



STRATEGY AND ACTION PLAN FOR COMMUNICATION AND SOCIAL MOBILISATION IN PRIMARY EDUCATION



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সকল শিশুর জন্য

“ Education reform is not just about better materials or training—it’s about people. We must embrace the approach to focus on Social and Behaviour Change (SBC)—ensuring that teachers, mentors, parents, community leaders, administrators and policy makers are not just merely passive stakeholders but are motivated, supported, and empowered to drive real change in education. ”

**STRATEGY AND ACTION PLAN FOR
COMMUNICATION AND SOCIAL MOBILISATION
IN PRIMARY EDUCATION**



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This action plan has been developed through the effort of a dedicated team of both DPE and UNICEF.

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Executive Summary

This action plan outlines strategies for communication and social mobilisation in primary education in Bangladesh. It aims to foster community engagement, improve awareness, and drive behavioural changes to enhance access, and the quality of primary education. The plan focuses on key areas such as stakeholder engagement, communication tools, social mobilisation tactics, and behaviour change indicators, with timelines and assigned responsibilities.

The action plan was developed by incorporating key insights from the study (Understanding the Current Situation and Future Needs for Communication and Social Mobilisation in Primary Education in Bangladesh: An Exploratory Study (December 2023) findings and engaging in extensive consultations with stakeholders at both the national and sub-national levels. These consultations included input from government officials, teachers, parents, civil society organisations, educators, students and community leaders, ensuring that the plan addresses diverse perspectives and needs effectively.

This communication and social mobilization strategy and action plan identifies five priority areas that must be addressed immediately to drive behavioural change and ensure long-lasting results for the primary education sub-sector.

- 1. Transforming Teacher Practices** – While training and structured pedagogy are essential, true impact happens only when teachers translate learning into classroom practice. Motivating and supporting teachers to adopt child-friendly, engaging, and inclusive teaching approaches will reduce the gap between training and delivery, making lessons more interactive and effective for all children.
- 2. Engaging Parents & Caregivers** – Parents and caregivers are critical partners in education, yet many remain disengaged due to socio-cultural barriers and competing priorities. Shifting parental mindsets toward valuing formal education, pre-primary readiness, and holistic child development will foster stronger home-school connections and more consistent support for children's learning.
- 3. Strengthening Community Participation** – Schools thrive when communities take ownership of children's education. Mobilising community leaders, religious figures, influencers, and school governance bodies can build transparency, accountability, and collective action, ensuring that education becomes a shared responsibility and local priority.
- 4. Promoting Data-Driven Decisions** – Education systems must move beyond traditional decision-making and embrace data as a driver of change. By raising awareness and building data literacy, especially around tools like IPEMIS, teachers, administrators, and policymakers can adopt evidence-based approaches that improve planning, resource allocation, and learning outcomes.
- 5. Multi-Stakeholder Engagement on Emerging Priorities** – The future of education depends on collaboration across sectors and actors. Joint action by parents, teachers, communities, CSOs, and policymakers is essential to advance foundational literacy and numeracy (FLN), promote green schooling practices, and build climate resilience—ensuring that children not only learn but also thrive in a sustainable, supportive environment.



Message

Abu Noor Md. Shamsuzzaman

Director General, Directorate of Primary
Education (DPE), Bangladesh

Primary education stands as the cornerstone of our nation's development and the pathway to a brighter future for every child. Over the years, Bangladesh has made remarkable progress in expanding access to schooling and strengthening equity and inclusiveness. Yet, the challenges of learning poverty, dropout, absenteeism, and disparities across gender, geography, and disability remind us that we must go beyond access alone. Education must translate into meaningful learning, joy, and empowerment for all children.

It is in this context that the Communication and Social Mobilisation Strategy and Action Plan has been developed. This document reflects a participatory process, enriched by the contributions of government officials, teachers, parents, community leaders, civil society, and development partners. It provides a roadmap for building awareness, engaging stakeholders, and driving the behavioural and social changes required to ensure that every child not only attends school but learns and thrives.

The strategy draws on global evidence and adapts it to our national context. It highlights the importance of parents and communities in supporting education, the need for motivated and professional teachers, and the power of collective action in overcoming entrenched social norms. It also recognises emerging priorities such as climate resilience, foundational literacy and numeracy, and evidence-based decision-making. By mobilising all stakeholders, we can create an environment where education is valued, inclusive, and transformative.

On behalf of the Directorate of Primary Education, I would like to extend my sincere thanks to Dr. Deepa Sankar, Chief of Education, UNICEF Bangladesh, for her technical leadership, and to Mr. Mohammad Tanvirul Islam, Education Officer, UNICEF Bangladesh, for his dedicated contributions in shaping this strategy and action plan. Their tireless support has been instrumental in guiding this process and ensuring that the voices of diverse stakeholders were reflected.

This document is not the end of a journey but the beginning of renewed commitment. I call upon teachers, parents, communities, policymakers, and partners to embrace this plan as a shared responsibility. Together, let us ensure that every child in Bangladesh receives an education that prepares them for a future of dignity, opportunity, and contribution to the nation.

A handwritten signature in black ink, appearing to be 'Abu Noor Md. Shamsuzzaman'.

Abu Noor Md. Shamsuzzaman



Message

Deepa Sankar, PhD.

Chief of Education, UNICEF Bangladesh

Education is not just a pathway to knowledge, it is the cornerstone of dignity, empowerment, and opportunity for every child. Bangladesh has made impressive progress in expanding access to primary education, with growing equity and inclusiveness. However, significant challenges remain, particularly the learning crisis. While most children now attend school, many are not acquiring essential skills. A considerable number of children are still out of the education system, missing out on learning opportunities altogether. Moreover, many parents, communities, and even teachers have a limited understanding of what meaningful learning entails—often equating it with rote memorisation and exam scores. Deep-rooted gender and social norms, stigma, and biases against marginalised and children with special needs continue to hinder progress. For education to truly transform lives, it must be accompanied by a shift in social norms and behaviours that support inclusive, quality learning for all.

This **Social and Behaviour Change Strategy and Action Plan** for Primary Education, developed through extensive research and consultation with teachers, parents, children, community leaders, and government officials, responds to that imperative. It recognizes that lasting change is driven not only by policies and infrastructure but by empowered individuals and communities acting in the best interests of children.

Grounded in the Socio-Ecological Model, the strategy acknowledges the complex interplay of individual attitudes, community norms, institutional practices, and policy frameworks that shape education outcomes. It places parents, teachers, and communities at the heart of the solution, while calling on government and partners to foster accountability, collaboration, and evidence-based decision-making.

Looking ahead, the strategy addresses emerging priorities such as foundational literacy and numeracy, climate resilience, and the use of data for informed action. Through innovative approaches—digital platforms, mothers' gatherings, courtyard meetings, and school-based communication — it aims to ensure outreach is inclusive, effective, and sustainable.

This is more than a strategy — it is a call to action. UNICEF is proud to stand alongside the Government of Bangladesh, the Directorate of Primary Education, and civil society to ensure that every child not only attends school, but learns, thrives, and is empowered to shape a better future.

Deepa Sankar
Deepa Sankar, PhD.

Abbreviations

AAP	Accountability to Affected People
ADPEO	Assistant District Primary Education Officer
ARLG	Adolescent Radio Listeners Group
BCO	Bangladesh Country Office
BDHS	Bangladesh Demographic and Health Survey
BDM	Behaviour Driver Model
C4D	Communication for Development
CEMS	Community Engagement Minimum Standards
CSO	Civil Society Organisation
DIO	District Information Office
DMC	Department of Mass Communications
GBV	Gender Based Violence
HMIS	Health Management Information System
IPT	Interactive Popular Theatre
KABP	Knowledge, Attitude, Behaviour and Practice
KAPN	Knowledge, Attitude, Practice and Norms
M&E	Monitoring and Evaluation
MICS	Multiple Indicator Cluster Survey
MoI	Ministry of Information
MoPME	Ministry of Primary and Mass Education
MoWCA	Ministry of Women and Children Affairs
NAP	National Action Plan
NAPE	National Academy for Primary Education
NGO	Non-Government Organisation
PEDP	Primary Education Development Programme
PTI	Primary Teachers Training Institute
SBC	Social Behaviour Change
SBCC	Social Behaviour Change Communication
SEM	Socio Ecological Model
SMC	School Management Committee
SoP	Standard Operating Procedure
SS	Supportive Supervision
ToC	Theory of Change
UNICEF	United Nations Children's Fund
UP	Union Parishad
URC	Upazila Resource Centre
WASH	Water, Sanitation and Hygiene

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1. Introduction

Primary education is a critical building block for national development in Bangladesh. Ensuring access, equity, and quality education requires a robust communication and social mobilisation plan to raise awareness, change attitudes, and engage communities in actively participating in the education process. This action plan outlines how communication and social mobilisation efforts can be harnessed to improve primary education in Bangladesh, focusing on sustainable behaviour change among parents, teachers, students, and other key stakeholders.

In collaboration with the Directorate of Primary Education (DPE), UNICEF supported a study to assess the current situation and future needs for communication and social mobilisation in Bangladesh's primary education sector. The study aimed to enhance understanding of existing communication efforts, identifying strengths, achievements, best practices, challenges, and gaps in institutional capacity. UNICEF also supported organising seven sub-national consultations where around 421 participants of 16 different levels of stakeholders presented. The consultations aimed to gather data and insights from various stakeholders in the primary education sector to inform the development of a comprehensive communication and social mobilisation framework, strategy, and action plan. Specifically, it focused on root causes of the challenges, key messages and message ideas, media interventions, and the expected roles of functionaries at different levels. Additionally, the workshop explored barriers to community engagement and potential solutions to enhance participation. Based on the findings of study and sub-national consultation, this action plan has been developed as a roadmap for integrating stakeholder engagement, community empowerment, and behaviour change into broader reform efforts under the Fourth Primary Education Development Programme (PEDP4). The goal of PEDP4 is to ensure efficient, inclusive, and equitable access to pre-primary and primary education for all eligible children.



2. Global Evidence on Impacts/ Results of Communication and Social Mobilisation Interventions

As per the *Cost-Effective Approaches to Improve Global Learning report, generated by Global Education Evidence Group (GEEG)*, giving information on the benefits, costs, and quality of education is one of the great buys in education sector. The intervention of giving information about the benefits, costs, and quality of education has demonstrated **positive effects on both school attendance and learning outcomes**. It operates on the principle that parents and students often lack awareness about the financial and social returns of education or the resources available to them, which can limit their engagement.

This strategy delivers tailored, context-specific information, such as the income-earning potential associated with education or comparative school performance. Various methods are used to disseminate this information, including text messages, community meetings, school report cards, and video campaigns.

The intervention is low-cost when scaled effectively. It emphasises empowering recipients by ensuring that they not only receive relevant information but also have the necessary access to education facilities or decision-making channels to act on this knowledge. However, **it is crucial that the content be locally relevant, easily understandable, and from trusted sources to foster action and build trust.**

2.2 Chile

Approximating the Equilibrium Effects of Informed School Choice (2019); the report presents key findings from a randomised control trial (RCT) designed to evaluate the impact of providing parents with detailed information on school quality and its effect on their school choices and student outcomes. Conducted through the Integra preschool network in Chile, the intervention focused on encouraging parents to make informed decisions during school selection, emphasising the long-term benefits of choosing high-quality schools for their children's future education and job prospects.

Key outcomes of the interventions include;

- 1. Impact on School Selection**- parents in the treatment group were more likely to select schools with higher academic performance and better resources. This indicates that access to relevant information positively influenced parental behaviour in choosing better educational institutions.
- 2. Improved Student Performance**- five years post-intervention, children whose parents received the information treatment demonstrated improved academic outcomes, especially in math and language scores during fourth grade. The benefits were more pronounced among students who were not initially enrolled before the trial, highlighting the value of timely access to information.

- 3. Scalability and Policy Implications-** the intervention had low marginal costs, making it an attractive, scalable option for education policymakers. The results suggest that enhancing transparency in school performance can drive both demand-side improvements and incentivise schools to enhance quality; and
- 4. Lesson learned-** some families had already enrolled their children by the time they received the information, reducing the potential impact of the intervention on their choices. The study emphasises the importance of providing such information early in the enrollment process to maximise its effect.

2.3 Peru

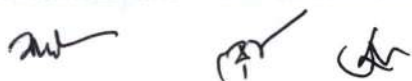
The study on the *Impact of Information Provision on Human Capital Accumulation and Child Labour in Peru* explores how providing families with information about the long-term benefits of education influence children's schooling decisions and labour participation. The research was motivated by the observation that families, especially those from lower-income backgrounds, often underestimate the value of education and overestimate its costs, leading to higher rates of child labour and lower school attendance.

The intervention provided parents with targeted, easy-to-understand information on the returns to education, focusing on income potential for individuals who complete different levels of schooling. It also addressed misconceptions about the affordability of continuing education by explaining available financial support and scholarships.

The findings from this randomised controlled trial revealed significant shifts in behaviour:

- 1. Increased School Enrollment and Attendance:** Parents who received information about the economic benefits of education were more likely to keep their children in school, with notable improvements in enrollment rates.
- 2. Reduced Child Labour:** Children from families exposed to the intervention spent less time working and more time attending **classes** or studying, reflecting a change in household priorities.
- 3. Long-Term Attitudes:** The intervention also fostered more positive attitudes toward investing in education, potentially leading to more sustainable impacts on human capital development

Overall, the study highlights the power of information to influence decision-making at the household level, demonstrating that low-cost informational campaigns can have significant impacts on both education and child labour outcomes. It underscores the importance of addressing informational gaps and behavioural barriers to improve educational attainment and reduce child labour in low-income settings.



2.4 Madagascar

The report by Trang Nguyen (2008) explores the impact of providing parents and students with information about the returns to education on students, attendance and academic performance in rural Madagascar. The study focuses on addressing the knowledge gap among families, many of whom underestimate the benefits of education, leading to suboptimal investment in their children's schooling.

This randomised control trial (RCT) was conducted across 640 schools. In the treatment group, students and parents received clear, localised information about the financial and social benefits of staying in school, including the relationship between education and future income. The aim was to influence perceptions and behaviour around schooling by demonstrating the tangible value of higher educational attainment.

Key Findings:

1. **Improved Attendance:** Schools in the treatment group reported a significant increase in student attendance. The intervention encouraged parents to view education as a worthwhile investment, reducing absenteeism.
2. **Enhanced Test Scores:** Students in the treatment group exhibited better academic performance, particularly in math, as compared to those in the control group. This indicates that the change in parental and student attitudes positively impacted learning outcomes.
3. **Gender-specific Impact:** The intervention had a more substantial effect on girls' attendance and performance, suggesting that better-informed parents were more likely to invest in their daughters' education.
4. **Cost-effectiveness:** The programme was low-cost, making it a viable policy option for governments and organisations aiming to improve education outcomes in developing regions.

The study concludes that information provision can effectively alter educational behaviours and outcomes. By reducing informational barriers, such interventions motivate families to make better decisions regarding education, resulting in higher attendance and improved academic performance. This approach offers a scalable solution to address educational disparities in resource-limited settings.

2.5 Pakistan

The report, published in the **American Economic Review**, investigates how **information interventions can influence parental behaviour, school choice, and student outcomes** in developing countries. The study evaluates the impact of providing parents with report cards containing detailed information on school performance and student learning outcomes in rural areas of Pakistan. The goal was to address informational gaps that often prevent families from making well-informed decisions about their children's education.

Key Findings:

- 1. Improved Learning Outcomes:** The intervention led to an improvement in **student test scores**. The availability of school performance data motivated schools to compete, which resulted in enhanced teaching efforts and better student outcomes across both public and private institutions.
- 2. Shift in School Choice:** The intervention empowered parents to make more informed decisions, leading to **increased enrollment in higher-performing schools**. Families were more likely to switch schools if they found better educational options for their children based on the report card data.
- 3. Reduction in Tuition Costs:** In private schools, competition driven by the report cards led to a **decrease in fees** as schools tried to retain and attract students. This suggests that transparency in school performance pushed schools to compete not only on quality but also on affordability.
- 4. Accountability Mechanisms:** The information provided fostered greater **accountability** among schools. Public schools, which often have less incentive to improve quality, showed modest gains due to the competitive pressure exerted by private schools.
- 5. Scalability and Cost-effectiveness:** The study demonstrates that **information provision is a low-cost intervention** with the potential for significant impact on education systems. By enhancing transparency and competition, such programmes can generate improvements in both access and quality of education.

The study concludes that **providing parents with accessible performance data** can drive improvements in school quality, reduce costs, and enhance student learning outcomes, offering a promising policy tool for education reform.



2.6 Argentina

The article, published in the **World Bank Economic Review**, evaluates the effects of providing information about school performance on student outcomes, parental decision-making, and school behaviour. Using **randomised control trials (RCTs)** conducted in low-income settings, the study focuses on how access to information influences educational choices and outcomes.

Key Findings:

- 1. Improved Student Performance:** Students from schools involved in the intervention showed **higher test scores**. Access to comparative performance data encouraged schools to improve teaching quality, resulting in better academic outcomes.
- 2. Informed School Choice:** Parents equipped with information were more likely to enrol their children in **higher-performing schools**. This demonstrates that providing transparent school data helps families make better educational decisions.
- 3. School Competition and Accountability:** The intervention created **competitive pressure**, especially in markets with many private schools. Both public and private schools responded to the increased accountability by enhancing quality of their services.
- 4. Enrollment Effects:** The study noted **increased enrollment** in high-performing schools, indicating that parents value quality education when they have reliable information about school performance.
- 5. Reduced Educational Costs:** The intervention also had **pricing effects**—some private schools reduced tuition fees in response to competition, making quality education more affordable.
- 6. Equity in Education:** The provision of performance data helped **narrow the achievement gap** by enabling parents from disadvantaged backgrounds to make more informed choices, benefiting low-income students.
- 7. Cost-effective Intervention:** Information provision is highlighted as a **low-cost and scalable strategy** to improve educational outcomes and foster competition among schools, making it a valuable policy tool for developing countries.

The study concludes that **performance transparency drives improvements in educational quality** by empowering parents, fostering accountability, and enhancing competition—resulting in better outcomes for students across socio-economic backgrounds.



3. Objectives of the Action Plan

- A. support the creation of access to education for all children**, with a special focus on marginalised and disadvantaged groups, particularly girls, children with disabilities and children from ethnic communities in primary education.

One of the primary objectives of the Communication and Social Mobilisation Action Plan is to support to create equitable access to quality primary education for all children in Bangladesh, with a particular focus on marginalised and disadvantaged children. Despite significant progress in increasing enrollment rates in recent years, the challenge remains to ensure that every child, regardless of socioeconomic background, geographical location, or disability, has access to education that is not only available but of high quality. This objective is rooted in the broader national goal of achieving universal education, which is in line with global commitments such as the Sustainable Development Goals (SDG 4), emphasising inclusive and equitable quality education for all.

- B. Promote awareness** about the importance of **quality education**.

Another key objective of the Communication and Social Mobilisation Action Plan is to raise awareness about the importance of quality primary education in Bangladesh. This focus on awareness is critical, as quality education is foundational to national development and individual empowerment. This objective is also aligned with national education policy and PEDP 4 programme aspiration. The plan aims to engage multiple stakeholders, including parents, communities, and policymakers, to emphasise the transformative role of education in ensuring quality.

- C. Encourage community participation** in school management, decision-making processes and also in engaging in learning achievement.

The third objective of the **Communication and Social Mobilisation Action Plan** is to strengthen community participation not only in school management and decision-making processes but also in enhancing children's learning outcomes. Active community engagement is critical for improving the overall effectiveness, transparency, and accountability of schools, particularly in primary education.

When communities—including parents, local leaders, and civil society organisations—are actively involved in school governance, they can provide valuable insights into local challenges, support school needs, and ensure that decisions align with the priorities of children and families. Beyond governance, community participation plays a crucial role in enhancing learning by fostering a supportive home and school environment, promoting inclusive education, and encouraging parental involvement in children's academic progress.

Through targeted communication and social mobilisation efforts, schools can create stronger partnerships with communities to improve school operations, enhance learning achievement, and ensure that every child has the support needed to succeed academically.

D. Change perceptions and behaviour towards pre-primary education and support for gender equality in education.

Another objective of the Communication and Social Mobilisation Action Plan is to support change perceptions and behaviour regarding early childhood education (ECE) and promote gender equality in education. Early childhood education is critical as it lays the foundation for lifelong learning, yet awareness of its importance remains low, particularly in rural and marginalised communities. Many parents, especially in underserved areas, do not prioritise early education due to lack of awareness about its long-term benefits. The action plan aims to promote behaviour change by using communication strategies, such as community outreach, media campaigns, and stakeholder engagement, to highlight the importance of early learning in child development. Similarly, gender inequality in education persists, with boys in high dropout and girls facing barriers particularly in participation. The action plan encourages community support for gender transformation by addressing societal norms and promoting education for both boys and girls equally, to create a more inclusive and equitable education system.

E. Strengthen collaboration between the government, civil society, and development partners.

Another key objective of the plan is to strengthen collaboration between the government, civil society, and development partners. This collaborative approach is essential for achieving sustainable improvements in the education system, particularly in ensuring equitable access and quality. Government agencies play a central role in policy formulation and implementation, while civil society organisations (CSOs) contribute by mobilising communities and advocating for marginalised groups. Development partners, such as international donors and non-governmental organisations (NGOs), bring in financial resources, technical expertise, and innovative practices in the area of communication and social mobilisation that enhance community engagement for access to quality primary education.

F. Capacity development and support strengthen the communication cell of DPE to effectively implement behaviour change initiatives.

An important objective of the action plan is to provide a roadmap to develop the capacity of the individuals and the system to effectively implement behaviour change initiatives. This capacity-building is crucial because government officials are at the forefront of executing education reforms and engaging communities, especially when addressing deeply rooted social norms and behaviours that limit access to education for marginalised groups as well as to ensure quality of education for all children of the country. The training and capacity development initiatives focus on equipping officials with the skills to design, implement, and monitor behaviour change programmes. This includes understanding the principles of behaviour change communication, stakeholder engagement, and the use of data-driven approaches to monitor the impact of interventions.

4. Prioritise Thematic Areas Identified for the Action Plan

One of the key objectives of the sub-national consultations was to identify priority areas for the Communication and Social Mobilisation Action Plan that require immediate attention and have a significant impact on education sector reforms to achieve quality education. Through a structured voting process, participants identified several critical issues and prioritised the five most urgent and important ones using a dot matrix method. These five key issues are outlined below.

A. Shifts in teacher's behavior in the class-reduce the gap between training and classroom practice



Dedicated and Motivated Teachers are the foundation of the quality of education.

Structured pedagogy, quality materials, and training programmes have been central to education reform, but technical solutions alone are not enough—real transformation occurs when teachers, mentors, and administrators are motivated and supported to adopt child-friendly practices. However, the divisional consultations as well as the study identified several challenges hinder teacher engagement and the delivery of quality education, including lack of sincerity and professionalism, low motivation, and professional dissatisfaction. Teachers often face excessive non-academic workloads, poor communication within institutions, and irregular attendance, further impacting classroom effectiveness. Additionally, the shortage of skilled teachers, particularly for indigenous communities, along with non-implementation of training knowledge and failure to engage students through interactive and attractive lesson plans, weakens the overall learning experience. Many teachers do not prepare before class, lack a child-friendly teaching approach, and fail to use effective learning materials, reducing student engagement. Along with ongoing professional development and systemic support the issues need to address through SBC-driven teacher motivation strategy to ensuring quality education for all.

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B. Shifting parents/caregivers' mindset to engage actively in children's learning

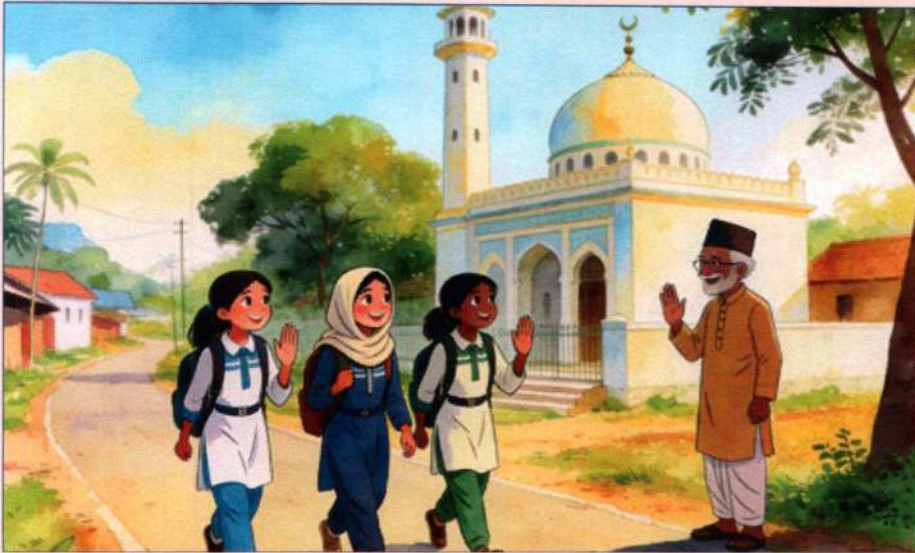


Parental Involvement: The First Step to Every Child's Success

Parental engagement plays a crucial role in shaping children's education and overall development, yet several behavioural and social challenges hinder active participation. Issues such as parental incognisance, preference for religious education over formal schooling, child marriage, prolonged separation from parents, and domestic violence create barriers to consistent schooling. Additionally, low awareness and responsiveness among parents, negative attitudes toward primary education, and prioritising livelihood over children's learning contribute to student absenteeism and lack of long-term investment in education. Many parents also have limited understanding of school readiness and pre-primary education, while stigma, misconceptions, and discriminatory social norms, such as child marriage and child labour, further exacerbate these challenges. Low participation in school meetings and improvement activities, lack of awareness about health hazards like lead poisoning, and misconceptions around mental health negatively impact children's cognitive and emotional development. Furthermore, parents often undervalue the importance of sports, cultural activities, and creating a stimulating home environment to foster learning. The reliance on private tuition and the unawareness of the benefits of diverse reading materials beyond textbooks limit children's holistic growth. Addressing these behavioural challenges through strategic communication and social mobilisation efforts is essential to shifting mindsets and fostering active parental engagement in children's education. This transformation is central to ensuring that every child receives the necessary support for their learning journey.

C. Community engagement can make the real difference in all children's participation in education and learning achievement

Engaging the community in primary education, particularly in supporting children's learning, remains a significant challenge due to lack of communication with stakeholders, weak community engagement, and low ownership among community members. Key barriers include the absence of transparency, accountability, and appreciation in school governance, non-recognition of the importance of community participation, and social conflicts that hinder collective action. Additionally, apathy toward social participation, unwillingness of stakeholders, lack of mutual cooperation, and incompetence of SMC members—often reflected in their irregular participation in school meetings—further weaken community involvement in education.



School Management Committee could transform into Learning Management Committee-LMC

To make schools more effective and ensure quality education, community leaders, including faith-based and religious leaders, social influencers, and cultural institutions, along with opinion-makers who shape parental and community perceptions, can play a pivotal role. Their influence can help mobilise communities, reinforce the value of education, and create a demand for improved learning outcomes. By fostering a sense of collective responsibility, these leaders can bridge communication gaps, strengthen school accountability, and encourage active participation in children’s education.

Through strategic communication and social mobilisation efforts, we aim to address these challenges and drive a behavioural shift—ensuring that community members, local influencers, and school governance bodies work collaboratively to create a supportive, transparent, and participatory educational environment that prioritises children’s learning and overall school improvement.

D. Numbers to Impact: Data for Better Education Decisions, to create organisational culture around data-informed decision-making



When Data Speaks- Education Transform

In the primary education sub-sector, limited awareness and a lack of data-driven culture hinder the effective use of data for improving education outcomes. Although big-data platforms like the Integrated Primary Education Management Information System (IPEMIS) offer extensive, valuable insights, awareness and understanding of these tools remains low among teachers, education officials, and policymakers. Many stakeholders are unfamiliar

with the potential of data to inform and optimise decisions, which leads to missed opportunities for targeted interventions, resource allocation, and policy adjustments. The lack of familiarity with IPEMIS and other data platforms limits their practical application, reducing the overall impact on educational planning and development.

A weak organisational culture around data-informed decision-making in DPE, that means even when data is available, it is often underutilised. Decision-making processes in schools, sub-national offices and DPE are still relying on traditional approaches, with limited emphasis on analysing trends, measuring outcomes, or tracking progress through data. This resistance to data-driven practices prevents schools from responding effectively to student needs, improving resource distribution, or identifying areas for teacher development. To address these issues, this communication and social mobilisation plan will include awareness sessions on data literacy, demonstrating the benefits of using data tools like IPEMIS. Promoting a culture that values evidence-based decision-making within schools can empower educators and administrators to make more impactful, informed decisions, ultimately enhancing primary education in Bangladesh.

E. Multi stakeholders' engagement to address emerging issues which includes green schooling and foundational literacy and numeracy



*Literacy, Numeracy,
and Green Schools—
Together for a
Resilient Bangladesh*

The participants of the sub-national consultations argued that the communication and social mobilisation action plan for primary education must prioritise raising awareness among all stakeholders—parents, teachers, community members, CSOs, and policymakers—on the interconnected issues of climate change, green schooling, and foundational literacy and numeracy (FLN). Climate change poses a significant threat to education, disrupting learning through extreme weather events and impacting children's health and well-being. Green schooling, by promoting sustainable practices and environmental stewardship, not only mitigates climate change but also creates a healthier and more conducive learning environment. Crucially, foundational literacy and numeracy are the bedrock of all future learning, enabling children to understand and engage with complex issues like climate change.

Addressing these three areas holistically through communication and social mobilisation is essential. A comprehensive approach ensures that children are equipped with the knowledge and skills to navigate a changing world, promotes community ownership of sustainable practices, and fosters a supportive environment for quality education. By engaging all stakeholders, this plan can create a powerful, unified front to protect education from the impacts of climate change and empower children to build a sustainable future.

5. Situation Analysis of Primary Education Around Communication and Social Mobilisation

Bangladesh has made significant progress in primary education, but challenges remain. Dropout rates are high in certain regions, girls and children with disabilities are often disadvantaged, and there is limited engagement from parents and communities in supporting education.

In terms of quality of education, despite significant inputs for quality improvement, learning achievement rates remain extremely low. Around 50% of grade 3 and 5 students achieved grade-level competencies in Bangla, while roughly 30-40% of 3 and 5 students achieved grade-level competencies in Mathematics (DPE, 2023b). 57 per cent of primary school-age children were experiencing learning poverty before COVID-19 (World Bank, 2019). The impact of COVID-19 has deepened the inequalities and disparities in attendance, dropout, and retention and has further intensified the pre-existing learning crisis. Significant learning disparity remains in terms of socioeconomic status and geographical location (BBS & UNICEF, 2023; DPE, 2023b).

The communication landscape in Bangladesh includes a diverse media mix, from traditional to digital platforms, offering opportunities to reach various audiences.

5.1 Key Challenges in Stakeholder Engagement

A. Community/Individual Level

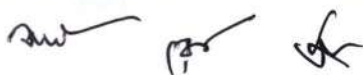
- 1. Top-down decision-making limits community involvement:** In Bangladesh, decision-making in primary education is often centralised, with policies and directives coming from higher levels of government and being communicated down to schools and communities. This “top-down” approach limits community participation in school governance and improvement activities. Parents and community members often feel disconnected from decision-making processes and are unaware of how they can contribute to improving educational outcomes. Encouraging more participatory, bottom-up approaches could foster greater community ownership of school improvement efforts.
- 2. Lack of social platforms and space for grassroots engagement:** In many areas, there are limited platforms or spaces where community members can discuss educational issues, share their perspectives, and influence decision-making. Without these common social platforms, grassroots voices often go unheard, and there is little

opportunity for parents, teachers, and community members to provide feedback or stay informed about progress at the school or system level. Creating more accessible and inclusive platforms for dialogue could enhance stakeholder engagement in primary education.

- 3. Meetings focus more on administrative matters than academic achievements:** Meetings such as those held by School Management Committees (SMCs) and Parent-Teacher Associations (PTAs) often focus on administrative issues rather than discussing student achievements or academic improvements. This administrative focus can discourage parents from attending or participating actively, as they may feel that the meetings do not address their concerns about their children's learning. Shifting the focus of these meetings towards academic engagement and student outcomes could increase participation and interest.
- 4. Acceptance of harmful social norms and cultural practices:** Harmful social norms—such as child marriage, child labour, and gender discrimination—remain widespread in many parts of Bangladesh, posing significant barriers to educational participation, especially for girls and marginalised students. Despite ongoing efforts to promote inclusive education, these deeply ingrained practices continue to undermine progress, limiting the effectiveness of stakeholder engagement initiatives. Addressing these challenges requires a comprehensive approach that combines community-based awareness campaigns with the strict enforcement of protective policies.
- 5. Hierarchical relationships between school stakeholders:** Relationships between key education stakeholders—such as head teachers, SMCs, parents, and students—are often hierarchical in nature. Power imbalances lead to a lack of mutual respect and cooperation, with certain stakeholders dominating decision-making. For example, SMCs try to impose their authority over teachers rather than working collaboratively. Addressing these power dynamics and fostering relationships based on trust and mutual respect could improve collaboration and support more effective decision-making in schools.
- 6. Parental preference for private schools despite public investments:** Despite government initiatives aimed at improving public education, many parents in Bangladesh continue to prefer private kindergarten schools, which they perceive to have better management, child-friendly environments, and higher accountability. This trend persists even in the face of incentives like free textbooks and stipends offered by public schools. Understanding the factors behind these parental choices is critical to making public schools more attractive and increasing enrollment.

B. Institutional Level

- 1. Limited capacity for planning, implementation, and evaluation of stakeholder engagement interventions:** In Bangladesh, many institutions including government agencies, involved in primary education lack the expertise and systems to plan and implement effective stakeholder engagement activities. There is often insufficient training in communication and outreach strategies, which results in a lack of structured interventions to engage key stakeholders like parents, teachers, and community members. This gap leads to weak planning, sporadic engagement efforts, and poor evaluation of their impact on student outcomes.
- 2. Lack of baseline data and evidence for monitoring progress of behavioural issues:** One of the core challenges in addressing behavioural issues within primary education is the absence of robust baseline data. Without concrete data, it is difficult to track changes in attitudes, attendance, and participation over time. This gap in data collection and analysis prevents education officials from monitoring how stakeholder engagement strategies are influencing behavioural changes at the community or institutional level, ultimately undermining the effectiveness of interventions.
- 3. Limited coordination and collaboration with other sectors and within DPE line divisions and offices at subnational levels:** Stakeholder engagement in primary education requires coordination across different sectors, including health, child protection, and local government. However, within Bangladesh's Directorate of Primary Education (DPE), coordination between line divisions and offices at the district or subdistrict levels is often weak. This lack of collaboration results in fragmented efforts, reducing the efficiency of engagement activities and limiting the ability to address educational challenges holistically.
- 4. Inadequate financial allocations for stakeholder engagement-related work:** Engaging stakeholders, especially at scale, requires dedicated financial resources. However, stakeholder engagement in Bangladesh's primary education system is often underfunded. With limited budgets, schools and education officials struggle to organise events, conduct outreach campaigns, and hire personnel dedicated to community engagement. This lack of resources restricts the ability to create meaningful, sustained engagement that could drive behavioural changes among parents and community members.
- 5. Inadequate use of various media for stakeholder engagement and social mobilisation:** Media plays a crucial role in shaping public opinion and raising awareness about education-related issues. Unfortunately, in Bangladesh, there is often insufficient use of diverse media platforms—such as television, radio, social media, and community radio—to promote stakeholder engagement in education. This limits the reach of awareness campaigns, particularly in rural areas where access to digital



platforms may be limited. A broader use of media could help address misconceptions and encourage community participation. Workshop findings also highlight the need for targeted communication strategies that address these challenges through localised messaging, multilingual resources, and inclusive media representation.

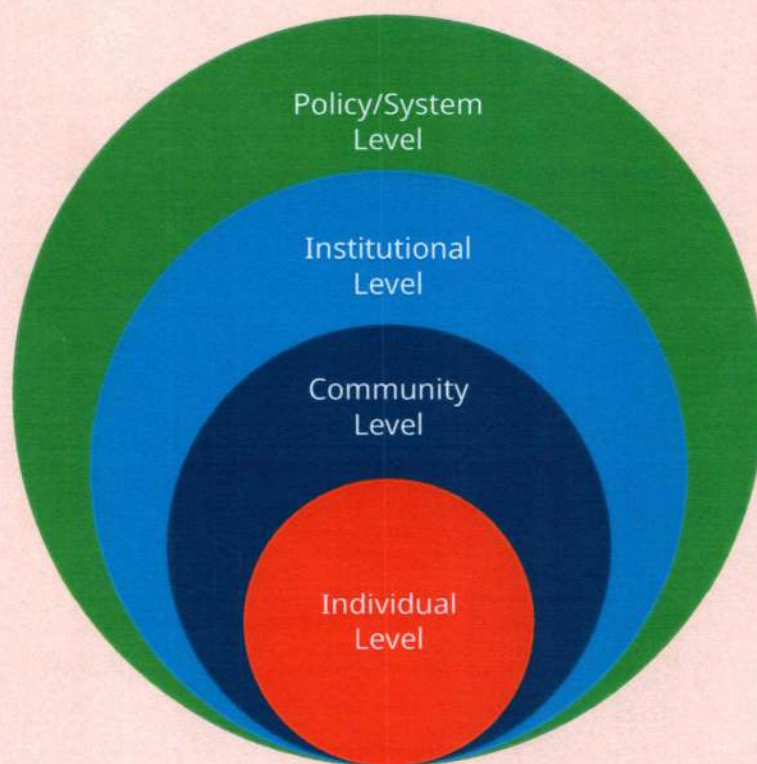
- 6. Limited scope for addressing deeply rooted sociocultural and structural issues:** Despite notable progress in primary education, systemic barriers continue to hinder access and retention for marginalised groups, including ethnic minorities, children with disabilities, and urban slum dwellers. Limited rural connectivity, insufficient awareness campaigns, and deeply rooted socio-cultural stigmas further restrict their participation, reinforcing existing inequalities. Harmful norms such as child marriage, child labour, and stigma surrounding menstrual hygiene and disability remain prevalent, disproportionately affecting girls and marginalised children. While stakeholder engagement initiatives are in place, they often fail to comprehensively address these underlying issues. Overcoming these entrenched challenges requires sustained, long-term strategies that integrate community mobilisation with strong policy support.
- 7. Lack of clear objectives and structured agendas for communication activities:** Communication activities like mothers' meetings, courtyard meetings, and parent-teacher meetings often lack clear goals and agendas, which reduces their effectiveness. Without specific objectives, these meetings become unfocused, leaving participants disengaged and preventing productive dialogue. In Bangladesh, structuring these meetings around key educational challenges—such as improving attendance, reducing dropout rates, or enhancing learning outcomes—could make them more impactful.
- 8. The shortage of manpower directly impacts communication efforts:** The shortage of dedicated personnel for communication and outreach activities severely limits the ability of schools to engage with stakeholders. In Bangladesh, education officials and teachers are often overburdened with administrative tasks, leaving little time for community outreach. With insufficient manpower, schools cannot conduct meaningful stakeholder engagement at scale, and communication efforts often remain sporadic and ineffective.
- 9. Irregular teacher attendance and additional administrative burdens:** Teacher absenteeism remains a significant issue in Bangladesh's primary education system, impacting both learning outcomes and communication between schools and parents. Teachers are often tasked with administrative duties that detract from their primary role of teaching and engaging with the community. Addressing absenteeism through stricter monitoring, redistributing administrative tasks to support staff, and offering incentives for regular attendance could significantly improve stakeholder engagement.

6. Socio-Ecological Model for Communication and Social Mobilisation

The methodological foundation of the action plan is based on the **Socio-Ecological Model (SEM)**, which serves as a conceptual framework for Communication for Development/ Social Behaviour Change (SBC) in the education sector. This model highlights that children's learning challenges arise from a combination of individual and societal factors, necessitating a multi-level approach to address them effectively. By providing a structured way to analyse the root causes of these challenges, the SEM helps identify targeted strategies for intervention. The framework consists of multiple interconnected levels, including:

Individual/Interpersonal: This pertains to the knowledge, attitudes, and behaviours of children, adolescents, and families, influencing their educational decisions and actions.

Community: This level involves social beliefs, norms, gender expectations, socio-economic conditions, resources, and community members' knowledge and attitudes regarding education. It also considers the sense of empowerment and collective efficacy within the community that impact educational choices and practices. At the community level, mobilising local leaders, religious institutions, and grassroots organisations can foster collective action to address socio-cultural stigmas and accessibility challenges.



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Institutional: This level addresses the institutional aspects of the education system that impact inclusivity and quality. It encompasses factors such as school policies promoting inclusive and quality education, accessibility to educational services (including affordability), proximity to schools, physical infrastructure of local schools, resource management, teacher proficiency, curricula, and safety measures.

Policy/system: At this level, it involves the policies and governance elements within educational systems. These policies can either encourage or discourage inclusive and quality education. They also influence the decisions made by individuals and families regarding education (UNICEF, 2016). Policy-level strategies advocate for strengthened inter-ministerial coordination, resource allocation for marginalised groups, and enforcement of inclusive education policies.

7. Target Audience, key challenges and desired behaviour

Based on the socio-ecological model, the communication and social mobilisation action plan will focus on the following audience and key behavioural issues. These behavioural issues have been identified based on the findings of situation analysis as well as the findings of the sub-national level multi stakeholders consultations.

Key Audience	Key Behavioural Challenges	Desired Behaviour
<p>Parents and caregivers- Primary decision makers for children's education</p>	<p>Positive behaviours contribute to Quality of Education:</p> <ul style="list-style-type: none"> The parent shows low engagement in academic activities by not actively participating in their child's learning and school-related tasks. The parent does not actively create a stimulating home environment to support their child's learning. Parents opting for private tuition Parents limits their child's reading to textbooks, unaware of the benefits of other reading materials. The parent supports memorisation and exams (summative assessment) instead of achieving competency due to limited knowledge and understanding of the curriculum Parents' prioritising livelihood over education that causes absenteeism & dropout of students The parent does not prioritise long-term investment in their child's education. The parent does not prioritise school readiness and pre-primary education due to low awareness of their importance. 	<ul style="list-style-type: none"> Parents actively support learning environment to stimulate child's learning (i.e. parents prioritises education and encourage children to learn, help children in doing school tasks/homework/memorisation, create learning environment by allowing dedicated time for reading, support children for going to school during crisis without any discrimination due to gender or disabilities, provide logistics, etc) Parent engages with children while using technologies/ devices, supports children by abandoning harmful norms (i.e. child labour, child marriage)

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Key Audience	Key Behavioural Challenges	Desired Behaviour
<p>Teachers (Head teachers and Assistant teachers)- Key influencers in creating a *supportive learning environment.</p>	<ul style="list-style-type: none"> • The parent chooses to send their child to a madrasa or kindergarten despite poor learning conditions and the availability of free education in government schools. • The parent avoids or discourages the use of assistive technology/devices due to stigma, misconceptions, and discrimination associated with disability. • The parent engages in discriminatory practices and accepts harmful social norms, such as child marriage and child labour. • The parents rarely participate in school meetings and school improvement activities. • The parent lacks awareness of lead poisoning and other physical health hazards that impact their child's cognitive ability to learn. • The parent does not prioritise sports and cultural activities due to low awareness of their importance for holistic development. • The parent dismisses or avoids mental health issues due to stigma, myths, and misconceptions. 	
	<ul style="list-style-type: none"> • The teacher interacts with students in an unfriendly and unsupportive manner. • The teacher does not create a fun, positive, and joyful learning environment due to limited understanding and practice. • There is a discriminatory attitude towards children from certain population group and/or living with certain conditions, such as poverty, gender orientation, disability, parental occupation, etc. • The teacher does not prioritise providing psychosocial support to students. • High level of engagement of teachers in administrative activities refraining from focused classroom activities. • Recognition of teachers contribution to society-The teachers perceive themselves as undervalued by society, leading to decreased motivation and commitment to the teaching profession. 	<p>Teachers positively support children for learning equally (i.e. *teaching in child friendly manner for joyful learning as per their training, demonstrating no discrimination considering gender, disability, socioeconomic background, ethnicity, geographical location; encourage children and parents to stay in schools, teachers support children during mental health crisis and) Teacher demonstrates a lack of motivation and dedication by not applying their training knowledge in the classroom.</p>

Key Audience	Key Behavioural Challenges	Desired Behaviour
<p>Students:</p>	<ul style="list-style-type: none"> Students demonstrate poor hygiene habits due to low awareness of proper hygiene practices. Irregular attendance due to illness and other reasons. 	<p>Student prioritize learning and study regularly; (i.e. students demonstrate attending schools responsibly, actively participate in classes, and maintain good hygiene practices to avoid unwanted sickness, illness.)</p>
<p>Community leaders (Faith-based/religious leaders, social influencer, religious/cultural institutions)- Opinion-makers who can influence parental and community perceptions.</p>	<ul style="list-style-type: none"> Community leaders are unaware of climate change induced disasters causes inconsistent participation, high absenteeism and school closure. In some geographical locations, community leaders discourage families from sending their children to school due to the misconception that formal education contradicts religious teachings. Community leaders show limited collaboration with schools, reducing opportunities for collective problem-solving and support for education. Community leaders show reluctance to engage in school and educational activities, believing that schools are solely the government's responsibility or feeling unwelcome by school authorities. Community leaders do not take active ownership of local schools and educational initiatives. 	<p>Community leaders, including faith leaders support creating enabling environment for learning of children; (i.e. encourage parents to send their children to school regularly, demonstrate respecting teachers, support teachers in keeping children in schools, demonstrate positive engage in improving educational activities of schools)</p>
<p>School Management Committee (SMC)/Parents Teachers Association (PTA) Work as the bridge between teachers and community, influential and have decision making authority.</p>	<ul style="list-style-type: none"> Some members of School Management Committees (SMCs) lack interest or knowledge in education, resulting in ineffective decision-making and leadership. The School Management Committee (SMC) engages weakly with schools and parents, leading to reduced oversight and advocacy for educational improvements. The School Management Committee (SMC) prioritises political/personal agendas over school and student needs, leading to poor decision-making. Some School Management Committee (SMC) members show low engagement in school improvement efforts due to a lack of interest or personal agendas. 	<p>SMC members will be actively engaged in improving the learning capacity of children; (i.e. participate in SMC meeting regularly, encourage parents to support the learning of children, actively involved in improving learning activities of schools)</p>

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Key Audience	Key Behavioural Challenges	Desired Behaviour
<p>Civil society organizations and development partners- Collaborators in implementing education initiatives.</p>	<p>Some civil society organisations struggle to collaborate with education officials due to the perception that their efforts interfere with government initiatives rather than complement them.</p>	<p>Active engagement of CSOs in advocating for working in a collaborative way.</p>
<p>Government officials at national and sub-national level and policymakers- Stakeholders responsible for policy formulation and implementation.</p>	<ul style="list-style-type: none"> ● Officials and policymakers demonstrate limited use of data and existing big-data platforms, such as the Integrated Primary Education Management Information System (IPEMIS), due to lack of awareness. ● Make decisions with minimal reliance on data due to a poor organisational culture of data-informed decision-making. ● Government officials and policymakers rely on a top-down approach and do not actively understand or practice decentralised planning. 	<ul style="list-style-type: none"> ● Sub-national officials: Actively support teachers through appreciative enquiry for positive behaviours. ● Evidence based planning, implementation and monitoring to improve the learning outcome of children.

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7.1 Analysis of Key behaviours

7.1.1 Access to education/ dropout/absenteeism/ Out-of-school/ never enrolled

- ◆ Parents' prioritising livelihood over education causes chronic absenteeism of students
- ◆ Lack of interest in long-term investment for children's education

In Bangladesh, the struggle for basic survival often leads families, particularly in rural and low-income areas, to prioritise livelihood over education, which directly contributes to student's chronic absenteeism and dropout rates. Parents frequently depend on children to assist with household or income-generating tasks, viewing immediate labour as more valuable than long-term educational investment. Although primary education is free, indirect costs like transportation, supplies, and uniforms create additional financial burdens, deterring regular attendance. For many families, education's value is overshadowed by the pressing need for immediate income, especially when future economic benefits seem uncertain or distant.

One major factor behind children being out of school or never enrolling is parents' lack of interest in the long-term investment of education. For many low-income families, the immediate benefits of labour outweigh the perceived value of formal education, which is often seen as an uncertain, distant return on investment. This perspective is particularly strong in economically disadvantaged or rural communities where daily survival takes priority. Additionally, parents lack understanding of the socio-economic advantages that education could provide, especially when they have not witnessed these benefits firsthand. Consequently, children are either never enrolled or drop out early to contribute to household or income-generating activities.

In response, communication and social mobilisation plan for primary education will address these realities. Highlighting relatable success stories of individuals who improved their livelihoods through education will demonstrate its practical, long-term benefits. Engaging trusted community figures and leaders to advocate for education may also further shift parent's perceptions. These strategies aim to reduce dropout rates by reframing education as a pathway to economic security, encouraging parents to invest in their children's long-term futures through consistent school attendance. Sharing relatable, local success stories where education has led to improved livelihoods can help reshape parental attitudes. Moreover, enlisting trusted community and religious leaders to advocate for education can create a supportive social environment.

7.1.2 Early learning: Low awareness on importance of school readiness and pre-primary education

Low awareness of the importance of early learning and school readiness significantly affects children's educational foundations, particularly in rural and underserved communities. Many parents and caregivers lack understanding of how pre-primary education contributes to cognitive, social, and emotional development, which are critical for success in formal schooling. Often, pre-primary education is viewed as non-essential, with more emphasis placed on primary education itself. This mindset leaves many children unprepared for the

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structured environment, learning pace, and social interactions in primary school, leading to early struggles with learning, attendance, and retention.

For an effective communication and social mobilisation plan, raising awareness about the role of early childhood education in a child's lifelong learning journey is essential. Campaigns will illustrate how school readiness not only enhances academic performance but also builds self-confidence and social skills, which are crucial for children's adaptation to primary school. Highlighting scientific research and real-life examples of children who benefited from early learning programmes can encourage parents to value pre-primary education. Additionally, involving early childhood educators, and community leaders in promoting the importance of early learning will help embed this understanding within communities, encouraging families to prioritise pre-primary education as a vital step in their children's educational pathway.

7.1.3 Stream and provision: Sending children to madrasa or Kinder Garten despite poor learning conditions and availability of publicly funded free education in government schools

A significant number of parents opt to send their children to madrasas or privately-run kindergartens, despite the availability of publicly funded, free government primary schools. This choice is often driven by a combination of cultural values, perceptions about quality, and lack of awareness about government schools' offerings. Madrasas appeal to families prioritising religious education, while kindergartens are seen by some as providing better foundational education, especially in English and early literacy. However, both options may not always meet quality standards, with inadequate facilities, untrained teachers, or limited resources, which can hinder children's learning outcomes.

To address this, this communication and social mobilisation action will work to reshape perceptions and raise awareness about the benefits of government schools, including trained teachers, standardised curricula, and continuous improvements in infrastructure and resources. Emphasising the holistic education and additional support available in government schools will encourage parents to consider these options. Additionally, showcasing positive stories from government school graduates and involving community leaders, teachers, and local influencers in advocacy efforts will help change the narrative around public education. By fostering trust in government schools, this approach can encourage families to utilise accessible, quality educational resources available for their children's future success.

7.1.4 Inclusive education: Stigma, misconception, and discrimination associated with disability and the use of Assistive Technology/Device

Inclusive education faces challenges due to widespread stigma, misconceptions, and discrimination surrounding disabilities and the use of assistive technology. Many families, especially in rural areas, hold deep-rooted misconceptions about disability, often associating it with social shame or perceiving children with disabilities as incapable of benefiting from formal education. Consequently, these children are frequently kept out of

school, excluded from social opportunities, or enrolled in separate institutions rather than mainstream schools. Even where assistive technologies or devices are available, they are often underutilised, as parents may not fully understand their purpose or believe they will effectively support their child's learning.

The communication and social mobilisation actions will focus on normalising disability and promoting the benefits of assistive technologies. Campaigns will highlight success stories of children with disabilities who thrive in inclusive environments, underscoring the role of assistive devices in enabling meaningful participation and learning. Working with local community leaders, educators, and disability advocates to raise awareness will help reduce stigma, while practical demonstrations of assistive technologies can build confidence among families. Furthermore, involving teachers in disability training and engaging communities in conversations about inclusivity will foster an environment where every child, regardless of ability, is valued and encouraged to learn alongside their peers.

7.1.5 Parents' discriminatory practices and acceptance of harmful social norms, such as child marriage, child labour

The harmful social norms like child marriage and child labour are deeply rooted in some communities, often influenced by economic hardships, gender biases, and traditional beliefs. Many parents, particularly in rural areas, view early marriage as a means of securing a stable future for their daughters or reducing the financial burden on the family. Similarly, child labour is often seen as a necessary contribution to household income, especially when survival takes precedence over education. These practices, however, disrupt children's access to education, with girls particularly affected by early marriage and domestic roles that prevent them from continuing their schooling.

To counter these practices, this communication and social mobilisation action plan will emphasise on the long-term benefits of education over short-term socio-economic practices. Sharing success stories of individuals who broke free from these cycles through education can inspire communities. Engaging parents, religious leaders, and local influencers in discussions about the harmful impact of child marriage and labour on children's development and future prospects is also crucial. Additionally, linking education to future financial stability and highlighting legal protections against child marriage and labour can help shift attitudes. By promoting community-wide support for children's right to education, the plan will foster an environment that prioritises learning over discriminatory practices, gradually dismantling these harmful norms.

7.1.6 Low participation in school meetings and school improvement activities

In Bangladesh, low parental participation in school meetings and school improvement activities is a challenge that undermines the effectiveness of community engagement in education. Various factors contribute to this, including limited awareness of the importance of parental involvement, economic constraints, and social barriers. Many parents, particularly in rural and low-income areas, may prioritise daily labour over attending school meetings, seeing it as a non-essential activity that does not directly benefit their family's immediate needs. Additionally, some parents may feel that they lack the knowledge or skills



to contribute meaningfully to school discussions, leading to a sense of disconnect from school affairs.

Addressing this issue in the communication and social mobilisation plan requires promoting the value of active parental engagement in children's educational outcomes. Highlighting research and local examples showing how parental involvement directly supports better academic performance and school development can shift attitudes. Additionally, organising meetings at times that are more convenient for working parents can encourage participation. Involving trusted community figures and ensuring that school meetings are inclusive and welcoming spaces can also help build parents' confidence in engaging with school activities. By fostering an inclusive environment and promoting the benefits of involvement, this plan will drive higher participation and stronger school-community collaboration.

7.1.7 **Physical Health**

- ◆ Low knowledge and awareness on lead poisoning and other health hazards affecting cognitive abilities to learn.
- ◆ Low awareness about the importance of sports and cultural activities for holistic development.

There is limited awareness among parents and communities regarding health issues like lead poisoning and other environmental hazards that has significant impact on children's cognitive development and learning abilities. Lead exposure, often from sources like contaminated water, old paints, and certain manufacturing areas, can impair cognitive functions, yet many parents remain unaware of these risks and their long-term impact on children's academic and developmental outcomes. This lack of awareness extends to a limited understanding of the importance of physical activity, sports, and cultural activities, which are crucial for children's holistic development, contributing to physical health, social skills, and emotional resilience.

Incorporating this analysis into the communication and social mobilisation plan will be considered as calls for an emphasis on the role of physical health in education. Awareness campaigns should educate parents on the dangers of lead poisoning and other environmental risks, providing practical steps for prevention and encouraging regular health check-ups for early detection. Additionally, showcasing the positive impacts of sports and cultural engagement on learning and personal development can foster greater community support for these activities. Engaging local healthcare providers and educators to advocate for a balanced approach to education—one that values both academic learning and physical health—will reinforce the message that healthy, active children are more likely to thrive academically and socially.

7.1.8 **Mental Health: Parents, Teachers**

- ◆ Stigma, myth, misconception around mental health issues (parents)
- ◆ Low priority on psychosocial support (teachers)

In Bangladesh, mental health remains a stigmatised and misunderstood area, affecting both parental attitudes and teacher priorities. Many parents view mental health issues through a lens of myths and misconceptions, often associating them with weakness, family shame, or a lack of discipline rather than recognising them as legitimate health concerns. This stigma discourages open discussions, prevents parents from seeking appropriate help for their children, and leads to the dismissal of early signs of mental health challenges that could hinder a child's learning and well-being. As a result, children may struggle silently with issues like anxiety, depression, or behavioural difficulties that impact their academic performance and social interactions.

On the other hand, teachers in Bangladesh often place low priority on psychosocial support, partly due to a lack of training and resources to identify and address mental health concerns. The educational focus tends to lean heavily toward academic achievements, with limited emphasis on emotional and psychological support in schools. To address this gap, this communication and social mobilisation action will work to destigmatise mental health through community awareness campaigns- engaging parents in mental health awareness. Community-driven mental health literacy campaigns can also help reduce stigma. Linkage will be established through engaging mental health professionals, conducting workshops, and providing teachers with basic training in recognising and supporting students' mental health needs can foster a more supportive school environment.

7.1.9 **Quality of Education**

- ◆ Low parental engagement in academic activities
- ◆ Low awareness on creating a stimulating home environment for fostering learning
- ◆ Parents opting for private tuition

Enhancing the quality of education is challenged by low parental engagement in academic activities and a lack of awareness on creating a stimulating home environment for learning. Many parents, especially in rural or low-income areas, are unfamiliar with simple strategies to support their children's learning outside of school, such as reading together or discussing school topics. This lack of engagement often results in limited academic reinforcement at home, impacting children's performance and motivation in school. Compounding this issue, some parents turn to private tuition as a substitute for active involvement in their child's education, believing that paid tutoring will compensate for perceived gaps in school instruction.

This tendency to outsource educational support can diminish the role of the home as a learning space, where parents themselves contribute to the child's academic growth. Addressing these issues in the communication and social mobilisation plan involves promoting parental awareness of how small actions at home can reinforce school learning. Campaigns could provide simple, practical tips on creating a conducive learning environment

and emphasise the impact of parental interest in academic activities. Moreover, engaging communities through local workshops, involving teachers and providing guidance on balancing formal schooling with at-home learning activities can foster a culture where parents feel equipped and motivated to support their children's education directly, leading to better educational outcomes without over-reliance on private tuition.

7.1.10 Parents are unaware of the impact of other reading materials than textbooks

Most of the parents focus exclusively on textbooks for their children's learning, often unaware of the educational value that other reading materials can provide. This narrow focus stems from a common perception that only curriculum-based texts directly contribute to academic success. However, diverse reading materials such as storybooks, magazines, and informative children's literature play a crucial role in broadening children's cognitive skills, vocabulary, and creativity. Access to these resources can spark curiosity and foster critical thinking, making children more engaged and adaptive learners, which is essential for comprehensive development beyond rote learning.

To address this gap, this communication and social mobilisation action plan will work to increase parents' awareness of the benefits of varied reading. Campaigns will be highlighting research showing that children exposed to a range of reading materials perform better academically and develop stronger literacy skills. Engaging community libraries, distributing age-appropriate storybooks, and organising storytelling events in schools can demonstrate the appeal and value of reading beyond textbooks. By showcasing how different materials can complement school learning and encouraging parents to incorporate diverse books at home, this approach can promote a reading culture that nurtures children's holistic educational experience, inspiring lifelong learning and better overall academic performance.

7.1.11 Teachers: Inclusion: Discriminatory attitude towards children from certain population group and/or living with certain conditions, such as poverty, gender orientation, disability, parental occupation, etc

Discriminatory attitudes towards children from marginalised backgrounds— such as those living in poverty, with disabilities, from diverse gender identities, or with parents in stigmatized occupations—create significant barriers to inclusive education. Children from low-income families, may face stigma or be subjected to lower expectations, limiting their access to supportive learning experiences. Similarly, children with disabilities face exclusion due to a lack of understanding leaving them isolated from mainstream classroom activities. These biases, often stemming from deeply ingrained societal norms, lead to uneven treatment and reinforce a sense of inferiority among affected students, impacting their academic performance, self-esteem, and overall school experience.

To counteract this, this communication and social mobilisation action plan will prioritise teachers' awareness of inclusive education principles and challenge stereotypes. Sensitisation workshops and peer discussions on diversity can foster empathy, encouraging teachers to recognise and celebrate each student's unique potential. Highlighting positive examples where inclusive practices have benefited all students can inspire broader acceptance.

Engaging community leaders and local influencers in advocating for inclusivity and organising school-based events that showcase diverse student achievements can further reduce discrimination. By promoting an inclusive school culture where every child feels valued, this approach can help transform classrooms into equitable spaces that support all learners, regardless of background or ability.

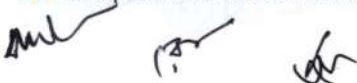
7.1.12 Governance: High level of engagement of teachers in administrative activities (non-teaching responsibilities) refraining from focused classroom activities

Teachers often face a significant administrative burden that diverts their attention from classroom teaching and undermines educational quality. Due to shortages in administrative staff and limited support systems in schools, teachers are frequently tasked with non-teaching responsibilities, such as data collection, record-keeping, different campaigns on national issues, supporting national and sub-national level elections and participating in various school management functions. This high level of engagement in administrative duties reduces the time and energy they can dedicate to lesson planning, student assessments, and interactive classroom activities. Consequently, students receive less personalized attention, and teachers are unable to fully address diverse learning needs, impacting overall learning outcomes.

Addressing this issue in the communication and social mobilisation action plan involves advocating for systemic changes to reduce teachers' administrative workload, allowing them to focus on their primary role as educators. Awareness campaigns can underscore the importance of classroom-focused teaching for quality education, aiming to mobilise support among community members, school managing committees, and local level officials. Additionally, encouraging the use of digital tools, the Integrated Primary Education Management Information System (IPEMIS) for data management can streamline administrative processes, freeing up teachers' time for instructional activities. Highlighting case studies of schools where reduced administrative duties have led to improved student engagement and performance can further support this shift, helping to reinforce a classroom-centred approach to primary education.

7.1.13 Teachers' career development

Due to lack of a clear career path for primary school teachers significantly impacts their motivation and engagement, hindering the quality of education delivered in classrooms. Primary school teachers often encounter limited opportunities for professional growth, salary increments, or advancement, making teaching at this level less appealing compared to other professions. This stagnation can lead to demotivation and a sense of professional undervaluation, which affects teachers' enthusiasm and commitment to implementing interactive and student-centred learning methods. Without the prospect of career progression, teachers may become complacent, relying on traditional, lecture-based teaching instead of adopting modern, interactive approaches that enhance student engagement and learning outcomes.



To address this issue within this action plan, it is crucial to advocate for a structured career development framework for primary school teachers. Campaigns can highlight the benefits of continuous professional development, offering training and incentives that align with career advancement. Engaging policymakers and community stakeholders to push for a transparent promotion system, performance-based rewards, and skill-enhancement programmes can help build a culture where teaching at the primary level is viewed as a respected and growth-oriented profession. By fostering a pathway for career development, this approach aims to improve teacher motivation, ultimately leading to better teaching practices and enhanced educational quality in primary schools across Bangladesh.

7.1.14 Quality education

- ◆ Teachers are not always friendly and supportive towards children
- ◆ Limited understanding on the importance of a fun, positive joyful learning environment for children
- ◆ Limited practice of learning through play and fun
- ◆ All stakeholders have Limited knowledge and understanding about the new curriculum features like no exam, more focus on competency achievement than mere memorisation

The quality of primary education faces several challenges related to teaching practices, classroom environment, and stakeholder understanding of the curriculum. Teachers often lack motivation in child-centred approaches, leading to interactions that may not be consistently friendly or supportive. This impacts students' emotional well-being and engagement, especially when traditional, teacher-centred methods dominate, leaving little room for fostering a warm, inclusive learning atmosphere. Moreover, limited awareness among teachers about the benefits of a joyful, positive classroom environment—one that emphasises fun, creativity, and active participation—results in few opportunities for students to learn in ways that stimulate curiosity and enjoyment.

Another challenge lies in the limited implementation of learning through play, which is vital for young children's cognitive and social development. Play-based learning methods, which encourage exploration, critical thinking, and problem-solving, are often sidelined in favour of rote learning, primarily because of conventional teaching practices and a lack of resources to support interactive, play-based activities. This restricts students' ability to engage deeply with learning material, ultimately impacting retention and enthusiasm for learning.

Additionally, a significant gap exists in stakeholders' understanding of the new curriculum, which emphasises competencies over memorisation and eliminates exams in favor of continuous assessment. Teachers, parents, and even school administrators may be unaware of these curriculum reforms or hold misconceptions, leading to resistance or misunderstanding. Parents may worry that the absence of exams reduces academic accuracy, while teachers, unfamiliar with competency-based assessment, may struggle to implement it effectively. This knowledge gap prevents the new curriculum's full potential from being realised, as stakeholders do not yet recognise how it aims to develop students' skills and knowledge holistically.

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To address these challenges in the communication and social mobilisation action plan, targeted efforts will be initiated to build awareness on positive, student-centred teaching practices. Campaigns can demonstrate the value of friendly, supportive classrooms and joyful, play-based learning, providing teachers with resources and support to integrate these methods. Additionally, community sessions and informational workshops for parents and other stakeholders on the benefits of the new curriculum can foster support and alignment with its goals, ultimately contributing to a more effective and enriching educational experience for students across Bangladesh.

7.1.15 Recognition of teacher's contribution to society

- ◆ Low societal value towards teaching as a profession
- ◆ Low awareness and recognition of the level of commitment teaching profession demands leading to ascertain low value and dignity on teaching profession

In Bangladesh, teaching, particularly at the primary level, often lacks societal recognition and respect as a valued profession. Despite the critical role teachers play in shaping future generations, the profession is frequently undervalued, with limited acknowledgement of the dedication and expertise required. This low societal regard stems partly from cultural and economic factors, where professions with higher income and visible social impact are prioritised. As a result, many parents and community members may not view teaching as a respectable or aspirational career, which discourages talented individuals from entering or remaining in the field. The role of media in influencing societal perception of teaching is also not fully constructive.

Furthermore, there is limited public awareness about the level of commitment and resilience the teaching profession demands. Teachers not only facilitate academic learning but also contribute to students' emotional and social development, often under challenging circumstances. Without sufficient recognition, teachers may feel demotivated, which affects their engagement and enthusiasm in the classroom, ultimately impacting educational quality.

This communication and social mobilisation action plan includes creating public awareness campaigns that celebrate teachers' contributions. Recognising and sharing stories of dedicated teachers can help elevate the profession's dignity, fostering respect and appreciation among community members. Engaging community leaders and policymakers to endorse teachers' roles can further uplift the profession's societal value, encouraging a culture where teaching is seen as a noble and esteemed career.

7.1.16 Hygiene

- ◆ Low awareness and poor hygiene practices
- ◆ Irregular attendance due to illness and other reasons

Low awareness of proper hygiene practices is a significant issue that affects students' health and school attendance, ultimately impacting their educational outcomes. In many communities, children and parents have limited understanding of essential hygiene practices, such as handwashing, safe drinking water, and sanitation. Poor hygiene practices

lead to frequent illnesses, such as gastrointestinal infections and respiratory diseases, which contribute to irregular attendance and hinder children's ability to participate actively in learning.

Irregular attendance due to hygiene-related illnesses not only affects individual students but also creates learning disruptions within the classroom, as teachers may need to repeat lessons to accommodate those who have missed school. To address these issues, the communication and social mobilisation plan will incorporate hygiene awareness as a core component. Implement school-led WASH programmes with student ambassadors promoting peer hygiene practices. Campaigns can focus on raising awareness about the health benefits of proper hygiene practices, using visual aids and demonstrations to engage both children and parents. Schools can partner with local relevant organisations to provide resources, such as handwashing stations and hygiene workshops. Promoting a culture of cleanliness within schools and communities will help reduce absenteeism, improve students' health, and create a supportive environment for consistent learning in primary education across Bangladesh.

7.1.17 Climate change

- ◆ Inconsistent participation, high absenteeism and school closure due to the high frequency of climate change-induced disasters

The impacts of climate change—such as floods, cyclones, and extreme weather events—pose significant challenges to the education system, leading to inconsistent student participation, high absenteeism, and frequent school closures. As a low-lying, densely populated country, Bangladesh is highly vulnerable to climate-induced disasters, which often disrupt daily life, damage school infrastructure, and force temporary relocations. During and after such events, students are frequently unable to attend school, either because schools are closed, roads are inaccessible, or families are preoccupied with survival and recovery. This disruption severely affects students' learning continuity, increases dropout rates, and reduces engagement in formal education, especially among those in already disadvantaged communities.

To mitigate these effects, this communication and social mobilisation plan will emphasise the importance of resilience and preparedness in the education sector. Public awareness campaigns can educate communities on disaster preparedness and encourage proactive measures that support continued learning, such as establishing safe, climate-resilient infrastructure and setting up temporary learning spaces when schools are inaccessible. Additionally, integrating flexible learning solutions, like community-led study groups or digital resources where possible, can provide students with alternative ways to learn during disruptions. By prioritising climate adaptation and community support for education, the plan can help minimise the long-term impacts of climate change on children's educational access and outcomes in Bangladesh.

7.1.18 Uses of data

- ◆ Limited awareness around use of data and existing big-data platforms, such as the Integrated Primary Education Management Information System (IPEMIS)
- ◆ Poor organisational culture on data-informed decision-making

Limited awareness and a lack of data-driven culture in the sector hinder the effective use of data for improving primary education outcomes. Although big-data platforms like the Integrated Primary Education Management Information System (IPEMIS) offer extensive, valuable insights, awareness and understanding of these tools remain low among educators, administrators, and policymakers. Many stakeholders are unfamiliar with the potential of data to inform and optimise decisions, which leads to missed opportunities for targeted interventions, resource allocation, and policy adjustments. The lack of familiarity with IPEMIS and other data platforms limits their practical application, reducing the overall impact on educational planning and development.

Moreover, a weak organisational culture around data-informed decision-making means that even when data is available, it is often underutilised. Decision-making processes in many educational institutions still rely on traditional approaches, with limited emphasis on analysing trends, measuring outcomes, or tracking progress through data. This resistance to data-driven practices prevents schools from responding effectively to student needs, improving resource distribution, or identifying areas for teacher development. To address these issues, this communication and social mobilisation plan will include awareness sessions on data literacy, demonstrating the benefits of using data tools like IPEMIS. Promoting a culture that values evidence-based decision-making within schools can empower educators and administrators to make more impactful, informed decisions, ultimately enhancing primary education in Bangladesh.

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8. Communication and Social Mobilisation Strategies

8.1 Media Campaigns

A media campaign is a vital strategy within the Communication and Social Mobilisation Plan for primary education in Bangladesh. The campaign focuses on reaching key audiences—such as parents, caregivers, teachers, and community leaders—to address critical behavioural issues. For parents and caregivers, media campaigns aim to raise awareness about the importance of school readiness, early learning, and consistent school attendance, especially in marginalised communities where children are at risk of dropping out. It also tackles misconceptions about public schools and encourages parents to utilise free government-funded education over private alternatives, such as madrassas and kindergartens, which often have poor learning conditions.

For teachers, media campaigns emphasise the importance of creating supportive, joyful learning environments, highlighting the benefits of new curriculum changes, and promoting competency-based learning over rote memorisation. Additionally, the campaign seeks to improve societal recognition of the teaching profession, ensuring that teachers are valued for their contributions.

The campaign also targets community leaders, leveraging their influence to shift harmful social norms such as child marriage and labour. Media channels such as radio, television, and social media are used to disseminate messages, ensuring widespread awareness and behaviour change across diverse communities, ultimately supporting the government's goal of inclusive, quality education for all children.

To expand the reach of media campaigns beyond traditional platforms, interactive community radio programmes and content from local influencers on YouTube/TikTok can effectively engage younger parents and rural communities. Addressing myths and misconceptions about public/government education is crucial, especially in rural and marginalised areas where there is a preference for low-quality private and madrasa education. A dedicated 'Myth vs. Fact' campaign can provide accurate information to counter these misconceptions and promote confidence in public/government schools. Producing localised content in indigenous and regional dialects will ensure that ethnic minority communities receive relevant and culturally appropriate messages. A 'Teacher Spotlight' campaign can highlight the contributions and innovations of educators, elevating their societal status and inspiring respect for their role in shaping students' futures. Featuring 'Parent Champions' in media campaigns where parents who actively support their children's education--can serve as role models to encourage greater parental involvement. To ensure continuous improvement and real-time engagement, monitoring mechanisms such as social media polls, social listening, WhatsApp groups, and SMS-based surveys will be integrated to gather feedback on the effectiveness of media outreach. By adopting these strategies, the media campaign will create a more inclusive, interactive, and data-driven approach to communication and social mobilisation in primary education.

8.2 Leveraging Digital Platforms

Leverage social media, SMS campaigns, and mobile applications to reach urban and semi-urban populations, particularly young parents and educators, with information about school enrollment, learning and child-friendly learning methods.

A digital platform is a crucial component of the Communication and Social Mobilisation Plan for primary education in Bangladesh. It serves as an effective tool to bridge the gap between various key stakeholders, including parents, teachers, government officials, and development partners. For parents and caregivers, the digital platform can offer easy access to vital information on school readiness, the importance of early learning, and how to foster a stimulating home environment for their children. This helps address key behavioural issues such as absenteeism and lack of parental engagement in education. This is important to ensure all digital content is screen-reader compatible, available in Bangla and indigenous languages, and uses audio-visual formats for low-literacy users. Introduce offline content delivery via Bluetooth file-sharing kiosks in low-internet areas.

For teachers, digital platforms provide opportunities for continuous professional development, sharing best practices, and learning about the latest curriculum updates. These platforms also enhance communication between teachers and parents, fostering a more supportive learning environment for students. Moreover, digital tools can facilitate better data management, enabling government officials and policymakers to monitor educational progress and make informed decisions based on real-time data from platforms like the Integrated Primary Education Management Information System (IPEMIS).

Furthermore, digital platforms can amplify the voices of civil society organisations and development partners by facilitating collaboration and providing a space for dialogue, thus ensuring a coordinated effort in education initiatives. Overall, these platforms are essential in promoting inclusive, quality education, and addressing challenges across all levels of the socio-ecological model.

8.3 Community Engagement

Organise community meetings, consultations, school fairs, and cultural events that promote education as a community priority, integrating local leaders and religious figures to endorse these activities.

Community engagement is a vital strategy within the Communication and Social Mobilisation Plan for primary education in Bangladesh. This strategy focuses on leveraging the influence of community leaders, such as faith-based and religious leaders (such as developing 'Friday Prayer Messages' in collaboration with Imams to reinforce education themes in weekly sermons), social influencers, and cultural institutions (such as using folk theatre/Jatra, community radio dramas, and puppet shows to challenge harmful social norms related to education), to shift perceptions and drive positive behaviours toward education. Community leaders play a critical role as opinion-makers, and their support is essential for addressing harmful social norms, such as child marriage and child labour, that hinder children's access to education. By engaging these leaders, the plan aims to foster a supportive environment where education, especially for marginalised groups like girls and children with disabilities, is prioritised.

Moreover, community engagement efforts target broader issues such as absenteeism, irregular school attendance, and low participation in school improvement activities. Community-based awareness campaigns, meetings, and participatory activities help mobilise parents and local stakeholders to support education initiatives. These efforts are crucial in raising awareness about the importance of inclusive education, promoting gender equity (such as establishing 'Fathers' Education Circles' or fathers assembly to encourage paternal involvement in children's schooling, especially for girls), and encouraging participation in school governance through structures like School Management Committees (SMCs). By actively involving communities in decision-making and encouraging their ownership of educational outcomes, the strategy ensures that educational reforms and interventions are more sustainable and impactful.

8.4 School-based Communication

Create posters, pamphlets, and murals for schools that encourage attendance and highlight the benefits of education, while also providing important information on school performance and parent involvement opportunities. Allow students to design murals and posters themselves to increase engagement and ownership.

The School-based Communication strategy focuses on creating visually engaging and informative materials such as posters, pamphlets, and murals to promote key behavioural changes in primary education. This strategy directly addresses the low levels of parental engagement, absenteeism, and misconceptions about education quality, as outlined in the Key Behaviour Matrix. By placing posters and murals in visible areas within schools, these materials can encourage students to attend regularly, reminding both children and parents of the long-term benefits of education, such as better job prospects and improved quality of life.

Posters and murals can also combat discriminatory attitudes by promoting messages of inclusivity, gender equality, and support for children with disabilities. Additionally, pamphlets distributed to parents can provide essential information on school performance, ways to be involved in their children's education, and the importance of creating a stimulating home environment for learning. Parents can be provided a simple commitment card to sign, pledging their support for their child's education. Also a dedicated space (such as, dream walls in schools) can be provided where students write their aspirations, reinforcing the long-term benefits of education.

This strategy also emphasises the role of teachers and School Management Committees (SMCs) in fostering a positive, joyful learning environment by incorporating messages about the importance of a supportive school culture and the value of education for all children. By making these messages visible and accessible, school-based communication becomes a powerful tool for behaviour change and community involvement.

8.5 Behavioural Evidence Generation by Communication and Social Mobilisation Cell

To institutionalise evidence-based communication and social mobilisation, targeted capacity development of key personnel—including education officers, teachers, and School Management Committee (SMC) members—the cell will take the lead in designing and implementing behavioural research, surveys, small-scale pretesting, and rapid assessments, as well as commissioning formative research. The cell will also take ownership of ongoing formative studies, including pending midline and endline surveys, ensuring continuity and institutional memory. As custodian of all behavioural data, raw datasets, research papers, and insights, the cell will develop and maintain a sustainable evidence repository, enabling systematic use of findings for programme planning, policy dialogue, and community engagement. By embedding this function within DPE, PEDP will ensure that behavioural evidence generation becomes a permanent, government-owned function rather than a project-driven activity.

8.6 Integration of Behavioural Indicators into the EMIS

To strengthen evidence-based planning and accountability, behavioural indicators will be integrated into the central EMIS of PEDP. As the Behavioural Evidence Generation Unit conducts research and produces data, aggregated findings will be systematically incorporated into the EMIS platform. This integration will ensure that behavioural insights—alongside conventional education data—are accessible to all stakeholders, supporting informed decision-making, programme monitoring, and cross-sectoral collaboration. By embedding behavioural indicators within the EMIS, PEDP will institutionalise the use of social and behavioural evidence as a core part of the education data ecosystem, promoting transparency and reinforcing a culture of data-driven action.

8.7 Community-Based Social Listening and Feedback Loops

To strengthen accountability and ensure meaningful community engagement within primary education, a structured community-based social listening and feedback mechanism will be established. Social listening offers a highly relevant approach for SBC in primary education, enabling the system to capture real-time behavioural insights from communities and archive them in a centralised evidence repository. This process will involve mobilising community 'social listeners' while also instituting school-level feedback mechanisms, such as suggestion boxes, community scorecards, and parent-teacher experience sharing through PTA meetings. Consultations with stakeholders during divisional and national workshops highlighted the absence of the community's voice as a critical gap in programme design and implementation. To address this, regular feedback channels will be institutionalised,

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ensuring that suggestions and concerns from parents, teachers, and communities are heard, acted upon, and integrated into decision-making. Importantly, closing the feedback loop will be a central principle—since unattended feedback is equivalent to having no feedback at all.

8.8 Data Visualisation and Multimedia Evidence Synthesis

To enhance the accessibility and usability of behavioural evidence generated under PEDP, a dedicated focus will be placed on data visualisation and multimedia evidence synthesis products. Insights emerging from formative research, social listening, community feedback, and KABP (Knowledge, Attitudes, Beliefs, and Practices) analyses will be translated into reader-friendly formats through infographics, graphic designs, summary reports, and social media content. Where necessary, critical findings and case studies will also be documented in short video formats to support advocacy, community engagement, and policymaking.

The Evidence Generation Unit within the SBC Centre of Excellence will lead this process, ensuring collaboration with specialised creative agencies or service providers capable of producing high-quality, impactful materials. These evidence products will not only serve as tools for internal decision-making and advocacy, but will also be disseminated publicly through the DPE website under the publications section, thereby promoting transparency, knowledge sharing, and community trust.

8.9 Partnerships with National Research Institutions and Technical Agencies

To strengthen research capacity and foster national ownership of behavioural evidence, DPE will establish formal partnerships with leading research and academic institutions in Bangladesh. Strategic collaborations will be pursued with academic institutions, research firms, and specialised SBC technical agencies. By leveraging the expertise of these national institutions, PEDP will not only enhance the quality and credibility of behavioral research but also contribute to the creation of a sustainable national cadre of SBC researchers in the education sector. These partnerships will ensure that behavioural evidence generation is embedded in the local knowledge ecosystem, reinforcing both academic rigour and long-term institutionalisation.



9. Communication and Social Mobilisation Approaches and Activities

9.1 Mothers' meetings/ Maa Shomabesh

These are school-based gatherings where mothers meet with teachers to discuss education and child welfare. Such meetings are critical for fostering a shared sense of responsibility and involvement in their children's education, providing a platform for addressing concerns and reinforcing the importance of school attendance. Include practical guidance on helping children with schoolwork, using storytelling to teach moral lessons, and early childhood stimulation techniques.

Behaviour addressed

Increase parental awareness, especially among mothers, about the importance of regular attendance, early childhood education, and health. These meetings can be used to discuss dropout issues, the importance of a stimulating home environment, and address misconceptions about public vs. private schooling. Encourage fathers to join select sessions to shift traditional gender roles in education.

9.2 Courtyard meetings/ Utthan Boitthok

Informal gatherings in community courtyards where local leaders, teachers, and parents discuss educational issues and child development. These open forums encourage community participation and problem-solving in a relaxed environment, fostering collaboration and trust. Use real-life stories of children overcoming barriers to education to make sessions more engaging (storytelling format)

Behaviour addressed

Address community-level misconceptions and discriminatory practices. Courtyard meetings provide a space to discuss community concerns like child marriage, child labour, and inclusive education, allowing influential community members to help shift harmful norms. Encourage community members to identify solutions and make pledges for action (such as, reporting dropouts, helping children with disabilities attend school).

9.3 School Managing Committee (SMC) meetings (monthly)

School Management Committee (SMC) meetings are held regularly to discuss school governance, progress, and challenges. These meetings allow for decision-making that directly impacts school operations, ensuring transparency and community involvement in education management. Provide leadership and governance training for SMC members to strengthen their role in school oversight.

Behaviour addressed

Focus on governance and accountability at the school level. SMCs can be key in improving school management, addressing issues like low parental engagement, absenteeism, and ensuring that inclusive practices are followed in schools. Set minimum quotas for women in SMCs to promote gender-inclusive decision-making.

9.4 Parent-Teacher Association (PTA) meeting

PTA meetings are platforms where parents and teachers collaborate to support student success. They allow for the exchange of feedback on student progress, educational strategies, and address any concerns about school activities. This can also allocate time for students to voice their needs and suggestions in PTA discussions.

Behaviour addressed

Encourage parental involvement in educational activities. PTAs can highlight the importance of parental engagement in academics, address the stigma around public education, and encourage participation in school improvement activities. PTA outreach can establish home visits by PTA members for parents of frequently absent students.

9.5 Teachers' meeting (need-based)

These meetings are conducted whenever there is a pressing need to discuss pedagogical strategies, curriculum changes, or school-related challenges. It allows teachers to share ideas and improve the quality of education through collaboration. This is also important to address teacher mental health, and include teacher well-being sessions to manage stress and burnout.

Behaviour addressed

Improve teacher awareness and attitude. These meetings can focus on issues like discriminatory practices, inclusion of children with disabilities, and creating a fun, positive learning environment. They can also address the need for psychosocial support for students. Recognition programme can develop an 'Outstanding Teacher' award for educators implementing inclusive practices.

9.6 Digital platforms

Using digital platforms like Zoom, Google Meet, WhatsApp, or Teams enables schools to conduct virtual meetings and learning sessions, expanding access to educational content and communication, especially when physical meetings are not possible. Hybrid learning models are also needed to implement blended online/offline learning approaches for students in disaster-prone and remote areas.

Behaviour addressed

Facilitate communication and learning. Digital platforms can be used to spread awareness about hygiene, health issues (like lead poisoning), and the importance of school readiness, especially in hard-to-reach areas. Provide short, engaging videos on teaching strategies, classroom management, and inclusivity.

9.7 Social media platforms (e.g., DPE's official Facebook page)

Social media platforms are used to disseminate information quickly and widely, engage with stakeholders, and foster discussions about education-related topics. This allows for real-time feedback and interaction. This can also introduce hashtag campaigns and launch #EveryChildInSchool and #ParentalSupportMatters to create viral discussions (for example).

Behaviour addressed

Amplify messages on the importance of inclusive education, awareness around climate change's impact on schooling, and positive community practices. Social media can target misconceptions and promote the importance of early learning and consistent attendance.

9.8 Student council

Student councils offer a structured way for students to voice their opinions, develop leadership skills, and actively participate in school decision-making processes, promoting a sense of ownership and responsibility. Pair council members with younger students as buddies to reduce dropouts and encourage leadership.

Behaviour addressed

Foster student leadership and responsibility. Student councils can be instrumental in promoting good hygiene practices, peer-to-peer learning, and addressing dropout risks by engaging students directly in governance.

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9.9 Girls Guide/Boys Scout

These youth organisations foster life skills, discipline, and leadership among students through structured activities, promoting social values and community service that align with educational goals. Incorporate STEM education, environmental sustainability, and digital literacy into their activities.

Behaviour addressed

Develop leadership skills and promote a healthy, engaged student body. These organisations can help reinforce positive behavioural practices, such as participation in sports, hygiene, and mental health awareness.

9.10 Little Doctor Initiative

This initiative empowers students to act as health ambassadors, promoting hygiene, nutrition, and health education among their peers. It encourages responsibility and leadership in maintaining a healthy school environment. Include mental health and menstrual hygiene awareness, not just physical health.

Behaviour addressed

Promote health and hygiene within the school environment. This initiative empowers students to take responsibility for their health, reducing absenteeism related to illness.

9.11 Social Audit Committee meeting

These meetings involve community members and stakeholders reviewing and assessing school performance, expenditures, and accountability measures. It promotes transparency and trust between the school and community. Through transparent reporting, committees can publish school performance updates on digital platforms.

Behaviour addressed

Ensure transparency and community involvement. These meetings can ensure that resources are used effectively to improve attendance, reduce dropout rates, and address discriminatory practices.

9.12 Upazila Coordination meeting (monthly)

Held at the sub-district (Upazila) level, these meetings coordinate educational initiatives, monitor school performance, and ensure that national education policies are being implemented effectively at the local level. Utilise IPEMIS dashboards for data-driven decision-making in meetings.

Behaviour addressed

Strengthen district-level oversight of school operations and promote data-driven decision-making. These meetings can ensure that school performance, attendance, and community engagement are tracked and addressed systematically.

9.13 District Coordination meeting (monthly)

Similar to Upazila meetings, these district-level meetings focus on larger-scale coordination across multiple schools, addressing regional challenges, and aligning local efforts with national education goals. Such meeting can include a structured feedback mechanism where Upazila-level reports are systematically reviewed and acted upon in district meetings and also ensure participation from community representatives and school management committees for a more holistic approach.

Behaviour addressed

Coordinate efforts to reduce absenteeism and improve quality education. These meetings help align resources and strategies across schools to tackle broader issues like teacher engagement and student dropout. Strengthening community involvement in school governance to improve transparency and accountability.

9.14 Home visits

Teachers or community workers visit students' homes to engage parents and address any barriers to education. It is an effective way to build personal relationships and understand family dynamics affecting school attendance.

Behaviour addressed

Increase parental involvement and address dropout risks. Personalised engagement with parents during home visits can identify reasons for absenteeism and promote the value of school attendance and early education.

9.15 Phone/WhatsApp calls/messages

These tools are used to maintain direct communication between schools, parents, and students. They are particularly effective in remote areas or during times when in-person meetings are not feasible. Also developing standardised messaging templates is useful for reminders about attendance, school events, and health-related alerts.

Behaviour addressed

Regular follow-ups with parents to encourage attendance and address any issues quickly. These tools provide a direct and efficient method of reminding parents about school activities, attendance, and health measures. These also address misinformation about school policies and encourage positive parent-school engagement.

9.16 Letters

Sending formal letters home is a traditional method of communicating important information about school events, performance, or changes, ensuring parents are informed and engaged.

Behaviour addressed

Formal communication to address absenteeism and engage parents in educational activities. Letters can serve as a reminder for parents to prioritise education and highlight important initiatives like health screenings or cultural events, also foster inclusivity by ensuring accessibility for all parents.

9.17 Assembly time notices

Announcements made during school assemblies are an efficient way to share important information with the entire student body, reinforcing key messages and upcoming events. Introduce student-led announcements to increase peer-to-peer influence.

Behaviour addressed

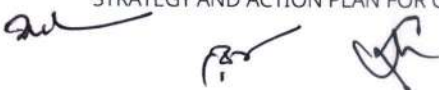
Raise student awareness on issues such as health, attendance, and hygiene. Assemblies are an effective way to reinforce key messages related to good behaviour and the importance of regular attendance.

9.18 Annual school sports/cultural event

These events bring the school community together, promoting physical fitness, teamwork, and cultural appreciation while strengthening the connection between students, teachers, and parents. Link participation in these events with attendance incentives or recognition programmes.

Behaviour addressed

Encourage participation in school activities and foster a sense of community. These events promote holistic development, emphasising the value of sports and culture in education. Encourage regular school attendance through event-based motivation.



9.19 Day/week/month observance

Observances like Meena Day or Primary Education Week raise awareness about educational and social issues, celebrating achievements and encouraging community participation in the school's efforts. Integrate interactive sessions, such as debates or quizzes, into these observances.

Behaviour addressed

Highlight important educational and social issues. Observing days like Meena Day can bring attention to child rights, health issues, and the importance of schooling, fostering a culture of education and awareness. Promote active student participation in learning-focused extracurricular activities.

9.20 Launching event (seminars, conferences, workshops, meetings)

These events serve as formal platforms to introduce new initiatives, share knowledge, and engage stakeholders in discussions around key education topics, fostering learning and collaboration. Include student representation in discussions to ensure their voices are heard.

Behaviour addressed

Engage stakeholders in new initiatives. Launching events can be used to introduce new policies or educational programmes aimed at reducing dropout rates, increasing awareness about inclusive education, or promoting community engagement. Strengthen student empowerment in school development initiatives.

9.21 Rally

Organising rallies creates public awareness and mobilises community support for education-related causes. Ensure child-friendly messaging and integrate performing arts elements (such as drama, storytelling). They are often used to promote the importance of school attendance and participation in educational programmes.

Behaviour addressed

Mobilise community support for education. Rallies can help raise awareness about the importance of regular school attendance, the benefits of public education, and the need to address discriminatory practices in schools. Improve public understanding of education-related challenges through engaging content.

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9.22 Puppet/muppet show

These performances engage young audiences with entertaining yet educational stories that promote positive messages about learning, hygiene, and social behaviour, making education fun, and relatable. Develop age-appropriate scripts addressing local educational challenges.

Behaviour addressed

Educate younger students in a fun and engaging way. Puppet shows can address issues such as hygiene, child marriage, and the importance of schooling through storytelling. These shows can address localised misconceptions, such as gender biases in education.

9.23 Interactive Popular Theatre

This form of theatre involves audience participation, interaction, addressing social issues in a way that encourages critical thinking and community dialogue, fostering awareness and change in educational practices. Organise post-performance discussions to reinforce the messages portrayed.

Behaviour addressed

Address community-level misconceptions. Theatre performances can challenge harmful norms, such as child marriage or discrimination against children with disabilities, fostering a more inclusive and supportive community environment. Encourage community dialogue and collective action.

9.24 Public Service Announcements (PSA)

Short, impactful messages aired on radio or television to raise awareness about educational campaigns, promoting key initiatives like school attendance, health, and child rights. Feature testimonials from parents and students to increase relatability.

Behaviour addressed

Public Service Announcements (PSAs) play a crucial role in addressing key behaviours impacting education in Bangladesh. They can promote regular school attendance by highlighting the negative effects of absenteeism when parents prioritise livelihood over education and emphasise the importance of long-term investment in schooling to reduce out-of-school children. PSAs raise awareness about pre-primary education, encouraging early learning and school readiness. They also combat stigma toward children with disabilities, promoting inclusive education through the use of assistive technologies. Additionally, PSAs discourage child marriage and child labour, advocating for education as a priority, while addressing mental health stigma and encouraging parental engagement in school activities. These PSAs can strengthen credibility by showcasing real-life success stories.

9.25 TV/Radio Spots

Brief advertisements broadcast on television or radio to communicate educational messages to a wide audience, reinforcing key themes such as the importance of education and school enrollment. Develop shorter, punchier versions for social media platforms to expand reach.

Behaviour addressed

TV and radio spots are powerful tools for addressing key behaviours in education. These short, impactful messages can encourage school attendance by highlighting the consequences of absenteeism and promoting the value of long-term education to reduce out-of-school children. They can also be used to raise awareness about the importance of early learning and pre-primary education, motivating parents to engage early. Spots also promote inclusive education by reducing stigma around disabilities and encouraging the use of assistive technologies. Additionally, they address social issues by discouraging child marriage and child labour, promoting mental health awareness, and encouraging parents to actively participate in school activities and improvement efforts. Reach tech-savvy parents and youth more effectively.

9.26 TV/Radio/web drama serial

Drama series are used to engage audiences with storytelling that addresses educational issues, influencing public opinion and encouraging behavioural change around education and community involvement. Address emerging topics like digital literacy and climate resilience in education.

Behaviour addressed

TV, radio, and web drama serials can be used in a compelling way to address key behavioural challenges in primary education. Through relatable storytelling, these dramas will highlight the importance of school attendance, discourage child marriage, and emphasise the value of long-term education. They also promote early learning by showing the benefits of pre-primary education and raise awareness about inclusive education by challenging stigmas associated with disabilities. Additionally, the serials can depict the importance of mental health support, fostering positive attitudes toward psychosocial well-being. By engaging parents, teachers, and communities emotionally, these dramas motivate behaviour change and encourage participation in education-focused activities. Equip students with modern knowledge and skills.

9.27 TVC (public service messages)

Television commercials featuring public service messages are designed to raise awareness about educational campaigns, encouraging parents to enrol their children in school and engage in their education. Integrate calls to action, such as SMS-based attendance tracking.

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Behaviour addressed

TVCs (public service messages) are effective tools for promoting key behaviours in education. They encourage regular school attendance by showcasing the consequences of absenteeism and advocating for early enrollment by emphasising the value of education. These messages combat stigmas around disabilities, promoting inclusive education, and discourage child marriage and labour, urging communities to prioritise schooling for all children. Additionally, TVCs highlight the importance of mental health support and parental involvement in school activities. Through concise, engaging visuals, these public service messages inspire behavioural change and foster a community-wide commitment to improving the quality and inclusivity of primary education. Increase parental accountability for school attendance.

9.28 Excursion

Educational trips provide students with hands-on learning experiences outside the classroom, promoting experiential learning and reinforcing classroom-based knowledge in real-world settings. Design excursions that include career exploration elements.

Behaviour addressed

Excursions serve as practical learning experiences that address multiple key behavioural issues in education. By exposing students to new environments and activities, excursions promote regular attendance and reduce dropout rates. These outings foster inclusivity by integrating children with disabilities and challenging social stigmas. They also encourage awareness about health, hygiene, sports, and cultural activities, supporting holistic development. Excursions engage parents, teachers, and community members, promoting collaborative involvement in children's education. Through experiential learning, excursions demonstrate the importance of education, motivate students, and create a stimulating environment that supports long-term investment in academic growth and well-being. Inspire long-term educational aspirations among students.

9.29 Community miking

Using loudspeakers in community areas to make announcements about educational initiatives, events, or important information ensures that messages reach a wider audience, including those without digital access. Schedule broadcasts during peak household activity times.

Behaviour addressed

Community miking is an effective grassroots strategy to address key behaviours in education by spreading messages through loudspeakers in public areas. It helps raise awareness among parents about the importance of regular school attendance, early learning, and pre-primary education. Community miking can also promote inclusive education by challenging stigma related to disabilities and encouraging the use of government-funded schools. Additionally,

it discourages harmful practices like child marriage and labour, motivating parents to invest in their children's education. By reaching rural areas and promoting participation in school activities, this method fosters collective community support for education initiatives. This miking can maximise message retention among target audiences.

9.30 Role Model Testimonials

Role Model Testimonials are a powerful communication and social mobilisation tool that can address key behavioural issues in primary education. These testimonials provide real-life stories from individuals who have successfully navigated challenges in education, influencing parents, teachers, students, and community leaders to adopt positive behaviours. By showcasing relatable experiences, role models can inspire communities, dispel misconceptions, and reinforce the importance of education, inclusion, and child development. Whether it's a parent who overcame financial hardships to keep their child in school, a teacher dedicated to joyful learning, or a student who succeeded despite adversity, these testimonials humanise educational challenges and solutions.

Behaviour addressed

Parents and caregivers can share testimonials on engaging in their child's learning, prioritising education over short-term livelihood needs, embracing inclusive education, enrolling children in early learning programs, and addressing mental health issues. Teachers can inspire by sharing experiences of improving classroom engagement through modern teaching methods, fostering inclusive learning environments, providing psychosocial support, and feeling motivated by community recognition. Students can highlight the impact of good hygiene practices, regular attendance, and perseverance despite economic hardships. Community leaders can influence perceptions by advocating for formal education and actively supporting local schools. School Management Committees (SMCs) can demonstrate the importance of strong engagement and student-focused decision-making. Civil society organisations and development partners can showcase successful collaborations with the government, ensuring a complementary approach to educational initiatives. Government officials and policymakers can reinforce the importance of data-driven decision-making and decentralised planning to improve primary education access and outcomes. These role model testimonials serve as powerful tools for communication and social mobilisation, inspiring stakeholders to adopt positive behaviours that contribute to a stronger education system. The renowned and socially accepted personalities can also play as a role model to promote key behaviours of different stakeholders.

9.31 Tablet application ('app')-based intervention

Tablet applications offer an innovative approach to communication and social mobilisation in primary education by providing interactive, engaging, and informative content to students, parents, and educators. These apps can integrate multimedia elements such as infographics, animations, and interactive exercises to make information more accessible and engaging. By leveraging digital tools, tablet applications can help address behavioural barriers in education by improving parental involvement, enhancing teacher engagement, and encouraging students to develop positive habits.

The **tablet-based intervention in Peru** demonstrates how digital technology can be used to deliver targeted educational messaging. Through structured app-based surveys, interactive activities, and engaging presentations, parents and students can receive critical information in a format that is easy to understand and retain. This approach ensures that social mobilisation efforts reach a wider audience, offering flexibility in learning—whether at home or in school.

Behaviour addressed

Tablet applications can effectively address key behavioural issues in primary education by providing interactive, engaging, and accessible content tailored to different stakeholders. For parents and caregivers, these apps can offer guidance on engaging in their child's learning, tracking progress, accessing supplementary materials, and understanding the importance of early learning, inclusive education, and mental health support. For teachers, digital resources and interactive training modules can enhance teaching quality, promote inclusive practices, provide psychosocial support tools, and boost motivation through teacher recognition initiatives. Students can benefit from gamified learning experiences that encourage hygiene, regular attendance, and perseverance in education despite challenges. Community leaders can leverage apps to access testimonial videos and discussions that advocate for education while fostering school ownership and active participation. School Management Committees (SMCs) can use digital platforms to improve engagement, access structured decision-making tools, and ensure student-focused governance. Civil society organisations and development partners can collaborate more effectively with the government through digital spaces that facilitate knowledge-sharing and impact tracking. Government officials and policymakers can integrate data collection tools into these applications to enhance evidence-based decision-making and promote decentralised planning, ensuring localised and effective educational solutions. By leveraging technology, tablet-based interventions can bridge communication gaps, foster behaviour change, and strengthen social mobilisation efforts in primary education.

9.32 Displaying citizen charter and monitoring board

Displaying a Citizen Charter and Monitoring Board in primary schools is a crucial communication and social mobilisation strategy that promotes transparency, accountability, and community engagement in education. A Citizen Charter outlines the rights and responsibilities of students, parents, teachers, and school authorities, ensuring that all stakeholders are informed about educational services, standards, and grievance mechanisms. Meanwhile, a Monitoring Board serves as a public display of key performance indicators, such as student attendance, teacher presence, school facilities, and learning outcomes. By making this information easily accessible, these tools encourage active participation from parents, community members, and School Management Committees (SMCs) in monitoring school performance, identifying issues, and advocating for improvements. This initiative fosters a culture of shared responsibility, where stakeholders are more likely to demand quality education, ensure timely interventions, and support school development efforts.

Behaviour addressed

Several behavioural issues can be effectively addressed through the Citizen Charter and Monitoring Board. For parents and caregivers, these tools can raise awareness about their role in their child's education, motivating them to participate in school meetings, encourage attendance, and engage in learning activities at home. For teachers, public visibility of teaching quality and attendance can improve motivation, promote student-centred teaching practices, and encourage inclusive education. Students can benefit from tracking their own attendance and academic progress, fostering responsibility and self-discipline. Community leaders and SMCs can use the displayed information to monitor school conditions, advocate for necessary resources, and engage in decision-making processes. Additionally, government officials and policymakers can utilise this feedback to make data-driven decisions, ensuring accountability and responsiveness to community needs. By institutionalising the Citizen Charter and Monitoring Board, schools can enhance stakeholder collaboration, create a transparent education system, and drive continuous improvements in primary education.

9.33 Disseminate the research/study findings

Disseminating research and study findings is a critical communication and social mobilisation strategy in primary education, ensuring that evidence-based insights drive policy decisions, teaching practices, and community engagement. By sharing research findings through accessible formats such as community meetings, school-based workshops, policy briefs, digital platforms, and mass media, stakeholders—including parents, teachers, community leaders, and policymakers—can better understand the challenges and opportunities in primary education. This process not only bridges the gap between research and practice but also empowers stakeholders with knowledge to make informed decisions. Whether addressing issues like school attendance, teaching quality, or inclusive education, the widespread dissemination of research findings encourages data-driven discussions and collaborative problem-solving at all levels of the education system.

Behaviour addressed

Several behavioural issues can be effectively addressed through research dissemination. For parents and caregivers, research can highlight the long-term benefits of parental involvement in education, early childhood learning, and the impact of inclusive practices, encouraging them to take an active role in their child's schooling. For teachers, findings on effective teaching strategies, student engagement, and mental health support can enhance their motivation and classroom practices. Community leaders and School Management Committees (SMCs) can use research-backed evidence to advocate for better educational policies and school improvements, while government officials and policymakers can utilise data to inform decision-making, promote decentralised planning, and optimise resource allocation. By making research findings widely accessible, primary education systems can foster a culture of continuous learning, accountability, and strategic action, ultimately improving educational outcomes for all children.

9.34 Advocacy (policy and community level)

Advocacy at both the policy and community levels is a vital strategy in communication and social mobilisation for primary education, aiming to influence decision-makers and mobilize grassroots support for educational reforms. At the policy level, advocacy efforts focus on engaging government officials, policymakers, and education authorities to ensure the formulation and implementation of evidence-based policies that enhance access, equity, and quality in primary education. This can be achieved through policy dialogues, research-based recommendations, stakeholder consultations, and high-level discussions that emphasise the importance of data-driven decision-making, decentralised planning, and resource allocation for education. At the community level, advocacy plays a crucial role in shifting social norms, encouraging parental involvement, and strengthening school governance. Community-based advocacy campaigns—through awareness programmes, local meetings, media engagement, and partnerships with religious and community leaders—can help create a strong support system that upholds every child's right to education and fosters a more inclusive learning environment.

Behaviour addressed

Several behavioural issues can be effectively addressed through policy and community-level advocacy. At the policy level, advocacy can encourage government officials and policymakers to prioritise data-driven decision-making, invest in decentralised planning, and strengthen accountability measures in education governance. At the community level, advocacy can address parental disengagement by raising awareness about the importance of school attendance, quality learning environments, and early childhood education. It can also challenge negative perceptions surrounding inclusive education, mental health, and gender equality by engaging influential leaders to promote positive change. Additionally, advocacy efforts can empower teachers by pushing for better recognition, professional development opportunities, and supportive working environments, ultimately enhancing their motivation and teaching quality. By strategically implementing advocacy at both levels, primary education systems can ensure long-term, sustainable improvements that benefit all children, particularly those from marginalised and vulnerable communities.

9.35 Using QR codes linking to further information or educational videos

Integrating QR codes into primary education communication and social mobilisation efforts is an innovative way to provide instant access to educational content, ensuring that crucial information reaches parents, teachers, students, and community members effectively. QR codes can be placed on school notice boards, textbooks, posters, and community centres, linking users to valuable resources such as educational videos, learning materials, government policies, training modules, and success stories. This approach makes information more accessible, especially in communities with limited direct access to printed materials or in-person training. By scanning QR codes, parents can learn about best practices in supporting their child's education, teachers can access interactive training modules, and students can engage with supplementary learning materials that reinforce

classroom lessons. Additionally, community leaders and policymakers can use QR-linked content to stay informed about education-related policies and strategies, enabling them to make informed decisions and advocate for improvements.

Behaviour addressed

Several behavioural issues can be effectively addressed through QR code-based interventions. For parents and caregivers, QR codes can provide information on school enrollment processes, the benefits of early childhood education, inclusive education practices, and mental health awareness, encouraging proactive participation in their child's learning journey. Teachers can access resources on modern teaching methodologies, classroom management, and inclusive education, enhancing their skills and motivation. For students, QR codes linking to hygiene and attendance awareness materials can promote better personal habits, while educational videos can reinforce key learning concepts. Community leaders and School Management Committees (SMCs) can benefit from quick access to training resources on school governance and parental engagement strategies. Additionally, government officials and policymakers can use QR-linked dashboards to track education data, monitor school performance, and support data-driven decision-making. By leveraging QR codes for communication and social mobilisation, primary education stakeholders can receive targeted, relevant, and up-to-date information, fostering a more engaged and informed education ecosystem.

9.36 Promoting gamified learning (health and hygiene)

Promoting gamified learning

for health and hygiene in primary education is an innovative communication and social mobilisation strategy that enhances engagement and retention of crucial health-related behaviours among students. By integrating game-based learning into the school curriculum and digital platforms, children can develop essential habits such as proper handwashing, personal hygiene, sanitation, and nutrition in an interactive and enjoyable way. Gamification—through mobile apps, quizzes, storytelling, and reward-based activities—encourages active participation rather than passive learning, making it easier for children to internalise positive behaviours. Schools can implement gamified learning through classroom activities, digital platforms, board games, or competitions, ensuring that students not only gain knowledge but also practice healthy behaviours consistently. Additionally, teachers and parents can be engaged in these learning activities to reinforce key messages at school and home, fostering a holistic approach to health education.

Behaviour addressed

Several behavioural issues can be addressed through gamified learning on health and hygiene. For students, this approach directly tackles poor hygiene habits, absenteeism due to illness, and a lack of awareness about sanitation by making hygiene education fun and rewarding. Parents and caregivers can also benefit by accessing gamified tools that encourage them to support their children in maintaining good hygiene and understanding the importance of proper nutrition. Teachers can use gamification to integrate hygiene lessons into daily learning, reinforcing behaviours such as regular handwashing, menstrual

hygiene management, and waste disposal practices. Community leaders and School Management Committees (SMCs) can promote school-wide participation by encouraging local competitions, health challenges, and rewards for best practices, ensuring collective responsibility for student well-being. By making health and hygiene education interactive and engaging, gamified learning not only improves knowledge retention but also instils lifelong habits, ultimately leading to a healthier school environment and reduced school absenteeism.

C. Materials

- 1. Posters, Leaflets, Pamphlets, Brochures, Flyers, Festoons, Billboards:** Visual materials can raise awareness about school attendance, health, and the importance of early education. They can be strategically placed in public spaces to remind communities about key issues and programmes. These can bridge digital and traditional communication gaps.
- 2. Storybooks, Comic books, Booklets, Supplementary Reading Materials (SRM):** Foster a reading culture at home and improve literacy. These materials encourage parents and children to read together, creating a stimulating home environment that promotes learning beyond textbooks and promotes aspirational role models within communities.
- 3. Meena animated episodes:** Raise awareness about child rights, gender equality, and the importance of education. These episodes are a child-friendly way to promote positive behaviours and challenge harmful social norms. The issues of quality education and learning could be incorporated in this initiative. These can equip children with relevant 21st-century knowledge including digital safety and climate education.
- 4. Information, Education, and Communication (IEC) materials:** IEC materials can be used to address hygiene, health, and education issues. They provide easy-to-understand messages about key behaviours such as school readiness and healthy practices, and also foster more proactive parental involvement.
- 5. Textbook back covers:** Using textbooks as a medium to reinforce positive messages about health, hygiene, and attendance. These can be visually appealing, make learning reinforcement more engaging, and help remind students of important behaviours during everyday learning.

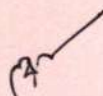
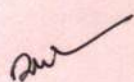
10. Strengthening Communication and Social Mobilisation Cell, Inter Ministerial Collaboration.

Strengthening the Communication and Social Mobilisation Cell of the Directorate of Primary Education (DPE) is crucial for fostering behaviour change in primary education across Bangladesh. This will be achieved by enhancing the capacity of the cell to effectively engage with communities and stakeholders. Training programmes will be implemented for DPE staff to develop skills in strategic communication and community mobilization, ensuring they are equipped to disseminate relevant information and advocate for positive behavioural changes in education. Additionally, creating partnerships with local NGOs and community leaders will amplify outreach efforts, allowing for tailored messages that resonate with diverse communities. Utilising various communication channels, such as social media, community meetings, and local media, will help raise awareness about the importance of primary education, encourage parental involvement, and promote a culture of learning within communities.

Inter-ministerial collaboration is also essential in addressing behaviour change in primary education. By fostering partnerships between the DPE/MOPME and other relevant ministries—such as Ministry of Information and its associated agencies, Bangladesh Betar, Bangladesh Television—integrated strategies can be developed to tackle the multifaceted challenges affecting education. For instance, joint campaigns can be launched to address issues which significantly impact educational outcomes. Regular inter-ministerial meetings and workshops will be organised to facilitate knowledge sharing and resource mobilisation, ensuring that all stakeholders work towards a common goal. By aligning efforts and strategies across ministries, a holistic approach will be taken to create an enabling environment that supports behaviour change and enhances the overall quality of primary education in Bangladesh.

Major initiatives for strengthening communication and social mobilisation cell:

- 1) Need assessment of communication cell to evaluate its current capacity, revision of ToR to clearly define roles and responsibilities.
- 2) Training on community engagement and social and behaviour change.
- 3) Organise workshop, seminar to promote effective collaboration between schools and communities while introducing evidence-based social mobilisation strategies.
- 4) Support to strengthening monitoring and supervision to facilitate real-time monitoring, reporting, and feedback on community engagement and school mobilisation activities.
- 5) Periodic school visit and community collaboration to enhance collaboration between schools and communities.



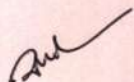
11. Key Messages

Changing people's behaviour can be challenging, as intentions do not always translate into actions. However, through social influence, meaningful consequences, and engaging initiatives, communication strategies can bridge this 'intention-action' gap by making positive behaviours more appealing, rewarding, and actionable. Research continues to explore the most effective ways to craft messages that drive behavioural transformation.

In the sub-national consultations, participants provided around 70 slogans and message ideas. The proposed messages focused on shaping attitudes, fostering accountability, and motivating action to enhance participation, engagement, and commitment to primary education improvement. In summary, the below are the focal message ideas for different stakeholders.

- a) **Education: A Shared Responsibility for a Stronger Nation:** Education is not just a school's duty, it is a collective responsibility of teachers, parents, communities, and policymakers. By working together, we can ensure every child has access to quality education, leading to a progressive and prosperous society.
- b) **Investing in Children's Education Today Secures a Brighter Future:** A strong foundation in education shapes responsible citizens and national development. Parents, teachers, and communities must prioritise education as a long-term investment for a better tomorrow.
- c) **Quality Education Requires Active Community Participation:** Schools thrive when communities are engaged! Transparency, accountability, and collaboration between schools, SMCs, PTAs, and local leaders ensure stronger governance and better learning outcomes.
- d) **Schools Are the Heart of the Community—Let's Nurture Them!:** Every school should be a safe, inclusive, and child-friendly learning environment. With proper teaching practices, infrastructure, and resources, we can build schools where children love to learn.
- e) **Support Teachers, Strengthen Schools, Secure the Future:** Teachers play a vital role in shaping young minds. Providing them with professional development, recognition, and a supportive environment will enhance their motivation and ensure better learning outcomes for students.
- f) **Learning Begins at Home: Engage Parents in Their Child's Education:** Parents and caregivers must actively participate in their children's education by creating a stimulating home environment, engaging in school activities, and valuing lifelong learning. A child's first teacher is their parent!
- g) **Education is the Most Powerful Tool to Fight Poverty and Inequality:** An educated community is an empowered community. Let's remove barriers to education, eliminate child labour, and prevent early marriage so that every child, regardless of gender or background, can reach their full potential.

- h) Every Child Deserves a Joyful and Engaging Learning Experience:** Education should be interactive, inclusive, and fun! Teachers must use creative lesson plans, effective learning materials, and engaging activities to make the classroom a place of discovery and curiosity.
- i) Let's Build a Culture of Lifelong Learning and Knowledge:** Education doesn't stop at school—it is a lifelong journey. Let's encourage reading beyond textbooks, promote cultural and sports activities, and integrate skills-based learning to ensure holistic development.
- j) Together, We Can Transform Education for a Brighter Tomorrow:** Change begins with strong policies, better school management, and community-driven initiatives. Let's invest in education, empower teachers, and engage communities to build a better, more educated future for all!
- k) Data-Driven Decisions: Building a Culture of Evidence-Based Education:** Strong education policies and classroom practices must be guided by reliable data and evidence. By establishing a culture of data-driven decision-making, schools, administrators, and policymakers can track progress, identify gaps, and implement effective strategies to improve learning outcomes for every child. Let's empower our education system with data—because better data leads to better decisions and a brighter future!



12. Implementation Framework

Phase 1: Preparatory Stage	Phase 2: Launch and Awareness Campaign	Phase 3: Deepening Engagement	Phase 4: Evaluation and re- strategies
<ul style="list-style-type: none"> • Stakeholder consultations and planning. • Formation of SBC task forces at district and sub-district levels. • Capacity building plan development • Development of materials (media, print, digital). 	<ul style="list-style-type: none"> • National media campaign launch. • Community engagement initiatives. • Initiate school mobilization activities. • Implementation of capacity building activities • Promote data driven behaviour initiatives 	<ul style="list-style-type: none"> • Strengthen social mobilization networks. • Scale-up youth/volunteer-led campaigns. • Continuous engagement with schools and community leaders. • Implementation of capacity building activities 	<ul style="list-style-type: none"> • Conduct Evaluation of the programme • Revisit the action plan and incorporate learnings

13. Role of Stakeholders

While the job descriptions of primary education functionalities/stakeholders broadly mention their roles in communication and social mobilisation, they lack clarity on specific responsibilities. To address this gap, a dedicated session during sub-national level consultations was conducted to define the expected roles and key activities of various stakeholders. The direct functionalities identified include teachers, education officials, and School Management Committee (SMC)/Parent-Teacher Association (PTA) members. During the consultations, mixed stakeholder groups collaboratively outlined the expected roles and specific activities for each functional group. The key outcomes are summarised below:

13.1 Role of Head Teachers and Assistant Teachers

- ▶ **Community Mobilisation and Parental Engagement:** Teachers and head teachers act as community mobilizers, fostering strong relationships with parents, local leaders, and school stakeholders to ensure that all children attend school and actively participate in learning. They create inclusive spaces for dialogue to encourage community involvement in school activities.
- ▶ **Advocates for Inclusive and Equitable Education:** Teachers must ensure that all children, regardless of gender, disability, or socio-economic background, have access to quality education. They advocate for policies and programmes that promote gender equality, child rights, and social inclusion in schools and communities.
- ▶ **Leaders in Child-Centred Teaching and Learning:** Teachers and head teachers are responsible for creating an interactive, engaging, and student-friendly learning environment. They use child-centred teaching methodologies that cater to different learning styles and abilities.
- ▶ **Champions of Social and Behavioural Change through Awareness Campaigns:** Teachers lead awareness campaigns on key social issues such as child labour, early marriage, gender discrimination, and hygiene. These campaigns help educate students, parents, and communities on practices that impact education.
- ▶ **Guardians of School Governance, Transparency, and Accountability:** Head teachers play a key role in ensuring that schools function efficiently and transparently. They oversee teacher performance, student attendance, and school operations to maintain high educational standards.
- ▶ **Facilitators of Stakeholder Collaboration and Resource Mobilisation:** Teachers and head teachers work closely with local businesses, government agencies, and non-governmental organisations (NGOs) to secure funding, sponsorships, and volunteer support for school development.

- ▶ **Promoters of Civic Engagement and Cultural Values:** Teachers are responsible for instilling patriotism, civic responsibility, and cultural values in students. They organise activities that encourage national identity and social responsibility.
- ▶ **Mentors and Professional Development Leaders:** Teachers must continuously improve their own professional skills and mentor others to enhance education quality. They support young teachers, participate in training programmes, and apply innovative teaching methods.
- ▶ **Advocates for Child Rights and Protection:** Teachers play a key role in protecting students from abuse, exploitation, and discrimination. They serve as advocates for children's well-being and work with community leaders to eliminate harmful practices that affect education.
- ▶ **Coordinators of School Outreach and Data-Driven Decision-Making:** Teachers and head teachers use data and research to improve educational outcomes. They conduct school-based research, analyse student progress, and develop strategies for continuous improvement.

The above ten overarching roles of teachers and head teachers highlight their multi-dimensional responsibilities in education governance, community engagement, advocacy, and learning enhancement. Through effective Social and Behaviour Change (SBC) strategies, they ensure a more inclusive, participatory, and accountable education system in Bangladesh.

13.2 Major Overarching Roles of SMC and PTA

Based on the 39 specific activities proposed by stakeholders during sub-national consultations, the roles of **School Management Committees (SMC)** and **Parent-Teacher Associations (PTA)** can be categorised into **five overarching roles** that encapsulate their core responsibilities in supporting education, communication, and social mobilisation efforts.

- ▶ **School Governance and Accountability:** SMC and PTA play a critical role in ensuring effective school management, accountability, and transparency. Their oversight strengthens school operations, teacher attendance, financial management, and infrastructure development. By regularly reviewing monthly activity logs, attending meetings, and verifying reports, they help maintain efficient and transparent governance.
- ▶ **Community Engagement and Social Mobilisation:** SMC and PTA serve as bridges between schools and the community, ensuring active public participation in education initiatives. They mobilise stakeholders, parents, and local organisations to support school development, enrollment campaigns, and dropout prevention programmes.
- ▶ **Student Enrollment, Retention, and Learning Support:** One of the primary functions of SMC and PTA is to ensure that all children are enrolled in school and continue their education without interruption. This includes working with parents, conducting home visits, and implementing strategies to reduce dropout rates.

- ▶ **Infrastructure Development and Resource Mobilisation:** SMC and PTA members are responsible for improving school infrastructure, ensuring safe and child-friendly learning environments, and mobilizing resources for education development. They work with local stakeholders to secure funding, materials, and logistical support.
- ▶ **Counselling, Motivation, and Behavioural Change Advocacy:** SMC and PTA members act as counsellors and advocates for behavioural change by mentoring parents, guiding students, and promoting child protection initiatives. They support programmes aimed at eliminating harmful practices such as child labour and early marriage.

The School Management Committee (SMC) and Parent-Teacher Association (PTA) play a pivotal role in ensuring inclusive and quality education. Their five overarching roles—Governance and Accountability, Community Engagement, Student Enrollment and Retention, Infrastructure Development, and Counselling & Motivation—create a holistic approach to strengthening primary education. Through effective communication and social mobilisation, SMC and PTA can drive sustainable improvements in the education system, ensuring every child has the opportunity to learn and thrive.

13.3 Roles of District (DPEO) and Upazila (UPEO/ AUPEO) Level DPE Officials

District and Upazila-level education officers play a pivotal role in ensuring effective communication, coordination, and social mobilisation to improve the quality of primary education. Their oversight, mentoring, policy implementation, and community engagement efforts contribute to a more accountable, transparent, and inclusive education system. Based on the 38 identified activities, the following ten overarching roles have been derived:

- ▶ **Policy Implementation and Strategic Planning:** District and Upazila education officers are responsible for translating national education policies into actionable local strategies. They ensure that departmental orders and directives are properly executed by guiding schools and stakeholders in aligning their activities with government priorities.
- ▶ **Leadership in Monitoring, Mentoring, and Capacity Building:** Education officers act as mentors to school stakeholders by providing regular monitoring, professional support, and constructive feedback. Their role is crucial in enhancing the skills of teachers and school leaders to ensure sustainable improvements in teaching quality.
- ▶ **Effective Communication and Stakeholder Engagement:** Clear and structured communication between education officers, teachers, parents, and the community is essential for fostering trust, transparency, and collaborative efforts in education. Officers should actively engage with all stakeholders, address their concerns, and ensure that their voices are heard.
- ▶ **Promoting Innovation and Best Practices:** Education officers should identify, develop, and implement innovative ideas to enhance primary education quality. Encouraging creativity and new approaches in teaching methodologies, school governance, and student engagement can foster continuous improvement.

- ▶ **Advocacy and Social Mobilisation for Education:** Education officers should take a proactive role in motivating parents, community leaders, and stakeholders to support primary education. Social mobilisation efforts ensure greater parental involvement, increased enrollment, and reduced dropout rates.
- ▶ **Strengthening Coordination Among Education Stakeholders:** A well-functioning education system requires effective coordination among government agencies, schools, NGOs, and community groups. Education officers must ensure alignment between different actors to maximise the impact of education programmes.
- ▶ **Capacity Building and Leadership Development:** Building leadership skills among teachers, school administrators, and officers is key to sustaining education reforms. Education officers should create opportunities for professional growth and knowledge sharing.
- ▶ **Ensuring Equity and Inclusion in Education:** Education officers must ensure that children from disadvantaged and marginalised communities have equal access to quality education. This requires identifying and addressing barriers to education.
- ▶ **Supervision of Infrastructure Development and Resource Allocation:** Education officers play a key role in ensuring the proper use of resources for school infrastructure, teaching materials, and other essential facilities. They monitor development projects and advocate for better learning environments.
- ▶ **Crisis Management and Emergency Preparedness:** Education officers should ensure schools are prepared to handle emergencies, natural disasters, or social disruptions that impact education. This includes coordinating disaster response plans, supporting school recovery efforts, and ensuring student safety.

13.4 NGOs and Civil Society

Implement grassroots mobilization campaigns, train community educators. These organisations will focus on grassroots mobilisation, working closely with communities to raise awareness about early learning, inclusive education, and health practices. They can train educators, promote parental engagement, and challenge harmful social norms such as child marriage. NGOs can also collaborate with the government to address stigma surrounding mental health and disabilities, advocating for inclusive education practices.

13.5 Community Leaders

Act as role models and champions for education. As role models, community leaders promote education and discourage harmful practices like child labour and early marriage. They influence parental attitudes, encouraging participation in education and school governance. Leaders also advocate for inclusive education and support initiatives that improve attendance and reduce school closures due to climate challenges.

14. Monitoring Indicators for Expected Behavioural Changes in Primary Education

To systematically assess behavioural changes in enrollment, attendance, teaching quality, stakeholder engagement, school governance, and student learning outcomes, the monitoring indicators have been grouped into the following ten broad categories with corresponding narratives

#	Issues to be monitored	Indicators
1	<p>Enrollment, Attendance, and Completion of Primary Education: Monitoring student enrollment, attendance, and retention ensures universal primary education and reduces dropout rates. Increased participation reflects effective social mobilisation and parental awareness.</p>	<ul style="list-style-type: none"> ● Increased enrollment at primary schools ● Increased school attendance ● Decreased rate of dropouts, especially among marginalised children. ● Increased education completion cycle rate ● Admission pressure from out-of-catchment area students ● High transition rate to secondary education
2	<p>Teacher Accountability and Classroom Management: Teachers' timeliness, motivation, and engagement directly impact the quality of education. This category ensures effective teaching practices and positive teacher-student interactions.</p>	<ul style="list-style-type: none"> ● Timely arrival and departure of teachers at school maintained ● Teachers start classroom activities on time ● Teachers teach students with a smiling face ● Positive behavioural changes in teachers through leadership training ● Engagement of teachers and students in collecting teaching materials ● Transparency in recruiting teachers ● Strengthened mentoring activities

Issues to be monitored		Indicators
3	<p>School Environment and Infrastructure: A clean, safe, and child-friendly school environment fosters effective learning. Improved school facilities encourage better attendance and engagement.</p>	<ul style="list-style-type: none"> Furnished school, clean, healthy and hygienic school campus Cleaned wash block Hundred percent sanitation facilities for students
4	<p>Student Learning Outcomes and Skill Development: Tracking students' reading, writing, and analytical skills ensures that learning is effective and aligned with curriculum goals.</p>	<ul style="list-style-type: none"> Improved reading and writing skills Increased rate of creative skilled students Increased rate of students who can read fluently Ensured learning outcome attainment Students complete homework regularly
5	<p>Stakeholder Engagement and Social Mobilisation: Active participation of parents, teachers, SMC, PTA, and the community ensures strong governance and accountability in schools.</p>	<ul style="list-style-type: none"> Increased presence and effective participation of PTA/SMC members in different activities/meetings Deliberate participation of stakeholders in social activities Parents communicate willingly with teachers and establish effective communication Positive attitude towards school stakeholders Reliable relationships between teachers, students, and stakeholders Increased social donations for school development Strengthened mentoring activities Number of effective social mobilisation activities
6	<p>Extracurricular and Co-Curricular Activities: Participation in extracurricular activities fosters holistic student development and creates a joyful learning environment.</p>	<ul style="list-style-type: none"> Increased participation of students in different competitive programmes Organising social awareness and motivational activities Increased habit of reading books and increased number of libraries



#	Issues to be monitored	Indicators
7	<p>School Governance, Financial Accountability, and Monitoring: Ensuring transparency, resource allocation, and systematic monitoring strengthens education governance and prevents mismanagement.</p>	<ul style="list-style-type: none"> ● Ensured accountability of allocated budget ● Sector-specific allocation and ensuring transparency and accountability of financial transactions ● Effective and fair use of resources ● Increased use of IPEMIS software for school management ● Use of e-monitoring tools ● Increased monitoring activities in teaching and participation of parents
8	<p>Social Awareness and Behavioural Change: Reducing child marriage, child labour, and gender disparity fosters a safe and equitable learning environment for all children.</p>	<ul style="list-style-type: none"> ● Decreased child marriage and child labour in catchment areas ● Expected behavioural change in community members ● Better social acceptance of education and schools ● Positive behavioural change in teachers and students ● Increased practice of morality among students ● Increased community credibility in schools
9	<p>School Culture, Mutual Respect, and Interpersonal Relations: Building trust, respect, and cooperation among teachers, students, parents, and education officers ensures a harmonious school environment.</p>	<ul style="list-style-type: none"> ● Maintained good relationships among all stakeholders ● Increased deliberate and active participation of teachers and students ● Increased communication and mutual respect among parents and teachers ● Officers listen to problems carefully and help find solutions ● Established good relationships among teachers, students, parents, officers, and all stakeholders ● Developed interpersonal relations

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#	Issues to be monitored	Indicators
10	<p>Promotion and Awareness through Media and Technology: Leveraging media and technology for advocacy helps to amplify education messages and mobilise support for primary education.</p>	<ul style="list-style-type: none"> ● Increased promotional activities in social media and mass media ● Participation in promotional campaigns for education improvement ● Increased use of digital platforms for education management and learning ● Number of parents reached through phone calls, SMS, and WhatsApp messages for attendance reminders; Engagement levels on social media platforms related to education campaigns (shares, comments, video views); Increase in the reach and frequency of TV/radio spots and Public Service Announcements (PSAs) on primary education

These ten broad categories systematically capture the expected behavioural changes in primary education through social and behaviour change (SBC) strategies. By monitoring progress in these areas, policymakers, educators, and community stakeholders can ensure sustainable improvements in the primary education system.

15. Risk/ Barriers/Obstacles with Actions as Solution

To effectively implement communication and social mobilisation activities in primary education, various challenges and obstacles need to be addressed. These challenges have been categorised into five broad aspects, along with their corresponding mitigation strategies to ensure a sustainable and efficient education system.

Category	Challenges	Mitigation Strategies
Structural and Systemic Barriers: Challenges related to bureaucracy, lack of resources, weak governance, and coordination gaps hinder the efficient execution of education initiatives. Ensuring adequate resources, decentralisation, and proper supervision can help overcome these obstacles.	<ul style="list-style-type: none"> Lack of coordination between SMC/PTA and teachers Bureaucratic problems and excessive administrative processes Limited scope to make decisions at the local level Absence of proper job descriptions Lack of logistics and infrastructure Absence of proper monitoring tools Delayed supply of books and learning materials Insufficient budget allocation 	<ul style="list-style-type: none"> Regular and effective communication initiatives between stakeholders Decentralisation of power to allow decision-making at the local level Proper orientation on job descriptions for clarity in responsibilities Sufficient allocation of resources to ensure timely distribution of books and materials Design and use appropriate monitoring tools to track progress effectively Ensure required support from the Directorate of Primary Education (DPE)
Socio-Cultural and Behavioural Challenges: Social norms, religious customs, and community resistance can impede education initiatives. Advocacy, awareness campaigns, and targeted interventions are needed to promote positive social and behavioural change.	<ul style="list-style-type: none"> Social and religious customs affecting education Political influence in school activities Fear of change and resistance to new methods Biased attitudes towards education reforms 	<ul style="list-style-type: none"> Develop and disseminate realistic and positive messages to address cultural resistance Promote awareness campaigns and assembly meetings to advocate for child-friendly policies Maintain transparency and neutrality in school governance and community engagement

Category	Challenges	Mitigation Strategies
	<ul style="list-style-type: none"> Lack of sincerity and non-supportive mindset of some stakeholders Preference for religious education over formal education 	<ul style="list-style-type: none"> Encourage a balanced approach that integrates religious education within the curriculum Strengthen mentoring programmes and reward positive contributions
<p>Financial and Resource Constraints: Limited financial capacity, lack of incentives, and insufficient budget allocation hinder the sustainability of education programs. Allocating sufficient funding and mobilising community resources can help bridge this gap.</p>	<ul style="list-style-type: none"> Financial barriers and lack of funding for social mobilisation No allocation for community mobilisation activities Low recognition and incentives for teachers and stakeholders Financial incapacity of parents affecting student retention Child labour and poverty impacting education 	<ul style="list-style-type: none"> Ensure sufficient budget allocation for education and social mobilisation programmes Encourage financial aid from education enthusiasts and organisations Recognise and reward teachers and stakeholders for their contributions Introduce mid-day meal programmes and scholarships to support low-income students Strengthen financial transparency to ensure effective use of resources
<p>Teaching and Learning Environment Challenges: Creating a positive and engaging learning environment is crucial for student success. Improving school infrastructure, ensuring quality teaching, and increasing motivation can help mitigate these</p>	<ul style="list-style-type: none"> Lack of child-friendly classrooms and learning environments Disinterest in applying professional skills among teachers No use of materials in classroom activities Absence of motivation for teachers and students High student-teacher ratio affecting learning quality Limited availability of proper learning materials 	<ul style="list-style-type: none"> Decorate classrooms and provide essential furniture to make learning spaces more engaging Strengthen academic supervision and professional development programmes Encourage the use of diverse teaching materials to create joyful learning experiences Provide necessary training to teachers to enhance motivation and competency Ensure logical student-teacher ratios for better individual attention

Category	Challenges	Mitigation Strategies
<p>Communication and Stakeholder Engagement Challenges: Effective communication among parents, teachers, students, and community stakeholders is essential for successful education initiatives. Strengthening stakeholder relationships and promoting transparency can address these challenges.</p>	<ul style="list-style-type: none"> ● Lack of communication between parents, teachers, and education officials ● Parents not spending enough time with children's education ● Irregular monthly meetings affecting decision-making ● Lack of ownership and participation from community members ● Weak engagement between teachers and local communities ● Low social credibility and acceptance of schools in some areas 	<ul style="list-style-type: none"> ● Enhance stakeholder communication through mobile updates, meetings, and home visits ● Ensure regular monthly meetings for better coordination ● Encourage parent involvement in school activities and decision-making ● Strengthen school-community relationships through engagement initiatives ● Expand promotional activities through social and mass media to improve school credibility

Addressing these categories of challenges will require a multi-sectoral approach that strengthens communication, mobilises resources, enhances governance, and improves the learning environment. By implementing the proposed mitigation strategies, stakeholders can drive sustainable behavioural changes and ensure the success of communication and social mobilisation initiatives in primary education.

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16. Conclusion

Effective communication and social mobilisation are essential to achieving inclusive and quality primary education in Bangladesh. By engaging parents, teachers, communities, and other stakeholders, this action plan aims to change behaviours, create awareness, and sustain progress in primary education, and contribute to higher student retention, increased community involvement, and improved education quality.

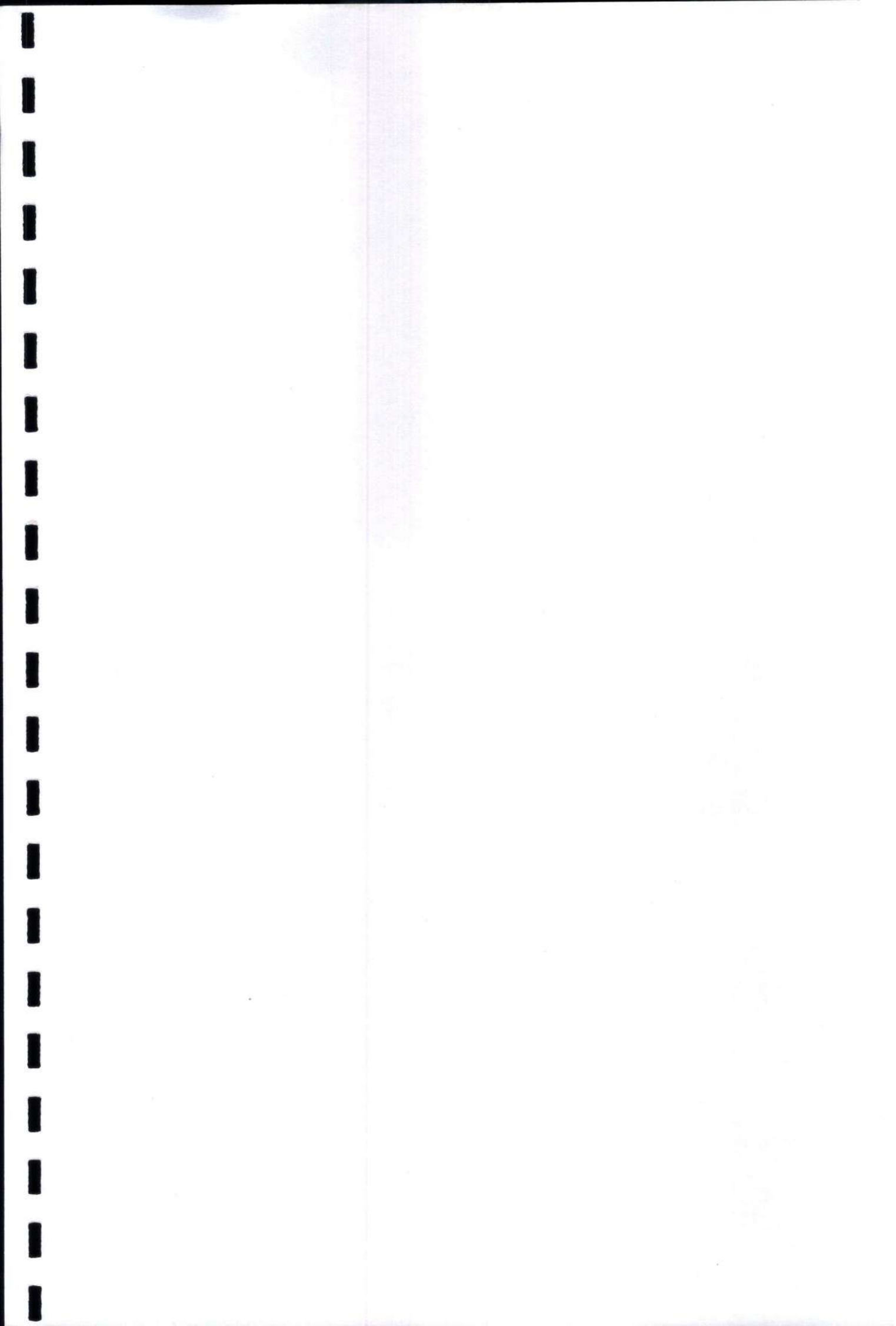
This plan offers a structured roadmap, providing clear objectives, strategies, and behavioural change indicators to enhance primary education outcomes through comprehensive communication and social mobilisation efforts.

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Targeted/Expected Behavioural Results		Key Strategies		Responsibility
Target Audience	2	3	4	
Teachers (Head teachers and Assistant teachers)	<ul style="list-style-type: none"> Motivation and dedication to implement training knowledge in the classroom Interact with students in a friendly and supportive manner Create a fun, positive, and joyful learning environment; Impartial attitude towards children of certain social groups (girl child, children with disabilities, children from ethnic minority and children living with poverty); Prioritise getting and providing psychosocial support Perceive as valuable professional in the society; awareness on impact of climate change 	Media Campaign Leveraging Digital Platform Community Engagement School-Based Communication Behavioural Evidence Generation Community-Based Social Listening and Feedback Loops Data Visualisation and Multimedia Evidence Synthesis	Teachers, SMC & PTA, Local Level officials	
Students	<ul style="list-style-type: none"> Improve hygiene habits Regular attendance Awareness on climate change impact 	Leveraging Digital Platform School-Based Communication	Teachers, SMC & PTA, NGO and Civil Society	
Community leaders	<ul style="list-style-type: none"> Awareness on long term benefit of education Champion on adaptation of impact of climate change High collaboration with schools Engage in school and educational activities Active ownership of local schools and educational initiatives 	Media Campaign; Leveraging Digital Platform; Community Engagement, School Based Communication	Teachers, SMC & PTA, Local Level officials, NGO and Civil Society	
School Management Committee (SMC)/Parents Teachers Association (PTA)	<ul style="list-style-type: none"> Interest in participating effective decision-making and leadership Prioritising school and student's need High engagement in school improvement efforts 	Media Campaign Leveraging Digital Platform Community Engagement School-Based Communication	Teachers, SMC & PTA, Local Level officials, NGO and Civil Society	

Target Audience	Targeted/Expected Behavioural Results	Key Strategies	Responsibility
1	2	3	4
Civil society organisations and development partners	<ul style="list-style-type: none"> ● Increase collaboration as a complementary role ● Support to create awareness on impact of climate change 	Community-Based Social Listening and Feedback Loops Data Visualisation and Multimedia Evidence Synthesis Leveraging Digital Platform Behavioural Evidence Generation Integration of Behavioural Indicators into the EMIS Data Visualisation and Multimedia Evidence Synthesis Partnerships with National Research Institutions and Technical Agencies	National Level Government Officials, Local Level officials, NGO and Civil Society
Government officials at national and sub-national level and policymakers	<ul style="list-style-type: none"> ● Demonstrate uses of data and existing big-data platforms ● Creating culture of data informed decision-making ● Promoting decentralize decision making. 	Leveraging Digital Platform Behavioural Evidence Generation Integration of Behavioural Indicators into the EMIS Community-Based Social Listening and Feedback Loops Data Visualisation and Multimedia Evidence Synthesis Partnerships with National Research Institutions and Technical Agencies	Teachers, Local Level officials, NGO and Civil Society

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