_4286\\_b787\\_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf](https://plandiv.gov.bd/sites/default/files/files/plandiv.portal.gov.bd/files/79060938_fbce_4286_b787_e8f41edfc615/PERSPECTIVE%20PLAN%20of%20BD%202021-2041.pdf)

**9. Special Education Needs and Disability (SEND) Framework:** it ensures the inclusion of children with special needs from minority groups in mainstream education.

(Reference: <https://www.dpe.gov.bd/site/publications/d4df0a14-9628-4c6f-85f9-1ed8a37a8679/Special-Education-Needs-And-Disability-SEND-Framework>)

**10. Multilingual Education Textbooks:** These books provides educational resources in multiple languages to cater to linguistic minority groups, promoting inclusive learning environments.

(Reference: <https://nctb.portal.gov.bd/site/page/7cfb75af-c403-453a-a120-7d18ac6d5795>)

**11. Gender and Inclusion Action Plan (GIAP):** This plans aims to create inclusive educational environments by addressing the needs of marginalized groups, including national minorities.

(Reference: <https://reliefweb.int/report/bangladesh/education-sector-gender-and-inclusion-action-plan-giap-2022>)

**12. Teachers' Training on Inclusive and Gender Equality:** Educators are trained to create inclusive classrooms, particularly focusing on gender equality and minority inclusion.

(Reference: <https://shorturl.at/ZGkyf>)

**13. Financial Assistance through Stipend Program for National Minorities:** This program Provides financial incentives to marginalized groups like *Dalit*, *Harijan*, *Bede*, and transgender communities, ensuring their children can access education.

(Reference 1:

[http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5\\_6616\\_4203\\_af37\\_38987d31cd37/Dalit-Manual-140113.pdf](http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5_6616_4203_af37_38987d31cd37/Dalit-Manual-140113.pdf)

Reference 2:

[http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5\\_6616\\_4203\\_af37\\_38987d31cd37/Hizra-Manual-090113.pdf](http://dss.portal.gov.bd/sites/default/files/files/dss.portal.gov.bd/page/9cca21e5_6616_4203_af37_38987d31cd37/Hizra-Manual-090113.pdf)

- What challenges were encountered in realizing the right to education of minorities? If needed, brief quantitative information may be added.

Challenges encountered in realizing the right to education of minorities in Bangladesh include:

- 1) **Marginalization:** Minority groups often face systemic discrimination, limiting access to educational resources and fair treatment in schools.
- 2) **Language Barriers:** The dominance of Bengali in schools hinders learning for linguistic minorities, impacting their educational progress.
- 3) **Limited Access to Schools:** Remote and rural minority communities face a lack of schools and inadequate infrastructure, making education less accessible.
- 4) **Socio-economic Disparities:** Poverty among minority groups makes education unaffordable, particularly with additional costs like textbooks and uniforms.
- 5) **Cultural and Religious Factors:** Cultural norms, such as early marriage and gender roles, can affect school enrolment and retention, particularly for girls.
- 6) **Safety Concerns:** Security issues, including violence and harassment, deter many minority children, especially girls, from attending school.
- 7) **Lack of Representation:** Minorities are often underrepresented in educational leadership, limiting their ability to advocate for their specific needs.
- 8) **Gaps in Legal Frameworks:** Despite policies promoting education rights, poor implementation and enforcement hinder access for minority communities.

#### Indigenous people:

<input checked="" type="checkbox"/> Legislation provides for the right to education of indigenous people	<input checked="" type="checkbox"/> Financial incentives and fellowships are provided for indigenous people
<input checked="" type="checkbox"/> Policy measures aim to enhance the right to education of indigenous people	<input checked="" type="checkbox"/> Teachers are trained on intercultural education
<input checked="" type="checkbox"/> Policy elaboration includes consultations with local communities	<input checked="" type="checkbox"/> Teachers are trained to combat stigmatisation <sup>26</sup>
<input checked="" type="checkbox"/> The right to carry out their own educational activities is legally guaranteed for indigenous people	<input checked="" type="checkbox"/> Multilingual and intercultural education are supported
<input checked="" type="checkbox"/> Educational standards are established for educational institutions run by indigenous people	<input checked="" type="checkbox"/> Native language instruction is ensured
<input checked="" type="checkbox"/> Positive or affirmative action measures are provided for indigenous people	<input checked="" type="checkbox"/> Adapting curricula and teaching and learning methods to their needs for indigenous people
<input type="checkbox"/> Other:	<input checked="" type="checkbox"/> Curricula are rid of all stereotypes <sup>27</sup> and bias

- Please elaborate and, where appropriate, indicate the legal and policy measures taken:

<sup>26</sup> Supra note 15.

<sup>27</sup> Supra note 16.

Legal and policy measures and initiatives for Indigenous Learners are in the following:

### **1. Bangladesh Technical Education Board Admission Policy 2024**

A 5% quota is reserved for minority communities, including indigenous students, in admissions to technical education institutions. This policy promotes educational inclusion by ensuring that indigenous students have access to technical education opportunities, and thus addresses underrepresentation in such fields.

(Reference:

[https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970\\_bed14e44\\_8e44\\_be08656a0e70/Admission%20Nitimala-2024.pdf](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970_bed14e44_8e44_be08656a0e70/Admission%20Nitimala-2024.pdf)

### **2. National Education Policy**

the government of Bangladesh took an admirable step by introducing Mother tongue-based multilingual education (MTB-MLE)

(Reference: <https://shorturl.at/im0Ys> )

### **3. Financial Assistance for Indigenous Female Learners**

Financial assistance is provided to all female minorities and a large portion of male students from indigenous communities. This policy helps alleviate the economic barriers to education and encourages higher enrollment and retention rates among indigenous students.

(Reference: [https://dte.bangladesh.za.net/download/Stipend\\_Policy.pdf](https://dte.bangladesh.za.net/download/Stipend_Policy.pdf))

- What challenges were encountered in realizing the right to education of indigenous people? If needed, brief quantitative information may be added.

Minority communities in Bangladesh sometimes face several challenges in accessing education:

- i) **Remoteness:** Remote areas often lack schools, transportation, and educational infrastructure, making education less accessible.
- ii) **Socio-economic Disparities:** Poverty restricts access to education for minority families due to costs associated with schooling.
- iii) **Cultural and Religious Factors:** Traditional norms, including early marriage and gender roles, affect school enrolment, especially for girls.
- iv) **Safety Concerns:** Security threats and harassment in some areas deter families from sending their children, particularly girls, to school.

**People on the move (migrants, refugees, asylum-seekers, stateless persons and internally displaced persons) and trapped populations<sup>28</sup>:**

<input type="checkbox"/> Legislation provides for their right to education	<input type="checkbox"/> Financial incentives and fellowships are provided for
<input checked="" type="checkbox"/> Policy measures aim to enhance their right to education	<input checked="" type="checkbox"/> Auxiliary assistance is provided

<sup>28</sup> 'Trapped populations are those who are unable to migrate to safe locations and remain trapped in locations vulnerable to the impacts of climate hazards' ([UNESCO report](#): The impact of climate displacement on the right to education, 2020, p. 2).

- Inclusion in mainstream schools is ensured
- Positive or affirmative action measures are provided for
- All administrative barriers to access education are removed
- Alternative administrative procedures (placement tests, portfolio of evidence, etc.) to overcome administrative barriers<sup>29</sup> are provided for
- Teachers are specifically trained to ensure their inclusion
- Teachers are trained to combat stigmatisation<sup>30</sup>
- Other:

**Forcibly Displaced Myanmar Nationals**

Children and adolescents from the Forcibly Displaced Myanmar Nationals (FDMN) community continue to face significant risks such as child labour, forced marriage, early pregnancy, and human trafficking within the vulnerable environment of FDMN camps. Their access to quality education, vocational training, and safe income-generating opportunities is often disrupted, leading to poor outcomes in wellbeing, nutrition, health, and self-esteem. As of May 2024, 302,530 FDMN children (including 149,897 girls) were enrolled in education programs in Cox's Bazar, with 234,646 (112,544 girls) supported by UNICEF's eight Implementing Partners. An additional 11,479 FDMN children (5,677 girls) are enrolled in education programs on *Bhasan Char* (Island), including 7,007 children (3,384 girls).

(Reference: [https://mofa.gov.bd/site/press\\_release/1d7a1bee-fa79-418d-ba46-f6351547e965](https://mofa.gov.bd/site/press_release/1d7a1bee-fa79-418d-ba46-f6351547e965))

- Please elaborate and, where appropriate, indicate the legal and policy measures taken:

<sup>29</sup> While lack of documentation (such as identity papers, birth certificates, residency permits, etc.) should not be an obstacle to access education, these can constitute a barrier to education. See: [UNESCO publication](#): Handbook on the right to education, 2018, p. 96.

<sup>30</sup> Supra note 15.

<sup>31</sup> Supra note 13

<sup>32</sup> Supra note 16.

To support people on the move, including migrants, refugees, asylum-seekers, stateless persons, and internally displaced individuals, Bangladesh has implemented several key legal and policy measures and initiatives:

**1. Bangladesh Technical Education Board Admission Policy 2024:**

This policy allows individuals of any age to participate in Technical and Vocational Education and Training (TVET) programs, ensuring inclusivity for displaced populations seeking skills development.

(Reference:

[https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970\\_bed14e44\\_8e44\\_be08656a0e70/Admission%20Nitimala-2024.pdf](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970_bed14e44_8e44_be08656a0e70/Admission%20Nitimala-2024.pdf)

**2. Recognition of Prior Learning (RPL) for Skilled Manpower:**

The RPL initiative facilitates the recognition of previously acquired skills, allowing displaced persons with prior experience to receive formal certification and enhance their employability.

(Reference: [http://btebcbt.gov.bd/Utility/rpl\\_guide\\_line](http://btebcbt.gov.bd/Utility/rpl_guide_line))

**3. Education Programs on *Bhasan Char*:**

Education programs are in place for displaced populations, including those on *Bhasan Char*, offering access to learning opportunities for children and adolescents, and helping to ensure continued education despite displacement.

(Reference: <https://help.unhcr.org/bangladesh/support-in-bangladesh/education/>)

These measures aim to promote education, skills development, and recognition of competencies among displaced populations in Bangladesh.

- Have specific measures been adopted for climate displaced persons?

Yes  No

- Please elaborate:

Bangladesh has implemented several initiatives to support displaced and marginalized populations in accessing education:

**1. Education in Emergency:**

UNICEF ensures continuity of learning for children affected by crises, focusing on safe learning environments and providing essential educational resources.

(Reference: <https://www.unicef.org/bangladesh/en/topics/education-emergencies>)

**2. Ashrayan Project:**

This government project rehabilitates homeless and landless families, offering housing and access to essential services, including education for children.

(Reference: <https://ashrayanpmo.gov.bd>)

**3. Guchhagram Project:**

It is aimed at rehabilitating landless individuals, the project provides housing, education, healthcare, and vocational training to ensure educational opportunities for displaced families.

(Reference: <https://shorturl.at/zX1hK>)

#### **4. Delta Plan 2100**

The Government of Bangladesh adopted the Bangladesh Delta Plan 2100 that aims to achieve a 'safe, climate-resilient and prosperous'.

(Reference: <https://bdp2100kp.gov.bd/>)

#### **5. National Strategy on Internal Displacement Management 2021**

The Government of Bangladesh has adopted the National Strategy on Internal Displacement Management 2021 to ensure the inclusion of the displaced population in the development process.

(Reference: <https://shorturl.at/iOwn9>)

These initiatives help protect and educate vulnerable communities across Bangladesh.

- What challenges were encountered in realizing the right to education of migrants, refugees, asylum seekers, stateless persons and IDPs? If needed, brief quantitative information may be added.

#### **1. Financial Barriers:**

Economic challenges often prevent families from accessing education. Costs related to school fees, uniforms, textbooks, and transportation can be overwhelming, especially for low-income families. These financial constraints disproportionately affect marginalized groups, and limit their educational opportunities.

#### **2. Lack of Data and Monitoring:**

The absence of comprehensive data and effective monitoring systems makes it difficult to track progress and identify gaps in education, particularly for disadvantaged groups. Without accurate data, it becomes challenging to design policies and interventions that address specific educational inequalities.

#### **People with disabilities:**

<input checked="" type="checkbox"/> Legislation provides for their right to education	<input checked="" type="checkbox"/> Mainstream teachers are specifically trained on disabilities
<input checked="" type="checkbox"/> Policy measures aim to enhance their right to education	<input checked="" type="checkbox"/> Teachers are trained to combat stigmatisation <sup>33</sup>
<input checked="" type="checkbox"/> Inclusion in mainstream schools is ensured	<input checked="" type="checkbox"/> Auxiliary assistance is provided
<input type="checkbox"/> Special schools are used as resource centers to inclusive schools	<input type="checkbox"/> Curricula and teaching and learning methods are adapted
<input checked="" type="checkbox"/> Positive or affirmative action measures are provided	<input checked="" type="checkbox"/> Curricula are rid of all stereotypes <sup>34</sup> and bias
<input type="checkbox"/> Financial incentives and fellowships are provided	<input checked="" type="checkbox"/> Education infrastructure and learning materials are adapted

<sup>33</sup> Supra note 15.

<sup>34</sup> Supra note 16.

Other

- Please elaborate and, where appropriate, indicate the legal and policy measures taken:

#### **1. Rights and Protection of Persons with Disabilities Act, 2013**

This Act provides a comprehensive legal framework to ensure the rights, dignity, and equal opportunities for people with disabilities. It covers education, healthcare, employment, and accessibility measures.

(Reference: <http://bdlaws.minlaw.gov.bd/act-1126.html> )

#### **2. Children Act, 2013**

This Act emphasizes the protection of children's rights, including children with disabilities, ensuring access to education, protection from abuse, and equal opportunities.

(Reference: <https://www.unicef.org/bangladesh/sites/unicef.org.bangladesh/files/2018-07/Children%20Act%202013%20English.pdf>)

#### **3. Neuro-Developmental Disability Protection Trust Act, 2013**

This Act establishes a trust to support and protect individuals with neuro-developmental disabilities, ensuring their social inclusion and access to services like education.

(Reference: <https://shorturl.at/h4adf>)

#### **4. Disability Integrated Special Education Policy 2019**

This policy aims to integrate children with disabilities into the general education system, ensuring that they receive appropriate support and services to enhance their educational experience.

(Reference: <https://file-dhaka.portal.gov.bd/uploads/b3ebf48f-0267-4877-9e8c-87d9847478a2//65f/15b/0b9/65f15b0b9c2ee622171164.pdf>)

#### **5. TEVT Stipend and Learning Material Purchase Support Policy - 2020**

This policy provides stipends and learning material support for students with disabilities enrolled in Technical and Vocational Education and Training (TVET) programs. (Reference: [https://dte.bangladesh.za.net/download/Stipend\\_Policy.pdf](https://dte.bangladesh.za.net/download/Stipend_Policy.pdf))

#### **6. Bangladesh Technical Education Board Admission Policy - 2024**

A 5% quota is reserved for students with disabilities in Technical and Vocational Education and Training (TVET) programs to promote inclusiveness.

(Reference:

[https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970\\_bed\\_1\\_4e44\\_8e44\\_be08656a0e70/Admission%20Nitimala-2024.pdf](https://bteb.portal.gov.bd/sites/default/files/files/bteb.portal.gov.bd/page/025bd970_bed_1_4e44_8e44_be08656a0e70/Admission%20Nitimala-2024.pdf)

#### **7. Secondary School Student Admission Rule:**

A 2% quota is preserved for students with disabilities, ensuring inclusiveness and equity in secondary school admissions. (Reference:

[https://shed.portal.gov.bd/site/moedu\\_policy/d4cc56d9-a09e-4b29-9210-304c62fc1689](https://shed.portal.gov.bd/site/moedu_policy/d4cc56d9-a09e-4b29-9210-304c62fc1689)

#### **8. Disability-Inclusive Education Practices in Bangladesh**

UNICEF's report highlights inclusive education practices in Bangladesh, with a focus on integrating children with disabilities into mainstream schools. (Reference:

<https://www.unicef.org/rosa/media/16986/file/Country%20Profile%20-%20Bangladesh.pdf>

#### **9. Inclusive Curriculum**

The new curriculum framework is designed to be inclusive, catering to the special needs of all learners, including those with disabilities and autism. It includes measures such as accessibility, communication skills, and Braille provisions. (Reference: [https://nctb.portal.gov.bd/sites/default/files/files/nctb.portal.gov.bd/files/6d9b9671\\_f815460c\\_b8ef\\_c58a1b829f55/English.pdf](https://nctb.portal.gov.bd/sites/default/files/files/nctb.portal.gov.bd/files/6d9b9671_f815460c_b8ef_c58a1b829f55/English.pdf))

- What challenges were encountered in realizing the right to education of people with disabilities? If needed, brief quantitative information may be added.

- 1) **Physical Accessibility:** Many schools in Bangladesh lack necessary infrastructure, such as ramps, adapted toilets, and sensory-friendly environments, which limits accessibility for students with disabilities.
- 2) **Attitudinal Barriers:** Negative societal attitudes and stigma towards disability often result in exclusion and discrimination in educational settings, affecting the participation of children with disabilities in mainstream schools.
- 3) **Shortage of Trained Teachers:** There is a lack of teachers trained to support the specific needs of students with disabilities, limiting the effectiveness of inclusive education.
- 4) **Limited Specialized Support Services:** Access to assistive devices, therapies, and adapted educational materials is limited, making it harder for children with disabilities to receive the necessary support.
- 5) **Barriers to Early Childhood Education:** Early intervention services for children with disabilities are often unavailable, affecting their long-term educational outcomes.
- 6) **Distance and Transportation:** Lack of accessible transportation options, especially in rural areas, creates significant challenges for students with disabilities to attend school regularly.
- 7) **Financial Constraints:** Families of children with disabilities face additional financial burdens, which can limit their ability to access necessary education and resources.
- 8) **Legal and Policy Gaps:** Despite international commitments, gaps remain in implementing policies that ensure inclusive education for children with disabilities.
- 9) **Data and Monitoring:** Insufficient data collection and monitoring hinder efforts to identify and address the educational challenges faced by children with disabilities.

#### **Students from poor households:**

Financial incentives and fellowships for school enrolment are provided

Teachers are trained to combat stigmatisation<sup>35</sup>

<sup>35</sup>

Supra note 15.

Transport, meals and education material are subsidised or provided free of charge beyond compulsory education  Curricula are rid of all stereotypes<sup>36</sup> and bias

Positive or affirmative action measures are provided

Other:

#### **1. Prime Minister Education Assistance Trust (PMEAT)**

This initiative provides scholarships and financial assistance to students from economically disadvantaged backgrounds to support their access to education.

(Reference: <https://pmeat.gov.bd/>)

#### **2. Social Security Policy Support (SSPS) Programme**

The SSPS Programme helps improve the social safety net by offering financial aid and social protection measures to vulnerable households, including those with school-going children.

(Reference: <https://socialprotection.gov.bd/>)

#### **3. School Feeding Programme**

This programme offers free meals to students in poverty-affected areas, improving both their nutritional status and school attendance rates.

(Reference: <https://bangladesh.un.org/en/264790-school-meals-igniting-dreams>)

- Please elaborate and, where appropriate, indicate the legal and policy measures taken:

#### **1) Social Security Policy Support (SSPS) Programme**

This programme provides financial support and protection to vulnerable families, ensuring that children from poor households can continue their education without financial barriers.

(Reference: <https://socialprotection.gov.bd/wp-content/uploads/2017/08/4-MoPME.pdf>)

#### **2) Technical and Madrasah Education Division (TMED) Grant**

The **TMED Grant** offers stipends and grants to students pursuing technical and vocational education, particularly those from disadvantaged backgrounds.

(Reference: [https://dte.bangladesh.za.net/download/Stipend\\_Policy.pdf](https://dte.bangladesh.za.net/download/Stipend_Policy.pdf))

#### **3) Prime Minister Education Assistance Trust (PMEAT) Grants**

This trust offers scholarships, financial assistance, and grants to help students from low-income households continue their education.

(Reference 1: <https://pmeat.gov.bd/>

Reference 2: <https://pmeat.portal.gov.bd/site/page/471840df-d897-4466-9338-edbfac43a6dc>

<sup>36</sup>

Supra note 16.

**4) UGC Grant:**

The University Grants Commission (UGC) offers financial grants and scholarships to students in higher education institutions to support underprivileged students in accessing quality education.

(Reference: <https://ugc.gov.bd/site/page/b39376f9-eda0-4ec5-acf4-6f6d619bdd7c/Others-Scholarship>)

**5) Shishu Kollan (Children Welfare) Trust Stipend Guideline 2019**

This guideline provides financial assistance through stipends to children from underprivileged backgrounds, helping them stay in school.

(Reference:

[https://mopme.gov.bd/sites/default/files/files/mopme.portal.gov.bd/policies/25536b5672d6\\_41ce\\_ad6c\\_35fe1fb797b/Scan\\_003.pdf](https://mopme.gov.bd/sites/default/files/files/mopme.portal.gov.bd/policies/25536b5672d6_41ce_ad6c_35fe1fb797b/Scan_003.pdf)

**6) National School Meal Policy 2019**

The policy ensures free school meals for children, improving attendance and addressing nutritional needs, especially in poverty-stricken areas.

(Reference 1: <https://www.ghashful-bd.org/national-school-meal-policy-2019/>

Reference 2:

[https://sfp.dpe.gov.bd/sites/default/files/files/sfp.dpe.gov.bd/page/50650878\\_61ed\\_4738\\_8df2\\_7648b4844c87/2020-12-27-13-13-22212d99e26c31e3b700f85b6d4449ae.pdf](https://sfp.dpe.gov.bd/sites/default/files/files/sfp.dpe.gov.bd/page/50650878_61ed_4738_8df2_7648b4844c87/2020-12-27-13-13-22212d99e26c31e3b700f85b6d4449ae.pdf)

**7) Stipend Guideline 2021**

This guideline outlines the provision of stipends to support students, particularly from poor households, to ensure their continued education without financial constraints.

(Reference: <https://skt.gov.bd/site/page/a18c159c-296d-4d6c-b4b8-1df5b63121e6>)

- What challenges were encountered in realizing the right to education of students from poor households? If needed, brief quantitative information may be added.

**Female Students' Dropout in Secondary Level**

A significant challenge is the high dropout rate among female students at the secondary level in Bangladesh. Factors such as poverty, early marriage, and gender-based expectations contribute to this issue. In 2017, only 59% of girls completed secondary education, highlighting the need for continued efforts to address these barriers.

(Reference: <https://shorturl.at/VfWME>)

**2. Progress made with respect to implementing the right to education across all levels and forms of education****2.1 Early childhood care and education**

*For reference: Early childhood care and education (ECCE) is not explicitly provided for in the Convention/Recommendation. However, the international community has increasingly recognized the*

*importance of ECCE over the years. The Committee on the Rights of the Child initially recognized “the right to education during early childhood as beginning at birth” (General Comment No. 7). This became more explicit with the 2010 Moscow Framework for Action and Cooperation<sup>37</sup> and more recently, the Tashkent Declaration and Commitments to Action for Transforming Early Childhood Care and Education<sup>38</sup>. In the current context of the Education 2030 agenda, under SDG target 4.2, states have now committed to “the provision of at least one year of free and compulsory pre-primary education”.*

- Please indicate the measures taken to ensure access to quality ECCE (several items may be ticked):

- Prior to pre-primary education, ECCE services are free
- Prior to pre-primary education, ECCE services are affordable
- ECCE services are accessible on a non-discriminatory basis
- ECCE services respect a child's need for early cognitive and social development, foundational learning, responsive care, nutrition, health, safety, protection, and play.

- Please elaborate further on the measures taken:

**1) Mosque-based Non-Formal Education:**

The Islamic Foundation Bangladesh runs mosque-based non-formal education programs, targeting early childhood care and education (ECCE) in rural areas, and provides foundational education for young children.

(Reference: <https://islamicfoundation.gov.bd/site/page/ea30c305-b510-4558-bbe8-26d065b945c7/->)

**2) Temple-based Non-Formal Education**

Temple-based educational initiatives are focused on providing basic education for children in religious institutions, and contributes to non-formal early childhood education in Bangladesh.

(Reference: <https://bangladeshpost.net/posts/temple-based-education-programmes-stressed-62326>)

**3) Early Childhood Development in Bangladesh**

This outlines the efforts to improve early childhood development (ECD) through various programs and policies, focusing on health, nutrition, and early education, and enhances the cognitive and social skills of young children.

(Reference: <https://ceinternational1892.org/article/early-childhood-development-in-bangladesh/>)

**4) Day Care Service by Ministry of Women and Children Affairs:**

The Ministry of Women and Children Affairs (MOWCA) has implemented daycare services to support working parents and promote early childhood care. These centers offer structured care and learning for children under six.

<sup>37</sup> Which states that “ECCE is part of the right to education and the main foundation for holistic human development”.

<sup>38</sup> Which commits states to “Enhance policy and legal frameworks to ensure that the right to education includes ECCE”

(Reference: <https://mowca.gov.bd/site/page/f32cd2cd-2bfc-4ced-be08-4aba7eac8609/Day-Care-Center->)

**5) National Children Policy 2011**

This policy emphasizes the right of children to education, health, and proper development, with special provisions for early childhood care and education.

(Reference:

[http://childsocialprotection.gov.bd/public/upload/policy\\_files/202105240620National%20Children%20Policy%202011%20English.pdf](http://childsocialprotection.gov.bd/public/upload/policy_files/202105240620National%20Children%20Policy%202011%20English.pdf)

**6) Early Learning Development Standards (ELDS)**

ELDS provides a comprehensive framework for ECCE, outlining the skills and knowledge young children should develop, including physical, cognitive, social, and emotional growth.

(Reference:

[https://itacec.org/ece/document/learning\\_resources/2017/ELDS\\_Final\\_Report\\_March2017.pdf](https://itacec.org/ece/document/learning_resources/2017/ELDS_Final_Report_March2017.pdf)

**7) Comprehensive Early Childhood Care and Development Policy**

This policy supports holistic early childhood care and development, focusing on health, nutrition, education, and child protection for children under five.

(Reference: <https://nurturing-care.org/wp-content/uploads/2021/05/Bangla.pdf>)

**8) The Child Day Care Centre Act 2021**

This act provides a legal framework for the establishment and operation of day care centers, ensuring quality standards in early childcare services across Bangladesh.

(Reference: <http://bdlaws.minlaw.gov.bd/act-1375.html?lang=en>)

**9) Chittagong Hill Tracts Development Board (CHTDB)**

The CHTDB focuses on developing early childhood education in the Chittagong Hill Tracts, with initiatives aimed at children in remote areas to enhance their access to education and development resources.

(Reference: [https://ecd-bangladesh.net/document/documents/Country\\_Report\\_ECCE\\_Bangladesh.pdf](https://ecd-bangladesh.net/document/documents/Country_Report_ECCE_Bangladesh.pdf))

**10) National Curriculum and Textbook Board (NCTB) for Pre-Primary Education**

The National Curriculum and Textbook Board (NCTB) introduced a two-year pre-primary education program for children aged 4 and 5, enhancing early childhood education across the country.

(Reference: <https://shorturl.at/IpHfN>)

**11) Directorate of Primary Education (DPE)**

The DPE is responsible for overseeing and implementing ECCE programs in government primary schools, ensuring early education access for all children.

(Reference: <https://www.dpe.gov.bd/>)

- Is compulsory and free of charge pre-primary education available?

Pre-primary education is compulsory. Please provide the age of enrolment and duration:

Age of Enrolment: 4 years old child and Duration of this education programme: 2 years

Pre-primary education is **not** compulsory.

Pre-primary education is free of charge for all. Please provide the duration and indicate the extent to which it is free:

1-year Pre-Primary Education (PPE) is being implemented in all the govt. primary schools and 2-year PPE is being piloted in 3214 govt. primary schools.

Reference:

- **Annual Primary School Census (APSC) 2023**  
(Reference: <https://shorturl.at/6qhiE>)
- **Integrated Primary Education Management Information System (IPEMIS)**  
(Reference: <https://login.ipemis.dpe.gov.bd/login>)
- Directorate of Primary Education  
(Reference: <https://www.dpe.gov.bd/>)

Pre-primary education is **not** free.

- Please list the relevant laws and policies. Where applicable, provide information on the direct costs (e.g., enrolment fees and tuition fees) and indirect costs (e.g., schools supplies, uniforms, transport and compulsory levies on parents). Brief quantitative information may be added.

#### **Framework for Pre-Primary Education in Bangladesh**

It is an effective and coordinated implementation of Early Childhood Care and Development (ECCD), based on a national standard.

(Reference: [http://ecd-bangladesh.net/document/documents/Operational\\_Framework\\_for\\_PPE.pdf](http://ecd-bangladesh.net/document/documents/Operational_Framework_for_PPE.pdf))

- What challenges were encountered in realizing early childhood care and education and pre-primary education?

<input type="checkbox"/> Limited access	<input checked="" type="checkbox"/> Poor learning outcomes
<input type="checkbox"/> Issues of equity and inclusion	<input checked="" type="checkbox"/> Low number of professionally trained educators
<input type="checkbox"/> Poor quality programmes	<input type="checkbox"/> Lack of support to families
<input type="checkbox"/> Other:	

- Please elaborate. Brief quantitative information may be added.

Not Applicable

## 2.2 Primary and secondary education

For reference: Article/Paragraph 4(a) of the Convention/Recommendation provides for universal primary and secondary education. In the context of the Education 2030 agenda, SDG target 4.1 calls on States to provide “12 years of free, publicly funded, inclusive, equitable, quality primary and secondary education – of which at least nine years are compulsory.”

### Primary education

- Please provide the age of enrolment and duration of primary education:

The age of enrolment in Primary education is 6+ and the duration of primary education is 5 years.

(Reference: <https://www.dpe.gov.bd/>)

- Is primary education compulsory and free of charge?

- Primary education is compulsory
- Primary education is **not** compulsory.
- Primary education is free of charge.
- Primary education is **not** free.

- Please list the relevant laws and policies. Where applicable, provide information on the direct costs (e.g., enrolment fees and tuition fees) and indirect costs (e.g., exam fees, schools supplies, uniforms, transport and compulsory levies on parents). Brief quantitative information may be added.

Not applicable

- What challenges were encountered in realizing primary education?

- Limited access
- Issues of equity and inclusion
- High dropout rates
- Poor quality programmes
- Other:

- Poor learning outcomes in:
  - Foundation literacy
  - Numeracy
  - Social and emotional learning
  - Others
- Disparity in learning outcomes
- Low number of professionally trained teachers

- Please elaborate. Brief quantitative information may be added.

Not Applicable

### **Secondary education**

*In this part, please provide information on the general availability and accessibility to all of secondary education, including technical and vocational secondary education and training.*

- Please provide the age of enrolment and duration of lower secondary education:

In Bangladesh, the typical enrollment age for secondary education is 11 years old. For children with special needs, this age can be extended up to 14 years. Lower secondary vocational education, which begins in Grade 6, typically starts at age 12. The duration of a lower secondary education program is three years.

(Reference: [https://shed.portal.gov.bd/site/moedu\\_policy/d4cc56d9-a09e-4b29-9210-304c62fc1689](https://shed.portal.gov.bd/site/moedu_policy/d4cc56d9-a09e-4b29-9210-304c62fc1689))

- Please provide the age of enrolment and duration of upper secondary education:

In this educational system, students typically begin their upper secondary education at the age of 14. The entire program lasts for four years, divided equally between the secondary and higher secondary levels. This means that students will spend two years completing their secondary education and then proceed to the higher secondary level for another two years.

(Reference 1: <https://shed.gov.bd/>

Reference 2: <https://dshe.gov.bd/>)

- Is lower and upper secondary education compulsory and free of charge?

- Lower secondary education is compulsory.
- Lower secondary education is **not** compulsory.
- Lower secondary education is free of charge.
- Lower secondary education is **not** free of charge.
- Upper secondary education is compulsory.
- Upper secondary education is **not** compulsory.
- Upper secondary education is free of charge
- Upper secondary education is **not** free of charge.

- Please list the relevant laws and policies. Where applicable, provide information on the direct costs (e.g., enrolment fees and tuition fees) and indirect costs (e.g., exam fees, schools supplies, uniforms, transport and compulsory levies on parents). Brief quantitative information may be added.

#### **National Education Policy -2010**

(Reference: <https://moedu.gov.bd/site/page/318a22d2-b400-48a7-8222-303ab11cc205/N>)

#### **Secondary and Higher Education Division, Ministry of Education**

(Reference: <https://shed.gov.bd/>)

- Please indicate whether the legal minimum age for employment is aligned with the end of compulsory education:

*For reference: The employment laws and those related to compulsory education are interdependent and mutually reinforce each other. If the minimum age of employment is below that of compulsory education, the child is at risk of dropping out of school to work and therefore not completing compulsory education. On the other hand, if compulsory education is lower than the minimum age of employment, once the child has completed compulsory education, the door is open to child exploitation and the violation of labour laws.*

Yes  No

- Please provide reference to the relevant laws and provisions and indicate how the provision is enforced:

#### **1. School Admission Policy**

This policy ensures inclusive and fair student enrolment in secondary education, with oversight from the Ministry of Education to guarantee transparency and equal opportunities.

(Reference: [https://shed.portal.gov.bd/site/moedu\\_policy/d4cc56d9-a09e-4b29-9210-304c62fc1689](https://shed.portal.gov.bd/site/moedu_policy/d4cc56d9-a09e-4b29-9210-304c62fc1689))

#### **2. The Compulsory Primary Education (CPE) Act 1990**

This act mandates compulsory primary education, creating a foundation for students to transition into secondary education. Enforcement is handled by the Directorate of Primary Education.

(Reference: <https://planipolis.iiep.unesco.org/1990/primary-education-compulsory-act-1990-act-no-27-1990-4770>)

- What challenges were encountered in realizing secondary education?

<input type="checkbox"/> Limited access	<input checked="" type="checkbox"/> Poor learning outcomes
<input type="checkbox"/> Issues of equity and inclusion	<input checked="" type="checkbox"/> Low readiness of primary graduates
<input type="checkbox"/> High dropout rates	<input checked="" type="checkbox"/> Low number of professionally trained teachers

Poor quality programmes

Other:

**Dropout Rate**

Dropout rate in secondary school was 35.98% and Higher secondary level 22.72% in 2022.

(Reference: <https://shorturl.at/EKJ89>)

- Please elaborate. Brief quantitative information may be added.

## 2.3 Higher education

For reference: Article/Paragraph 4(a) of the Convention/Recommendation provides for higher education. Ensuring higher education is essential to achieve SDG4, both targets 4.3<sup>39</sup>, and target 4.4<sup>40</sup>. Article 4 of the Convention requires states to make "higher education equally accessible to all on the basis of individual capacity". Article 13 of the International Covenant on Economic, Social and Cultural Rights (1966) further adds that this should be pursued by "every appropriate means, and in particular by the progressive introduction of free education". Higher education includes technical and vocational education and training.

- Please indicate efforts made to ensure that higher education, including technical, vocation education and training, is equally accessible to all on the basis of individual capacity and/or is available free of charge (several items may be ticked):

Higher education is free of charge

Higher education is accessible on the basis of individual capacity (as assessed by reference to relevant qualifications and experience)

Higher education is accessible through financial incentives and scholarships

Higher education is accessible through positive or affirmative action measures

Higher education is accessible through credit transfer system between states

Higher education allows for multiple and flexible learning pathways (flexible entry and re-entry, recognition, validation, and accreditation of knowledge and skills acquired through non-formal and informal education).

Other:

**Bangladesh Accreditation Council Act, 2017**

Bangladesh Accreditation Council (BAC) has been established with the responsibility of quality assurance in higher education in Bangladesh. BAC will implement Level 7-10 of the national

<sup>39</sup> Which calls on states to "ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university".

<sup>40</sup> Which recommends to "substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship".

qualifications framework (BNQF) and accredit HEIs and academic programs for quality assurance. (Reference: <http://bdlaws.minlaw.gov.bd/upload/act/2023-01-15-13-47-39-65.Bangladesh-Accreditation-Council-Act,-2017.pdf>).

### **Bangladesh Open University**

Informal education and Distance Learning are run by Bangladesh Open University (Web link: [www.bou.ac.bd](http://www.bou.ac.bd)).

### **Prime Minister Education Assistance Trust (PMEAT) Scholarships**

This trust is a Bangladesh government trust fund under the Ministry of Education responsible for providing scholarships to underprivileged students based on merit.

(Reference 1:

[https://pmeat.gov.bd/sites/default/files/files/pmeat.portal.gov.bd/notices/ec9a46cd\\_7df1\\_4a76\\_bbb3\\_c574c78641bf/2024-06-23-12-09-6e5c3ab9590cbfaadee6f5611624b8d6.pdf](https://pmeat.gov.bd/sites/default/files/files/pmeat.portal.gov.bd/notices/ec9a46cd_7df1_4a76_bbb3_c574c78641bf/2024-06-23-12-09-6e5c3ab9590cbfaadee6f5611624b8d6.pdf)

Reference 2:

[https://pmeat.gov.bd/sites/default/files/files/pmeat.portal.gov.bd/notices/60ba9951\\_44ca\\_43f1\\_b260\\_86e6a5288ea7/2024-04-21-18-23-cce37649dc6a737fe0b7da9bb1cd4af1.pdf](https://pmeat.gov.bd/sites/default/files/files/pmeat.portal.gov.bd/notices/60ba9951_44ca_43f1_b260_86e6a5288ea7/2024-04-21-18-23-cce37649dc6a737fe0b7da9bb1cd4af1.pdf)

- Please list the relevant laws and policies. Where applicable, provide information on the direct costs (e.g., enrolment fees and tuition fees) and indirect costs (e.g., exam fees, university supplies, transport, accommodation). Brief quantitative information may be added.

- What challenges were encountered in realizing higher education?

<input checked="" type="checkbox"/> Limited access	<input checked="" type="checkbox"/> Low number of professionally trained professors
<input type="checkbox"/> Issues of equity and inclusion	<input type="checkbox"/> Insufficient mechanisms to ensure smooth transition from secondary to tertiary
<input checked="" type="checkbox"/> Poor quality programmes	
<input checked="" type="checkbox"/> Poor learning outcomes	
<input type="checkbox"/> Other:	

- Please elaborate. Brief quantitative information may be added.

University Grants Commission of Bangladesh (UGC) and Bangladesh Accreditation Council (BAC) will implement Bangladesh National Qualifications Framework (BNQF) level 7-10 and set standards (10) and 63 criteria for accreditation of higher education institutions and academic programs. The UGC and BAC are also responsible for the implementation of the Outcome-Based Curriculum (OBE) and blended learning in HEIs in Bangladesh, which may formulate the internationalization of higher education and lifelong learning. Besides, UGC is implementing the higher education strategic plan 2018-2030 with great importance to foster and make accessible higher education in Bangladesh.

(Reference 1: <https://ugc.gov.bd/site/view/policies/->

Reference 2: <https://ugc.gov.bd/site/publications/6dc675fc-db66-42bd-88e3-5fcbb3a5c497/Strategic-Plan-for-Higher-Education-in-bd-2018-2030> )

Reference 3: Bangladesh Accreditation Council Act, 2017 (<https://www.bac.gov.bd>; <https://bac.gov.bd/site/page/10cbe74a-aad4-4f0e-96ca-632ff843d48e/-> )

## 2.4 Adult education and alternative learning

*For reference: Article/Paragraph 4(c) of the Convention/Recommendation provides for adult education and alternative learning. While SDG4 aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”, target 4.6 specifically calls on states to “ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy”. Furthermore, under target 4.4, states are called “to increase and diversify learning opportunities, using a wide range of education and training modalities, so that all youth and adults, especially girls and women, can acquire relevant knowledge, skills and competencies for decent work and life.”*

- Please indicate the measures taken to establish a system of continuing education and equitable access to learning and training opportunities (several items may be ticked):

- Provision of education for persons who have not received or completed the whole period of their primary education
- Provision of literacy programmes
- Provision of continuous learning (such as learning programmes to develop knowledge, skills, abilities, or competencies for personal and professional development)
- Provision of free of charge learning opportunities
- Provision of professional training including reskilling and upskilling programmes
- Recognition, validation and certification of non-formal and informal learning
- Provision of free of charge career guidance and counselling
- Lifelong learning entitlements including learning accounts, vouchers, etc.
- Other:

### Provision of continuous learning

The University Grants Commission of Bangladesh (UGC) and Bangladesh Accreditation Council (BAC) will implement the Bangladesh National Qualifications Framework (BNQF) level 7-10 and set standards for accreditation of higher education institutions and academic programs. BNQF endorses lifelong learning, which will be the key component of HEIs and their academic

programs.

Provision of professional training including reskilling and upskilling programmes: The University Grants Commission of Bangladesh (UGC) and Bangladesh Accreditation Council (BAC) are responsible for establishing and monitoring the Institutional Quality Assurance Cell (IQAC). Around 140 IQAC have been established at the universities, which provide training on quality assurance, reskilling, and upskilling programmes, and also training to capacity development in the professional arena.

### **Evidence of "Adult Education and Alternative Learning" in Bangladesh**

#### **1. College Education Development Project (CEDP)**

It aims to enhance the quality of higher education through master trainer programs for faculty development.

(Reference: <https://cedp.gov.bd/online-application-unmc-for-master-trainer/> )

#### **2. Graduate Training Institute (GTI)**

It offers training programs to improve the skills of educators and professionals in various fields.

(Reference: <https://gti.bau.edu.bd/>)

#### **3. University Grants Commission of Bangladesh (UGC)**

It regulates and supports higher education institutions, ensuring quality and development in education.

(Reference: <https://ugc.gov.bd/site/page/2aabc67f-5239-4cce-a4e7-8932faf0a70b/->)

#### **4. Bangladesh Accreditation Council (BAC)**

It ensures standards and quality in higher education through accreditation processes.

(Reference: <https://bac.gov.bd/site/files/52fabe8b-a1e3-4c2f-afc1-a9ce7b59d278/->)

#### **5. Non-Formal Education Act 2014**

Legal framework that supports the recognition of non-formal education to expand learning opportunities.

(Reference: <https://bnfe.gov.bd/site/page/56778281-5ba7-4067-9385-97b880afce51/NFE-Act-2014>)

#### **6. Recognition, Validation, and Certification of Non-formal Learning**

Acknowledges non-formal and informal learning to integrate them into the formal education system.

(Reference: <https://www.bou.ac.bd/BOU/NonFormalProgram>)

#### **7. Provision of Continuous Learning**

Programs focusing on personal and professional development to enhance knowledge and skills.

(Reference: [https://www.nu.ac.bd/uploads/notices/Bachelor\\_of\\_Education\\_Syllabus-10\\_July\\_2024.pdf](https://www.nu.ac.bd/uploads/notices/Bachelor_of_Education_Syllabus-10_July_2024.pdf))

#### **8. Free Learning Opportunities**

Various government teacher training colleges and technical centers offer free learning, including stipends for trainees.

(Reference:

[https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/training/55a4759c\\_27f1\\_4c54\\_92cc\\_d3ffd10d5126/2024-07-15-05-36-5501be70d208bd86ca22c37bf5ff55d5.pdf](https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/training/55a4759c_27f1_4c54_92cc_d3ffd10d5126/2024-07-15-05-36-5501be70d208bd86ca22c37bf5ff55d5.pdf))

## **9. Professional Training (Reskilling and Upskilling)**

In-service Education and B.Ed programs offer reskilling and upskilling opportunities for professional growth.

(Reference 1: <https://naem.gov.bd/site/page/33df6eb0-e3d0-4d78-bf03-31effb1ded46/->),

Reference 2: <https://shorturl.at/FwR7d>)

## **10. Teacher Education Training Policies**

Outlines strategies for implementing adult learning and training initiatives across educational institutions.

(Reference:

[https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/a9c0bb92\\_4c5d\\_45ea\\_8e7d\\_0d0eab7a86fd/2021-11-28-04-28-bd714c81516d1cca848decb744487ccc.pdf](https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/a9c0bb92_4c5d_45ea_8e7d_0d0eab7a86fd/2021-11-28-04-28-bd714c81516d1cca848decb744487ccc.pdf))

- Please elaborate further on the measures taken:

### **1. National Skills Development Policy 2020**

It aims to create a skilled workforce by improving the quality and relevance of education and training. It emphasizes lifelong learning and vocational skills development.

(Reference:

<https://nsda.portal.gov.bd/sites/default/files/files/nsda.portal.gov.bd/npfblock/2020-12-21-14-24-8c85b4482cf8516df94dd6471eaf30a4.pdf>

### **2. Skills for Employment Investment Program (SEIP)**

This initiative provides training in various sectors to boost employability, particularly for disadvantaged groups. It also promotes partnerships with industries for skill development.

(Reference: <https://seip-fd.gov.bd/>)

### **3. National Skills Development Authority (NSDA)**

It oversees and coordinates skills development programs across Bangladesh, focusing on aligning training with national development needs and global standards.

(Reference: <https://nsda.gov.bd/>)

### **4. Directorate of Youth Development**

It provides skill-based training and support to the youth to enhance employability and promote self-employment opportunities, contributing to the national workforce.

(Reference: <https://dyd.gov.bd/>)

- What challenges were encountered in realizing adult learning and education?

Limited access

Limited funding

Issues of equity and inclusion

Poor learning outcomes

Poor quality programmes

Low number of professionally trained educators

Other:

- Please elaborate. Brief quantitative information may be added.

Not Applicable

### 3. Quality education provision and learning environment

*For reference: Articles/Paragraphs 2, 4(b) and 5(b) of the Convention/Recommendation provide for quality education. Quality education is fundamental to achieve all targets of SDG4. It is also particularly highlighted in SDG target 4.a that recommends states to “build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all”.*

#### 3.1 General measures

- Please indicate whether the legal or regulatory framework lays out the conditions and minimum education standards for the establishment and functioning of public education institutions regarding:

- State monitoring and inspections
- Health and sanitation
- Safety (children learn in a safe environment free from violence or harassment, including school-related gender-based violence (in and around schools))
- Infrastructure
- Curriculum
- Student-teacher ratio
- School fees (if relevant)
- Other

#### 1. State Monitoring and Inspections

##### a) District Education Office

The District Education Office is responsible for supervising and inspecting schools to ensure educational standards and policies are met at the district level, contributing to effective educational governance.

(Reference: <https://dshe.portal.gov.bd/site/page/da63af3c-b637-436b-a6a8-0dd29e237350>)

##### b) Upazila Secondary Education Office

This office monitors secondary schools at the upazila (sub-district) level, ensuring that schools comply with national education policies, manage academic performance, and address local educational issues.

(Reference: <https://dshe.portal.gov.bd/site/page/450f3db5-295b-4272-9dce-f06f84d1cf26>)

#### 2. National Action Plan to Prevent Violence against Women

This action plan includes educational measures aimed at raising awareness, preventing violence in schools, and fostering a safe environment for female students through

education and community involvement.

(Reference: <https://shorturl.at/hqFyc> )

### **3. Bullying & Ragging Prevention Policy 2023**

This policy outlines strict measures to prevent bullying and ragging in educational institutions, aiming to create a safer environment for students and foster positive school cultures.

(Reference: <https://shorturl.at/1rafd>)

### **4. Education Infrastructure Guideline**

This guideline provides a framework for improving school infrastructure, including the construction of classrooms, libraries, and laboratories, to ensure better learning environments across educational institutions.

(Reference: <https://moedu.gov.bd/site/page/afc42c25-9023-4412-97e2-730c7897e9c8/Education-Guideline>)

### **5. Health and Sanitation**

National education policy emphasizes the provision of adequate sanitation, clean drinking water, and healthcare facilities in schools to promote students' well-being and ensure a healthy learning environment. (National Education Policy 2010, Chapter 18, Page 7)

(Reference: <https://shorturl.at/JtyZT> )

### **6. Teacher-Student Ratio (TSR)**

The TSR in Bangladesh is continually monitored and reported, with efforts to maintain an appropriate balance to ensure quality education and better student-teacher interaction.

(Reference:

<https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/npfblock/Bangladesh%20Education%20Statistics%202023%20%281%29.pdf>

- Please elaborate on each of the measures taken:

*You may include information on policies, protocols or codes of conduct.*

#### **Policy against Bullying & Ragging in Educational Institution:**

This policy is developed to combat institutional harassment regarding bullying and ragging

(Reference: [https://shed.portal.gov.bd/site/moedu\\_policy/3a49a949-4d58-452c-a3d6-0671ded197be](https://shed.portal.gov.bd/site/moedu_policy/3a49a949-4d58-452c-a3d6-0671ded197be))

#### **State monitoring and inspections; Curriculum; Student-teacher ratio:**

The University Grants Commission of Bangladesh, UGC Act, 1973, is responsible for these issues and inspecting the HEIs and disbursing government grants to public universities. UGC is also working on the Private University Act, 2010 to recommend the establishment of private universities and approve, and modify the academic programs and syllabi.

(Reference 1: <https://ugc.gov.bd/site/view/policies/-> ;

Reference 2: <https://ugc.gov.bd/site/publications/6dc675fc-db66-42bd-88e3-5fcbb3a5c497/Strategic-Plan-for-Higher-Education-in-bd-2018-2030> )

**Quality assurance and Accreditation of Higher Education:** Bangladesh Accreditation Council

(BAC) is responsible for implementing the Bangladesh National Qualifications Framework (BNQF) level 7-10. Thus, BAC has set 10 standards and 63 criteria for quality assurance and accreditation of higher education institutions and academic programs.  
(Reference: <https://bac.gov.bd/site/files/f8763183-cac6-4b9b-8678-9c669988991d/->)

- What challenges were encountered in realizing quality education?

- Non-supportive or inadequate learning environments
- Violence in schools
- Cost of education
- Conflicts or crises
- Other:

Lack of qualified teachers is one of the main challenges. Community of practice among teachers is not often very popular. Sometimes, proper monitoring by the relevant local authorities is less organised. Often there is resistance from the parents and teachers to welcome new teaching practices and methods.

- Please elaborate. Brief quantitative information may be added.

Not Applicable

### 3.2 Education personnel

For reference: Article/Paragraph 4(d) of the Convention/Recommendation provides for the education personnel. This corresponds to SDG target 4.c which is entirely devoted to the teaching profession as it calls on states to “substantially increase the supply of qualified teachers”.

- Please indicate the measures taken to improve the teaching and working conditions of education personnel, especially teaching staff at all levels and regarding the training for the teaching profession (several items may be ticked):

- Teacher training is provided without discrimination.
- Teachers' average salaries are competitive or at least comparable to those paid in other professions requiring similar or equivalent qualifications (at all levels).
- Initial training and continuous professional development are provided.
- Minimum standards and qualifications required for the teaching profession.
- Measures taken to strengthen the social status and attractiveness of the teaching profession.
- Measures taken to promote diversity in the teaching workforce, including to redress gender imbalances at different levels of education.
- Establishment of performance monitoring systems.
- Measures taken to increase women in leadership positions in education.

Other:

**Teacher Education and Training Policies**

Web link:

[https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/a9c0bb92\\_4c5d\\_45ea\\_8e7d\\_0d0eab7a86fd/2021-11-28-04-28-bd714c81516d1cca848decb744487ccc.pdf](https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/a9c0bb92_4c5d_45ea_8e7d_0d0eab7a86fd/2021-11-28-04-28-bd714c81516d1cca848decb744487ccc.pdf)

**Initial training and continuous professional development: Training Courses of NAEM**

Web link:

[https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/f8a6db84\\_6ed0\\_4f8c\\_828d\\_1f678a6e8891/2021-08-17-07-36-0b66193c24df87c21812dd55d36deea3.pdf](https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/f8a6db84_6ed0_4f8c_828d_1f678a6e8891/2021-08-17-07-36-0b66193c24df87c21812dd55d36deea3.pdf)

**Bangladesh Madrasa Teachers' Training Institute (BMTTI)**

Web link: <https://bmtti.gov.bd/>

**Standards and Qualifications required for the teaching profession**

Web link:

1. <https://shorturl.at/SICTb>
2. <https://shorturl.at/ReBba> )

- Please elaborate on each of the measures taken:

**1. Teacher's recruitment policy in Non-Government Secondary School**

There is separate teacher's recruitment policy in secondary and College level education in Bangladesh. Generally minimum standard of qualification are maintained for teachers recruitment in public and private educational institutional which is same but procedure are different in public and private sectors.

(Reference:

[https://ntrca.portal.gov.bd/sites/default/files/files/ntrca.portal.gov.bd/page/8cc6b8c4\\_70fb\\_4f16\\_99cb\\_9932da176539/2024-04-01-05-19-beba6fd2e30cba25d917de1dff83b48c.pdf](https://ntrca.portal.gov.bd/sites/default/files/files/ntrca.portal.gov.bd/page/8cc6b8c4_70fb_4f16_99cb_9932da176539/2024-04-01-05-19-beba6fd2e30cba25d917de1dff83b48c.pdf)

**2. Bangladesh Accreditation Council (BAC)**

The BAC is responsible for ensuring quality assurance and accreditation for higher education institutions in Bangladesh. It sets academic standards and monitors compliance, contributing to improving educational quality at the tertiary level.

(Reference: <https://www.bac.gov.bd>)

**3. College Education Development Project (CEDP)**

This project focuses on enhancing the quality and relevance of tertiary education in Bangladesh. It supports professional development, including master training programs for college teachers, helping to improve teaching standards.

(Reference: <https://cedp.gov.bd/online-application-unmc-for-master-trainer/>)

**4. Graduate Training Institute (GTI)**

GTI, based at Bangladesh Agricultural University, provides training and professional development for graduates, contributing to capacity building and skill development in agriculture and related fields.

(Reference: <https://gti.bau.edu.bd/>)

**5. University Grants Commission (UGC) of Bangladesh:**

The UGC is the statutory body responsible for allocating funds, coordinating, and maintaining

standards across universities in Bangladesh. It plays a key role in promoting higher education and ensuring institutional accountability.

(Reference: <https://ugc.gov.bd/site/page/2aabc67f-5239-4cce-a4e7-8932faf0a70b/->)

- What challenges were encountered in the education personnel?

<input checked="" type="checkbox"/> Shortages of teaching staff	<input type="radio"/> Low quality educational infrastructure and materials
<input checked="" type="checkbox"/> Lack of qualified, trained and motivated teaching staff	<input type="radio"/> High student – teacher ratio
<input checked="" type="checkbox"/> Lack of training centres	
<input type="checkbox"/> Other:	

- Please elaborate. Brief quantitative information may be added.

Some more challenges are mentioned in the following:

- Lack of technology and time-befitting education and training for education personnel;
- Lack of continuous professional development training, monitoring & evaluation to promote self-motivated education personnel;
- Shortage of educational infrastructures, such as laboratories, incubators, research hubs, etc.
- The teacher-student-ratio is not at an international standard (1:13). (Public universities 1:18 and Private universities 1:21, as per the 49<sup>th</sup> UGC Annual Report published in 2023)

University Grants Commission of Bangladesh Annual Report published in 2023  
(Reference: <https://shorturl.at/RR3qJ>)

### 3.3 Respect for human rights and fundamental freedoms

For reference: Article/Paragraph 5(1)(a) of the Convention/Recommendation provides for the respect for human rights and fundamental freedoms. This is covered under SDG target 4.7.<sup>41</sup> Please note that this section contributes to the general monitoring of Article/Paragraph 5(1)(a) of the Convention/Recommendation and that the future consultation on the 1974 Recommendation concerning Education for International Understanding, Co-operation and Peace and Education relating to Human Rights and Fundamental Freedoms // 2023 Recommendation on [...] will be used specifically for monitoring SDG4 indicator 4.7.1.

- Please indicate the national efforts taken in directing education to the full development of the human personality and the strengthening of respect for human rights and fundamental freedoms (several items may be ticked):

<sup>41</sup> Which calls on states to “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”.

Curriculum includes human rights education.

Educational and/or extracurricular activities are organized on human rights education.

Other:

Not Applicable

- Please elaborate on each of the measures taken:

One year B.Ed. and four-years B.Ed. students study a 4 credit course each on Inclusive Education. The course codes and names are respectively Human Diversity and Inclusion in Education (Course Code: 812225), and Inclusive Education (Course code: 240317).

(Reference 1: [https://www.nu.ac.bd/uploads/notices/Bachelor\\_of\\_Education\\_Syllabus-10\\_July\\_2024.pdf](https://www.nu.ac.bd/uploads/notices/Bachelor_of_Education_Syllabus-10_July_2024.pdf)

Reference 2: <https://www.nu.ac.bd/syllabus-professionals.php>

### 3.4 Non-state actors in education

For reference: Articles/Paragraphs 2(c) and 5(1)(b) of the Convention/Recommendation provide for non-state education provision<sup>42</sup>.

- Please indicate the measures taken to ensure the provision of quality non-state education (several items may be ticked):

Legal provisions prohibiting discrimination on the grounds listed by the Convention/Recommendation<sup>43</sup> explicitly apply to non-state educational institutions. Please specify:

Bangladesh has a long history of reaching some of the country's most disadvantaged people through education partnerships between government and Non-state actors in education, including Non-Government Organisations (NGOs), Community Based Organisations (CBOs), Private Sector and Corporate Sector. The Development Partners and donors also play an active role in supporting and contributing to these initiatives. The major initiatives by the Non-State Actors include the following:

#### NGO initiatives in formal and non-formal centres

- Early Childhood Development centres;
- Pre-primary;
- Primary;
- Floating Schools;
- Bridge Schools;
- Education support program to the underprivileged children in the remotest areas of the country;
- Program for working and Street Children and Ethnic learners.
- Basic literacy for adolescents and adults for literacy and numeracy and life and livelihoods training and skills training.

<sup>42</sup> Private, faith-based, NGOs, community actors.

<sup>43</sup> See: Article/Paragraph 1(1).

- Community learning centres

**Other initiatives**

- Initiatives run by local people/community
- *Quomi* Madrasa based education
- English medium schools, from primary, secondary, colleges and the private universities.
- *Grameen* phone, garment sector, banking sector are the key private sector players.

These initiatives are implemented in close collaboration with the Government and the Development partners. The NSA have their own monitoring mechanisms, development partners also monitor to the quality of programmes, and government also monitors programmes.

(Reference: <https://bdplatform4sdgs.net/profile/campaign-for-popular-education-campe/>)

Policies aim to guarantee that the development of non-state education does not generate discrimination and that non-state actors offer a relevant alternative (without supplanting public education). **Please specify:**

**1. The Registration of Private Schools Ordinance**

This ordinance outlines the regulatory framework for the registration and management of private schools in Bangladesh. It ensures that private educational institutions meet certain standards regarding infrastructure, teacher qualifications, and governance before they are allowed to operate.

(Reference: <http://bdlaws.minlaw.gov.bd/act-details-330.html>)

**2. Private Primary School Registration Rules 2023**

These rules provide updated guidelines for the registration and regulation of private primary schools in Bangladesh. They focus on ensuring quality education, proper infrastructure, and teacher certification, promoting accountability in private education.

(Reference: <https://file-dhaka.portal.gov.bd/uploads/f9ffd0a9-1f5c-46ce-b13e-276cbea5d165//655/84e/1bd/65584e1bd653b748661004.pdf>)

Legal provisions provide for the rights of the parents /legal guardians for providing religious and moral education for their children. **Please specify:**

Legal or regulatory framework lays out the conditions and minimum education standards for the establishment and functioning of non-state educational institutions. **Please specify what is covered:**

- Registration
- State monitoring and inspections
- Qualifications of teachers
- Health and sanitation

- Safety (children learn in a safe environment free from violence or harassment, including school-related gender-based violence (in and around schools)
- Infrastructure
- Curriculum
- Student-teacher ratio
- School fees
- School closures
- Other

The following are the regulatory frameworks for the minimum education standards for the establishment and functioning of non-state educational institutions:

#### **1. National Education Policy 2010**

This policy outlines the overall framework for educational standards and regulations, ensuring that all educational institutions, including non-state actors, follow minimum standards in curriculum, teacher qualifications, and infrastructure. It promotes equity and access across all sectors.

(Web link: <https://shorturl.at/im0Ys> )

#### **2. Non-Formal Education Act, 2014**

This act regulates the establishment and operation of non-formal educational institutions, ensuring they meet specific standards to provide quality education. It sets the framework for accreditation and oversight of these institutions, enhancing access for marginalized groups.

(Reference: <https://bnfe.gov.bd/site/page/56778281-5ba7-4067-9385-97b880afce51/NFE-Act-2014> )

#### **3. Foreign Donations Regulatory Act 2016**

This law regulates the receipt of foreign donations by non-governmental organizations, including those involved in education, ensuring transparency and accountability in the use of foreign funds. It sets guidelines for non-state educational institutions receiving foreign assistance.

(Reference:

[https://ngoab.gov.bd/sites/default/files/files/ngoab.portal.gov.bd/page/c2b974f0\\_dfd2\\_4013\\_8deb\\_90fd2d36759b/2024-06-02-05-01-8b0892067f464033c41631c8c436159d.pdf](https://ngoab.gov.bd/sites/default/files/files/ngoab.portal.gov.bd/page/c2b974f0_dfd2_4013_8deb_90fd2d36759b/2024-06-02-05-01-8b0892067f464033c41631c8c436159d.pdf))

#### **4. NGO Affairs Bureau**

This bureau oversees the registration, operation, and monitoring of NGOs in Bangladesh, including those providing educational services. It ensures that these organizations meet regulatory standards and contribute effectively to the education sector.

(Web link: <https://ngoab.gov.bd/>)

#### **5. Education Sector Plan**

The Education Sector Plan (2020/21 – 2024/25) provides a roadmap for achieving the country's educational goals, including collaboration with non-state actors. It highlights policies and strategies to ensure quality education, emphasizing partnerships with private and non-formal institutions.

(Reference:

[https://planipolis.iiep.unesco.org/sites/default/files/ressources/bangladesh\\_esp\\_2020-](https://planipolis.iiep.unesco.org/sites/default/files/ressources/bangladesh_esp_2020-)

[21-2024-25.pdf](#) )

## **6. National Skill Development Policy 2020**

This policy sets the standards for skill development programs in the country, including those run by private and non-state actors. It ensures that vocational and technical education programs adhere to quality standards and align with national development goals.

(Reference:

<https://nsda.portal.gov.bd/sites/default/files/files/nsda.portal.gov.bd/npfblock/2020-12-21-14-24-8c85b4482cf8516df94dd6471eaf30a4.pdf> )

## **7. SDG 4 Strategic Framework**

This framework aligns Bangladesh's educational policies with the Sustainable Development Goals, focusing on inclusive and equitable quality education. It includes a role for non-state actors in helping the country achieve its targets for SDG 4.

(Reference:

<https://planipolis.iiep.unesco.org/sites/default/files/ressources/382835eng.pdf> )

## **8. Bangladesh National Qualifications Framework (BNQF)**

The BNQF sets the qualifications framework for all educational institutions, ensuring that non-state actors provide education that meets the national standards for qualifications, facilitating student mobility between institutions.

(Reference: <https://file-rangpur.portal.gov.bd/uploads/77da40db-f61d-46c0-be48-42a3b2ea6134/65e/74b/c89/65e74bc898039700956840.pdf> )

## **9. TVET Action Plan**

The Technical and Vocational Education and Training (TVET) Action Plan ensures that vocational institutions, including those run by non-state actors, meet quality standards. It focuses on skill development aligned with national employment needs.

(Reference: <https://tmed.portal.gov.bd/site/page/4837827d-684c-468f-8318-c8dd5890b25f/TVET-Action-Plan> )

## **10. Technical and Madrasah Education Division**

This division regulates technical and madrasah education in Bangladesh, ensuring that institutions meet the required educational standards. It works with non-state actors in delivering technical education programs.

(Web link: <https://tmed.gov.bd/> )

## **11. Directorate of Secondary & Higher Education (DSHE)**

DSHE monitors and enforces the regulations for secondary and higher education institutions, including private schools and colleges, ensuring they adhere to government standards for curriculum, assessment, and teacher qualifications.

(Web link: <https://dshe.gov.bd/> )

## **12. Directorate of Primary Education (DPE)**

DPE oversees primary education institutions, including private and non-formal schools, ensuring compliance with national standards and policies, including those set for infrastructure, teacher training, and student outcomes.

(Web link: <https://www.dpe.gov.bd/>)

- Please elaborate:

### Number of private institutions: Annual Primary School Census (APSC) 2023

SL	Primary School Type	2021		2022	
		No. of schools	% share	No. of schools	% share
1	GPS	65,566	55.1	65,565	57.2
2	Private School	4,799	4.0	6,140	5.4
3	Ebtadayee Madrasah	3,839	3.2	4,300	3.8
4	High Madrasah Attached	3,534	3.0	2,911	2.5
5	High Schools Attached	1,988	1.7	1,897	1.7
6	Kindergarten	28,193	23.7	26,478	23.1
7	NGO Schools (Garde 1 to 5)	3,753	3.2	3,310	2.9
8	Shishu Kalyan Trust School	1,614	1.4	228	0.2
9	Other NGO Centers	205	0.2	2,238	2.0
10	Others	5,400	4.5	1,472	1.3
<b>Total</b>		<b>118,891</b>	<b>100.0</b>	<b>114,539</b>	<b>100.0</b>

(Reference 1:

[https://www.dpe.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/bfe86b94\\_5ace\\_4216\\_8d21\\_05b99550b57f/Final%20Report%20APSC%202023.pdf](https://www.dpe.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/bfe86b94_5ace_4216_8d21_05b99550b57f/Final%20Report%20APSC%202023.pdf) )

Reference 2: **Bangladesh Education Statistics 2023**

[https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/npfblock/Bangladesh%20Education%20Statistics%202023%20\(1\).pdf](https://banbeis.portal.gov.bd/sites/default/files/files/banbeis.portal.gov.bd/npfblock/Bangladesh%20Education%20Statistics%202023%20(1).pdf)

Reference 3: **National Student Assessment 2022**

[https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/27a08801\\_1d5d\\_4e08\\_8fdb\\_25a4a693a2f3/NSA-2022%20Final%20Report.pdf](https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/27a08801_1d5d_4e08_8fdb_25a4a693a2f3/NSA-2022%20Final%20Report.pdf) )

- What challenges were encountered in non-state education provision?

<input checked="" type="checkbox"/> Low quality educational infrastructure and materials	<input checked="" type="checkbox"/> Issues in terms of equity and inclusion
<input checked="" type="checkbox"/> Low number of professionally trained teachers	<input type="checkbox"/> Weak government regulatory and monitoring capacity
<input type="checkbox"/> High student – teacher ratio	
<input type="checkbox"/> Other:	

Not Applicable

- Please elaborate. Brief quantitative information may be added.

There are issues of equity and inclusion in private provision education institutions because they changes, where there no issues of equity and inclusion in NGOs, CBOs Community Based Institutions because they target the most marginalised and vulnerable groups and ensure equity and inclusion issues.

(Reference:

[https://www.researchgate.net/publication/267332419\\_Exploring\\_the\\_Challenges\\_of\\_Achieving\\_Equity\\_through\\_Inclusion\\_in\\_the\\_Bangladeshi\\_Education\\_Context](https://www.researchgate.net/publication/267332419_Exploring_the_Challenges_of_Achieving_Equity_through_Inclusion_in_the_Bangladeshi_Education_Context)

### 3.5 Digital education

*Digital education is both an opportunity for enhancing access but also can lead to challenges in terms of quality education and inclusion<sup>44</sup>.*

- Please indicate the measures taken to ensure the provision of quality digital education (several items may be ticked):

Digital technology use in education is provided for in the legal framework.

Please indicate the relevant text and provisions:

#### **1. Blended Education Master Plan**

This master plan promotes the blended learning approach, combining face-to-face and digital education methods to ensure flexible, inclusive, and high-quality learning experiences. It emphasizes capacity building for teachers, digital content development, and infrastructure support.

(Reference: <https://motj.gov.bd/site/publications/a7e65e99-e990-4f05-97a3-4ee23e7f56ba/-Blended-education-Master-Plan-DOT-> )

#### **2. National ICT Master Plan**

The National ICT Master Plan focuses on enhancing digital education through ICT integration in schools and colleges. It includes developing ICT infrastructure, digital teaching materials, and teacher training to support the adoption of digital education across all levels.

(Reference: [https://shed.portal.gov.bd/site/page/5d6e372d-1a7a-470b-943e-1dafd788e256/ICT-Master-plan-\(Revised-](https://shed.portal.gov.bd/site/page/5d6e372d-1a7a-470b-943e-1dafd788e256/ICT-Master-plan-(Revised-) )

#### **3. Digitization in Education**

This document outlines the government's efforts to digitize education through e-learning platforms, virtual classrooms, and digital resources. It highlights various initiatives, such as interactive e-learning materials and tools for both students and teachers, promoting an accessible and flexible learning environment.

(Reference:

[https://shed.gov.bd/sites/default/files/files/shed.portal.gov.bd/publications/65d96a81\\_2dd3\\_491d\\_98ca\\_1db6f5231d41/digitazation.pdf](https://shed.gov.bd/sites/default/files/files/shed.portal.gov.bd/publications/65d96a81_2dd3_491d_98ca_1db6f5231d41/digitazation.pdf)

#### **4. Bangladesh Research and Education Network (BdREN)**

University Grants Commission (UGC) of Bangladesh, On behalf of the Ministry of Education (MoE) implemented the Bangladesh Research and Education Network (BdREN) under HEQEP through joint financing of the Bangladesh Government and World Bank in 2009. It is deployed as a high-performance data Communications network providing connectivity among higher education and research institutions in both public and private sectors.

(Reference: <https://www.bdren.net.bd/about/company> )

#### **5. Integrated Primary Education Management Information System (IPEMIS)**

IPEMIS is a comprehensive data management system used to monitor and evaluate primary

<sup>44</sup> Please see General Comment No. 25 (2021) of the Committee on the Rights of the Child which covers children's right to education in relation to the digital environment.

education digitally. It supports evidence-based policy decisions by collecting real-time data on schools, students, and teachers, contributing to the improvement of educational quality.  
(Reference: <https://ipemis.dpe.gov.bd/>)

#### **6. National Education Policy 2010**

The National Education Policy calls for the incorporation of ICT in education to modernize the learning environment. It emphasizes teacher training, the use of multimedia, and the development of digital content for primary, secondary, and higher education.

(Reference: <https://shorturl.at/BefPa>)

#### **7. 8th Five-Year Plan (2020-2025)**

The 8th Five-Year Plan incorporates strategies for expanding digital education through ICT, focusing on increasing internet access, developing e-learning platforms, and enhancing teacher training in digital skills. It aims to close the digital divide by ensuring equitable access to digital education resources.

(Reference:

<https://oldweb.lged.gov.bd/UploadedDocument/UnitPublication/1/1166/8FYP.pdf>)

#### **8. Perspective Plan of Bangladesh 2021-2041**

The Perspective Plan outlines the vision for Bangladesh's digital transformation, including education. It emphasizes the use of technology in teaching and learning, promoting the development of digital infrastructure, e-learning platforms, and ICT integration in the education sector.

(Reference:

<https://oldweb.lged.gov.bd/uploadeddocument/unitpublication/1/1049/vision%202021-2041.pdf>)

- Core legislations, policies, strategies or plans for the management, privacy, security, storage, transfer, use, and sharing of education data internally and externally to ensure the right to privacy of learners and education stakeholders (e.g., informed consent, transparent usage policies, etc.)
- Regulatory framework establishes minimum education standards for digital education to which all actors in education must comply.
- Measures to remove barriers to accessing digital content<sup>45</sup>, including ensuring access to curriculum-aligned digital content available on free, public, multi-modal national platforms; high-quality content is available in core subjects, official national language(s), and designed with inclusive features to assist learners with disabilities.
- Digital skills incorporated into pre- and in-service teacher and leadership training curricula to create a culture of digital innovation and growth anchored in equity and inclusion that enables ongoing professional development for existing and emerging staff.
- Future-ready skills (including digital skills, data and AI competencies, critical thinking, etc.) integrated into formal curriculum at all levels of education

<sup>45</sup> Lack of internet connection, basic infrastructure or devices.

Measures address the digital divide, including ensuring access to reliable electricity, meaningful internet connectivity at school and at home, devices suitable for learning and teaching, safe and sustainable software and secure platforms, and integrated education data systems.

A well-established, sustainable, and cost-effective budget secured from a range of funding sources and intersectoral cooperation, supported by impact focused reporting linked to regional strategic goals.

- Please elaborate on each of the measures taken:

#### **College Education Development Project (CEDP)**

1. CEDP-BdREN: The College Education Development Project (CEDP) under BdREN focuses on strengthening ICT infrastructure in educational institutions, enabling online learning and connectivity between colleges through the Bangladesh Research and Education Network (BdREN). This initiative enhances access to digital resources for secondary and higher education.

(Website: <https://www.bdren.net.bd/news/134>)

#### **2. Muktopath (Open Education)**

*Muktopath* is an online learning platform offering a variety of courses, primarily in Bangla, to cater to diverse learners. It includes free courses for skill development, helping both students and professionals acquire new competencies.

(Website: <https://muktopaath.gov.bd/>)

#### **3. Online Portal for Teachers**

The teachers' portal is a platform where educators can access teaching resources, share best practices, and participate in professional development. It fosters a collaborative learning environment to improve the quality of education in Bangladesh.

(Website: <https://www.teachers.gov.bd/>)

#### **4. Distance Education by Bangladesh Open University (BOU)**

BOU provides education through distance learning, targeting those who cannot attend traditional institutions. It offers courses in various disciplines through print, audio-visual, and online platforms.

(Website: <http://www.bou.ac.bd/>)

#### **5. Integrated Primary Education Management Information System (IPEMIS)**

The Integrated Primary Education Management Information System (IPEMIS) is an online tool used for data management in the primary education sector. It enhances administrative efficiency by monitoring school performance, attendance, and other educational metrics.

(Website: <https://login.ipemis.dpe.gov.bd/login>)

#### **6. Initiatives for ICT Education by Teacher Training Academy**

National Academy for Educational Management (NAEM) offers various ICT-focused training courses aimed at educators and administrators. Courses like (5, 22, 23, and 24) cover essential topics such as the integration of ICT in education, helping teachers and administrators adapt to digital teaching and learning environments.

(Reference:

[https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/f8a6db84\\_6ed0\\_4f8c\\_828d\\_1f678a6e8891/2021-08-17-07-36-0b66193c24df87c21812dd55d36deea3.pdf](https://naem.gov.bd/sites/default/files/files/naem.portal.gov.bd/page/f8a6db84_6ed0_4f8c_828d_1f678a6e8891/2021-08-17-07-36-0b66193c24df87c21812dd55d36deea3.pdf)

- What challenges were encountered in digital education provision (check all that apply)?

- Lack of quality, curriculum-aligned digital teaching and learning content that supports flexible learning and teaching pathways
- Lack of equity and inclusion in digital learning solutions
- inadequate safety measures and IT support to respond to issues of child online safety or reduce cyber security risks
- Other:
- Limited access to internet and/or electricity
- Limited access to hardware (devices, chargers, etc.)
- Difficulty in regulating the use of digital education solutions
- Difficulty in sustainably financing digital education solutions at national scale
- Lack of digital skills development for meaningful use of digital technology in teaching practice
- Disjointed or fragmented solutions that are not centrally systematized or regulated

Not Applicable

- Please elaborate. Brief quantitative information may be added.

The Blended Education Master Plan has been developed with a view to address any future shock. These initiatives will not only support the recovery from the pandemic but also will build the resilience of education system against future shocks. Government will prioritize implementation of these reforms with appropriate resource allocation.

(Reference:

<https://motj.gov.bd/site/publications/a7e65e99-e990-4f05-97a3-4ee23e7f56ba/-Blended-education-Master-Plan-DOT->

#### 4 Strengthening governance systems

For reference: The Education 2030 Framework for Action states "to ensure quality education and conditions for effective education outcomes, governments should strengthen education systems by instituting and improving appropriate, effective and inclusive governance and accountability mechanisms; quality assurance; management information systems; transparent and effective financing procedures and mechanisms; and institutional management arrangements, as well as ensure that robust, timely and accessible data are available" (para. 18).

- Please indicate the measures taken in terms of governance (several items may be ticked):

- Monitoring mechanisms to assess compliance with the right to education obligations, including through management information systems.
- Monitoring results are made public. Please provide the link:

### **1. Bangladesh Education Statistics (BES)**

Published by BANBEIS (Bangladesh Bureau of Educational Information and Statistics), the BES provides a centralized database with detailed information on the entire education system. It supports evidence-based decision-making, policy formulation, and governance improvements in the education sector.

(Website: <https://banbeis.gov.bd/>)

### **2. Bangladesh Accreditation Council (BAC)**

The BAC is responsible for maintaining and improving the quality of higher education institutions in Bangladesh. It enforces accreditation standards and ensures transparency, accountability, and continuous quality improvements in tertiary education governance.

(Website: <https://www.bac.gov.bd>)

### **3. IPEMIS**

It enhances administrative efficiency by monitoring school performance, attendance, and other educational metrics.

(Website: <https://login.ipemis.dpe.gov.bd/login>)

### **4. Annual Primary School Census (APSC) 2023**

The APSC is a crucial governance tool for collecting comprehensive data on primary education across Bangladesh. It helps track school infrastructure, student enrolment, teacher statistics, and other key indicators, providing valuable insights for planning, monitoring, and policy-making.

(Reference:

[https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/bfe86b94\\_5ace\\_4216\\_8d21\\_05b99550b57f/APSC%202023\\_Final%20Report%20\(2\).pdf](https://dpe.portal.gov.bd/sites/default/files/files/dpe.portal.gov.bd/publications/bfe86b94_5ace_4216_8d21_05b99550b57f/APSC%202023_Final%20Report%20(2).pdf)

### **5. Annual Reports Made Public by University Grants Commission (UGC)**

Monitoring results are made public through the Annual Report, published by the University Grants Commission (UGC) of Bangladesh every year. For updated data and relevant information, the 49<sup>th</sup> UGC Annual Report was published in 2023.

(Reference <https://shorturl.at/0jLOV>)

- Monitoring processes are participatory, inclusive and regular.
- Sector-wide and multisector approach is adopted to education governance.
- Financial resources are effectively allocated to prioritise the provision of free, quality, public education and are adequately budgeted for in government plans.
- The decision-making process for the allocation of resources to education is transparent.
- Ensuring crisis-sensitive and disaster risk-informed planning and programming, including the provision of quality education in emergencies.
- There is a certain degree of decentralization in favour of local public authorities and autonomy for schools to ensure context relevance of their teaching.

- Please elaborate on each of the measures taken:

Not Applicable

- What challenges were encountered in terms of governance?

- Budgetary constraints
- Lack of involvement of relevant stakeholders and lack of cooperation/coordination at different levels
- Poor dialogue with teachers' trade unions
- Other:

- Absence of supportive/ inconsistent/obsolete legal and policy environment
- Lack or weakness of monitoring systems – including the lack of reliable data

Not Applicable

- Please elaborate. Brief quantitative information may be added.

**Integrated Primary Education Management Information System (IPEMIS)**

The Integrated Primary Education Management Information System (IPEMIS) is an online tool used for data management in the primary education sector. It enhances administrative efficiency by monitoring school performance, attendance, and other educational metrics.

(Website: <https://login.ipemis.dpe.gov.bd/login>)

### III. Methods used to draw the attention of the various authorities in the country to the instruments

*For reference: UNESCO governing bodies have underlined the need for awareness raising. Given the importance of normative action at the national level, wide dissemination of the Convention must be ensured, with the support of National Commissions for UNESCO.*

- Have activities been carried out to draw the attention of the various authorities of the country to the Convention/Recommendation and their provisions about the right to education and to raise awareness of the principles of non-discrimination and equality of educational opportunities? (Several items may be ticked)

- Translation of the Convention/Recommendation into the national and possibly local languages
- Dissemination and advocacy of the core content of the Convention/Recommendation or the core principles of the right to education including through appropriate materials and resources
- Activities undertaken or supported by the National Commission to promote non-discrimination and equality of educational opportunities and to foster debate on critical issues in relation to the rights enshrined in the instruments
- Other:

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