SEVEN MONTHS IN REVIEW

National stakeholder briefing

Primary education reform

Progress • field evidence • immediate priorities

CURRICULUM TEACHERS MONITORING INFRASTRUCTURE TECHNOLOGY

Ministry of Primary and Mass Education
October 2026



Divisional workshops • 2026

The Prime Minister’s vision for primary education

01 Every child in school

UNIVERSAL ACCESS • ATTENDANCE • COMPLETION

Enrol every child from pre-primary—and keep every child learning through Class 5.

- Find and return children who are out of school
- Remove poverty, disability, distance and safety barriers

02 Every child learns well

FOUNDATIONAL LEARNING

Every child reads with understanding, writes clearly and uses mathematics confidently.

VALUES

Integrity • empathy
discipline • citizenship
respect for others

FOUNDATIONS FOR FUTURE CAREERS

Communication • problem solving
Teamwork • creativity
Digital familiarity • English foundations
Strong work habits

At primary level, career-building means strong foundations—not early vocational specialisation.



Hon. Tarique Rahman • Prime Minister of Bangladesh

> *“The development of a nation depends on quality education and an effective education system.*

HON. TARIQUE RAHMAN
Prime Minister of Bangladesh

DIVISIONAL WORKSHOPS

Nationwide workshops reached every tier of primary education

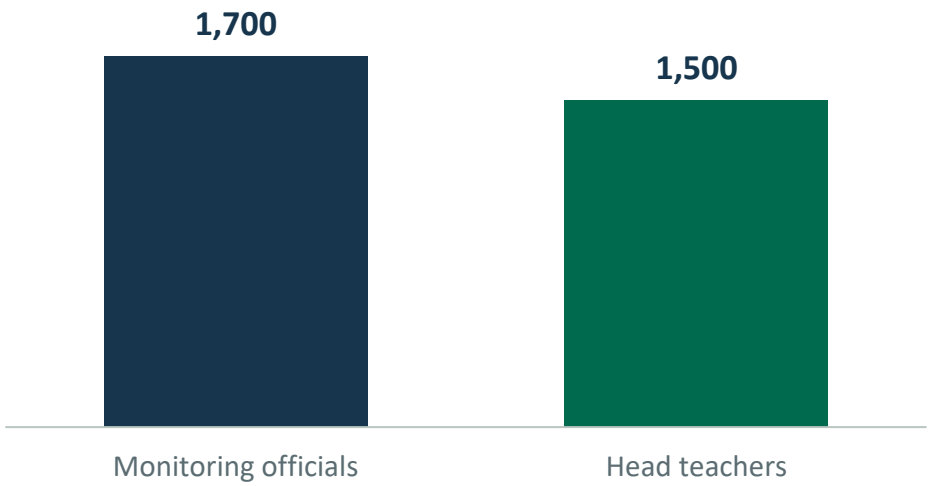
3,200+
participants engaged directly

60+
hours of direct sessions

8
divisions covered nationwide

26 Jul–10 Sep
Sylhet to Dhaka

Minimum reported participation



Direct discussion and detailed surveys

Administrative officer sessions ran for about 6 hours each. Head-teacher sessions ran for about 3 hours each.

Monitoring officials represented every field tier

DIVISION	All Divisional Directors (DD)
DISTRICT	All DPEOs and ADPEOs across 64 districts
PTI	Superintendents and all assistant superintendents across 67 PTIs, plus selected PTI instructors
UPAZILA / THANA	All UPEOs and TPEOs
TRAINING & FIELD	All UPETC instructors, with AUPEOs and ATPEOs from every upazila

26 JUL 2026
SYLHET

ALL 8 DIVISIONS

10 SEP 2026
DHAKA

Head-teacher feedback was incorporated alongside the monitoring-officer survey findings.

Five system problems highlighted by field officers

2,350 session submissions across all eight divisions

01 Monitoring overload
Caseloads exceed realistic visit capacity.

02 Reporting burden
Paperwork takes time from visits and follow-up.

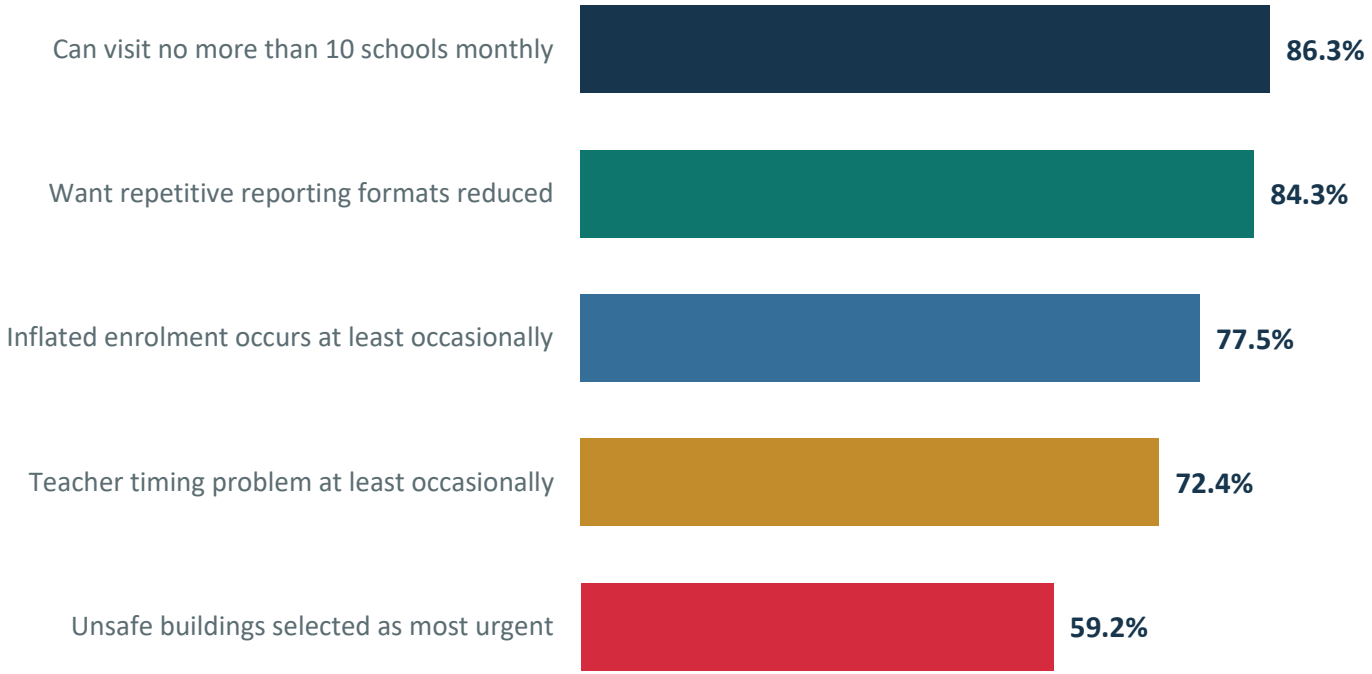
03 Unreliable enrolment
Student figures require stronger verification.

04 Leadership and discipline
Late starts point to weak school oversight.

05 Unsafe infrastructure
Building and roof risks require urgent action.

Selected headline indicators

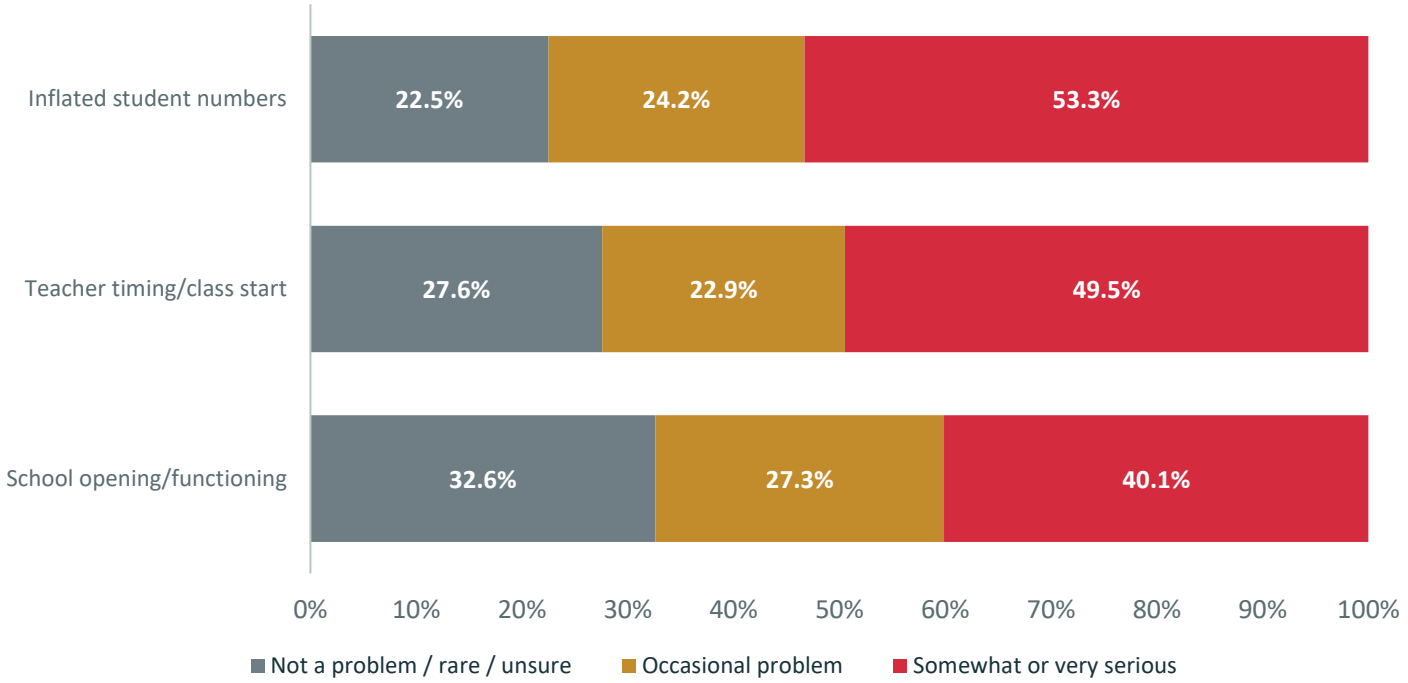
Each percentage answers a different survey question



Officer perceptions: Session 1 n=1,036; Session 2 core n=608; Session 3 core n=580.

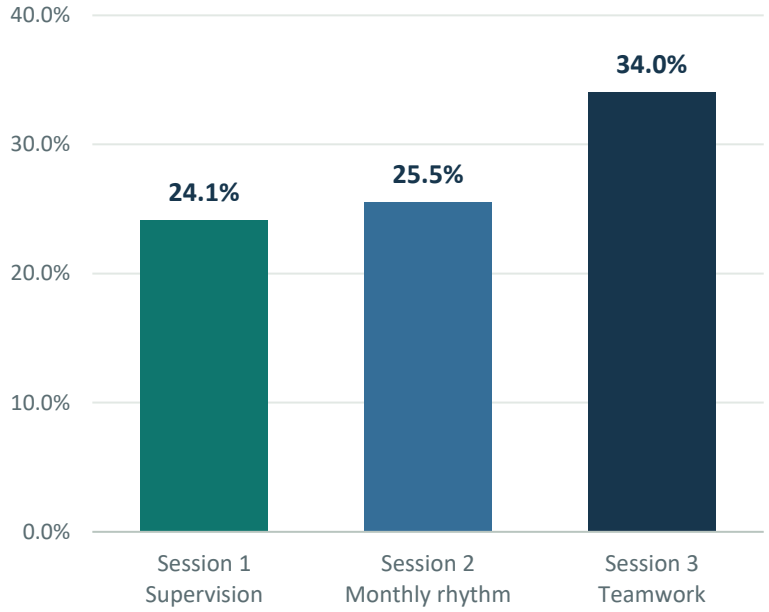
School accountability and reporting problems persist

School functioning and data integrity



49.2% identify weak headteacher leadership as the main reason for late starts

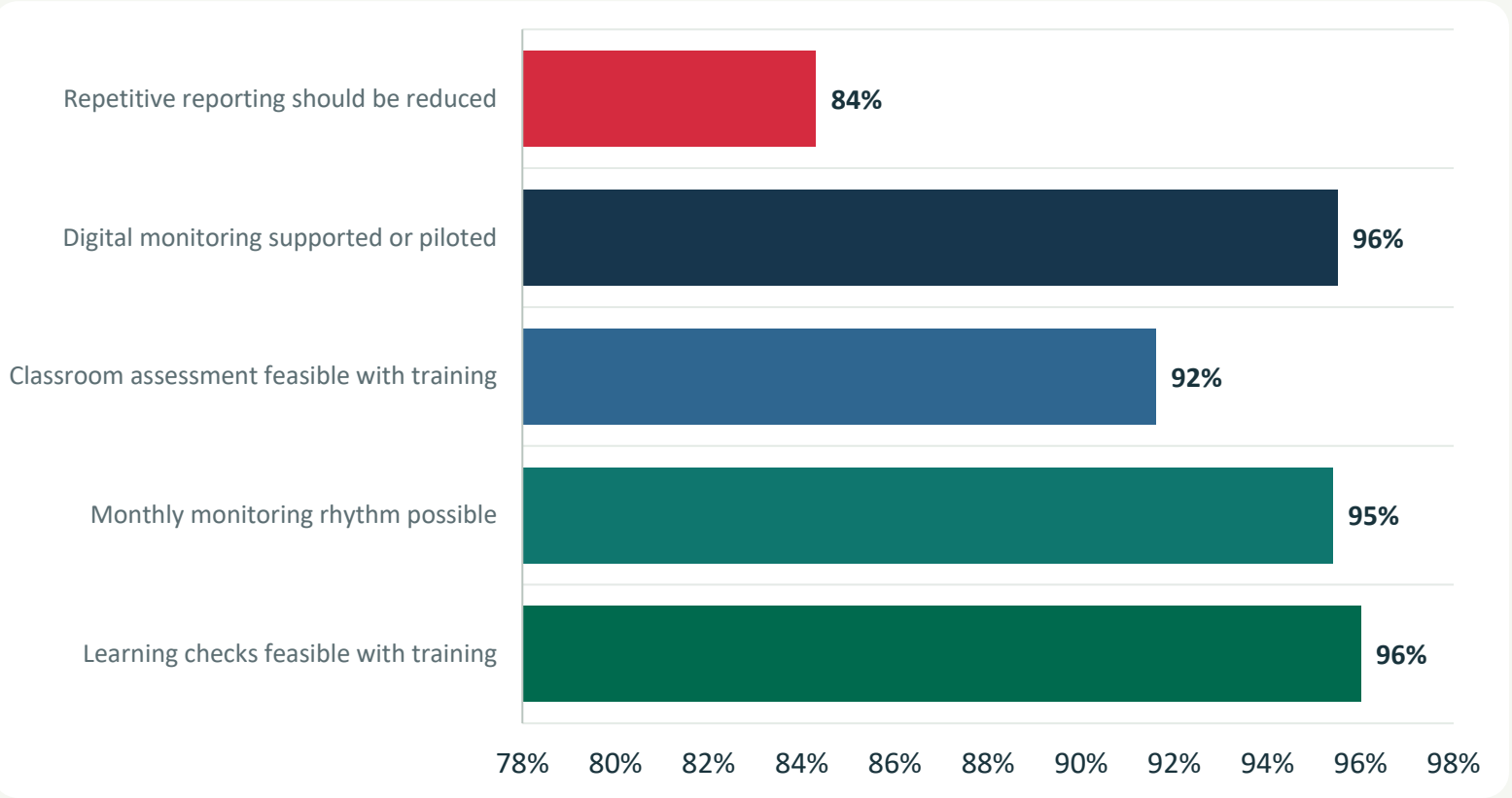
Reporting burden in every session



84.3% want long, repeated, duplicate or multiple reporting formats reduced first

Sources: Sessions 1–3. Questions differ; reporting percentages show recurrence, not a pooled rate. Findings are officer perceptions.

The field supports reform with clear conditions



The central condition

86.3%

can visit no more than 10 schools per month

58.2%

supervise more than 50 schools

Sources: Session 1 n=1,036; Session 2 core n=608; Session 3 core n=580.

PURPOSE

What this briefing reports

01

Seven-month progress

Work completed or formally initiated since taking office.

02

Projects under way

Programmes linked to the manifesto and reform agenda.

03

Divisional-tour evidence

What monitoring officers and head teachers reported.

04

Immediate priorities

Decisions and delivery actions that follow now.



Officers speaking directly



Divisional dialogue



School visits on the ground

Each of the five reform areas follows the same four-part structure.

Five parts of one primary education system

01

Curriculum

What children must learn

02

Teachers

How learning reaches classrooms

03

Monitoring

How reality is verified

04

Infrastructure

Where safe learning happens

05

Technology

How the system connects and scales

Shared outcome: every child attends, learns and progresses

SECTION

01

Curriculum

What every child must learn—and how learning becomes real.

IN THIS SECTION

- Learning outcomes
- Equal learning time
- Life skills & play



Divisional workshops and school visits • 2026

Curriculum: four-part update

1 FIRST SEVEN MONTHS

- Set the foundational learning vision
- Established the 2028 curriculum target
- Formed curriculum and related advisory bodies

2 PROJECTS UNDER WAY

- NCTB-led NCF 2021 review
- PEDP5 learning and assessment reforms
- Remedial, civics, science, maths, culture and sports programmes

3 WHAT THE FIELD SAID

- 96% see learning checks as feasible with training
- Reading, arithmetic and writing led the selected checks
- English and language learning based on listening and speaking assessments
- Mathematics labs and science toys
- Officers want practical tools and remedial follow-up

4 WHAT HAPPENS NOW

- Publish the 2028 roadmap
- Fix grade-level outcomes before content procurement
- Create new materials focusing on active learning and critical thinking
- Test materials, assessment and remedial support during 2027

Curriculum reform architecture

1

Learning outcomes

Bangla, English, numeracy, values, culture and critical thinking

2

Curriculum and materials

Textbooks, guides, toys, science, maths and digital content

3

Teacher preparation

Subject CPD, lesson planning and classroom practice

4

Assessment and support

Learning checks, learner tracking and remedial response

5

2028 rollout

National launch, monitoring and revision from evidence

PEDP5 proficiency targets

60%

Bangla proficiency
Grades 3 and 5

55%

Mathematics
Grade 3

50%

Mathematics
Grade 5

One national standard, equal learning time

SAME MINIMUM STANDARD FOR EVERY RECOGNISED PROVIDER

GPS – **PRIVATE AND NON-GPS**

Government, registered non-government, kindergarten, English-version, NGO and community schools

1. **Core learning outcomes**
   One national floor for Bangla, mathematics, English, science and civic learning
2. **Learning time**
   Annual hours by class, with protected time for every core subject
3. **Teacher baseline**
   Minimum qualifications, induction and continuing professional development
4. **Safety and inclusion**
   Child protection, disability access, health and safe facilities
5. **Assessment and inspection**
   Common learning checks, reporting and a clear improvement process

Providers may exceed this minimum.

PROPOSED ANNUAL INSTRUCTIONAL HOURS

Single shift = **Double shift**

Each shift must deliver the full annual quota.

Annual hours	Class 1	Class 2	Class 3	Class 4	Class 5
TOTAL	**750**	**800**	**825**	**875**	**900**
Bangla	240	256	230	210	205
Mathematics	180	192	180	175	170
English	60	64	80	100	110
Science and environment	75	80	95	115	125
Civic and life skills	45	48	58	70	72
Arts and culture	60	64	66	70	72
Physical education and health	60	64	66	70	72
Library, remedial and projects	30	32	50	65	74

Planning baseline: 185 teaching days. Hours shown are annual guided learning hours.

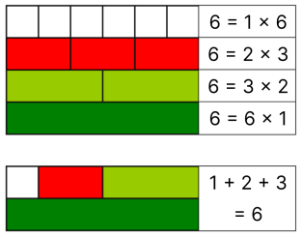
Two-shift schools will need timetable, staffing, space or calendar adjustments to protect the quota.

CURRICULUM

Learning by doing and a year of practical citizenship

LEARNING TOYS IN EVERY CLASSROOM

Reusable kits make abstract ideas tangible.



MATHEMATICS

Number rods and blocks



SCIENCE

Simple circuit investigations

Mathematics kit

Counters and place-value blocks
Fraction tiles and number rods
Geometry solids, clocks and balances

Science kit

Magnets, lenses and simple circuits
Measuring tools and thermometers
Weather, water, soil and plant activities

CLASSROOM USE

Activity cards, teacher guidance and a replacement inventory accompany each kit.

ONE PRACTICAL THEME EACH MONTH

The sequence follows the school year and Bangladesh's seasonal risks.

01	JANUARY	**Child protection, bullying prevention and respectful behaviour**	02	FEBRUARY	**Traffic and road safety**	03	MARCH	**Fire, electricity and gas safety**
04	APRIL	**Environment, waste, trees and climate resilience**	05	MAY	**Flood, cyclone and earthquake preparedness**	06	JUNE	**Water safety and drowning prevention**
07	JULY	**Hygiene, dengue and disease prevention**	08	AUGUST	**First aid and emergency response**	09	SEPTEMBER	**Nutrition and physical wellbeing**
10	OCTOBER	**Digital safety**	11	NOVEMBER	**Public service and civic responsibility**	12	DECEMBER	**Local community problem-solving**

Every theme includes a lesson pack, a local partner, an exercise and a learning check.

Advisory panels guiding curriculum reform

Four working structures connect national standards, field evidence and specialist expertise.



FIELD EVIDENCE

Workshop findings feed directly into each panel’s agenda.

01 NCTB reform committee

Learning outcomes, curriculum sequence, subject time, assessment alignment and the 2028 rollout.

02 Non-GPS / private advisory board

A common minimum standard, equal learning time and a workable implementation pathway.

03 Specialist committees

Culture and heritage, civic and life skills, languages, maths, science, inclusion and child development.

04 NAPE learning-through-play group

Maths and science toys, teacher activity guides, classroom pilots and evidence-led refinement.

NOW: terms of reference • membership • workplans • reporting lines

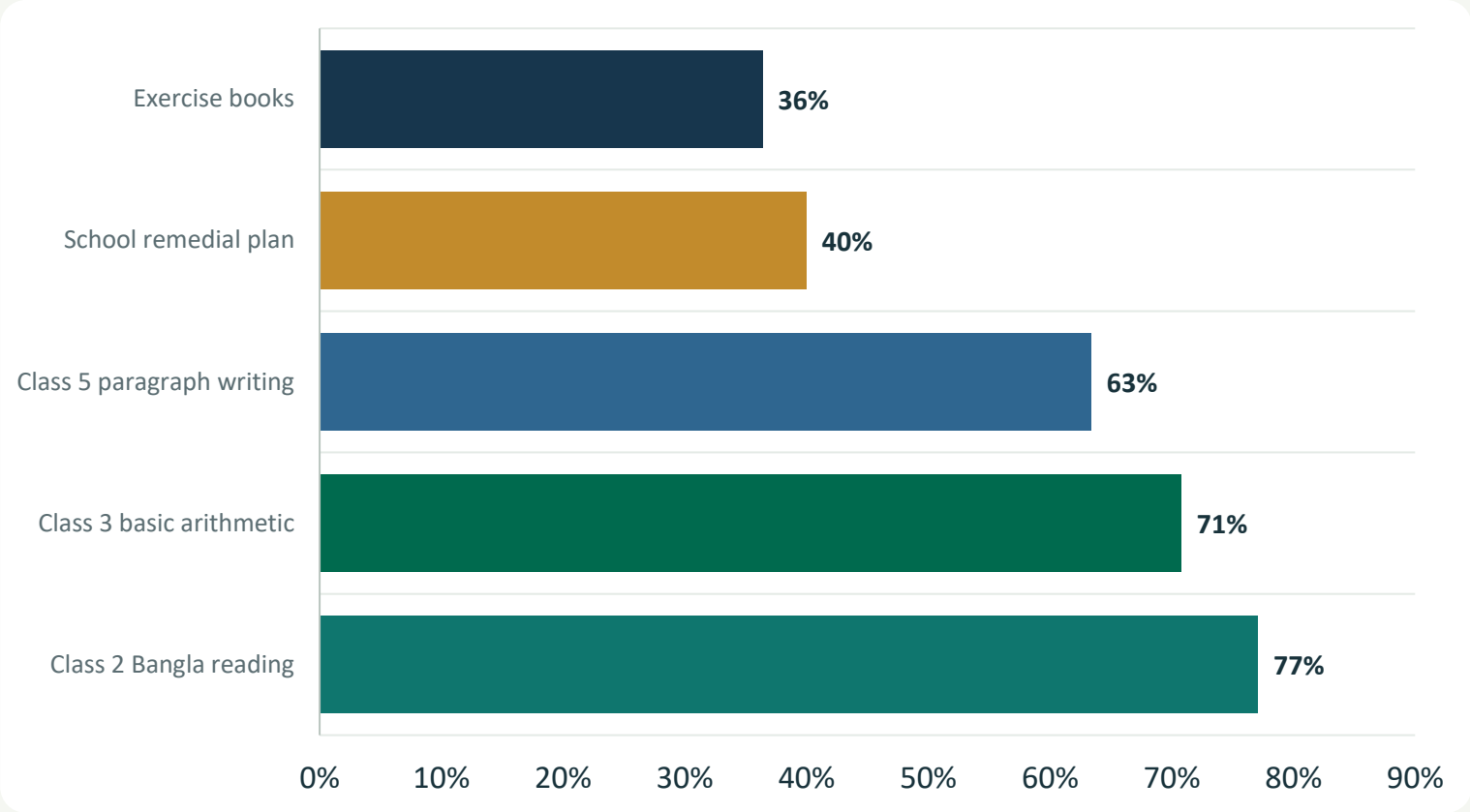
Officers support direct learning checks

96%

consider learning checks feasible with simple tools or training

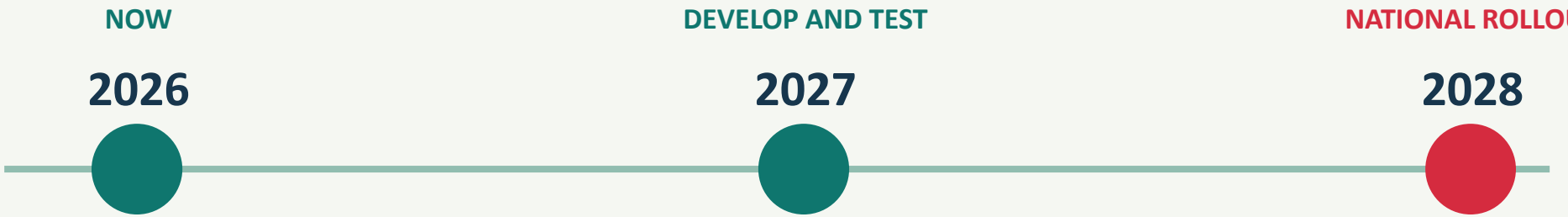
82%

consider them practical now



Source: Session 1 nationwide feedback, n=1,036. Multi-select question for learning-check components.

Curriculum delivery roadmap



- Publish the outcome framework
- Confirm governance and decision rights
- Approve common learning-check standards

- Draft and test materials
- Run remedial and assessment pilots
- Prepare teachers and digital content

- Launch the revised curriculum
- Track learning and implementation
- Correct content from field evidence

One programme plan must align curriculum, assessment, teacher preparation, infrastructure and technology

SECTION

02

Teachers

How quality reaches every classroom, every day.

IN THIS SECTION

- Teacher policy
- Development
- Classroom practice



Divisional workshops and school visits • 2026

Teachers: four-part update

1 FIRST SEVEN MONTHS

- Formed the Teacher Standards Advisory Panel
- Started teacher-policy redesign
- Placed classroom practice at the centre of school visits

2 PROJECTS UNDER WAY

- 384,567 teachers targeted for blended training
- Five subject-based CPD modules
- Competency framework, LMS and leadership development

3 WHAT THE FIELD SAID

- 72.4% report timing problems at least occasionally
- 91.6% see classroom assessment as feasible
- 74.5% want a standard observation checklist

4 WHAT HAPPENS NOW

- Pilot the observation and coaching tool
- Strengthen head-teacher accountability
- Link CPD, deployment and progression to verified needs

A teacher policy built around the full career cycle

Recruitment, preparation, deployment, support and progression must work as one system.

01

Entry

Transparent merit-based recruitment and clear role standards.

02

Preparation

Induction, practicum and readiness before full responsibility.

03

Placement

Needs-based deployment, vacancy control and hardship support.

04

Development

Modular CPD driven by observed classroom gaps.

05

Assessment

Practice, learner progress and conduct inform growth and recognition.

DESIGN PRINCIPLES

- **Merit & transparency** — Publish criteria, vacancies, placements and decisions.
- **Classroom evidence** — Use observation and learning checks—not paperwork alone.
- **Growth with accountability** — Coaching, recognition and fair consequences follow evidence.



Policy must improve the daily classroom experience—not only the administrative file.

Teacher reform programme

From subject modules to stronger classroom practice.

384,567

government primary teachers

targeted for blended and virtual professional development

CORE SUBJECT MODULES

01 **Bangla**

02 **English**

03 **Mathematics**

04 **Science**

05 **Bangladesh & Global Studies**

06 **Civics & citizenship**

THREE PROGRAMME RULES

Language progression

Listening → Speaking → Reading → Writing

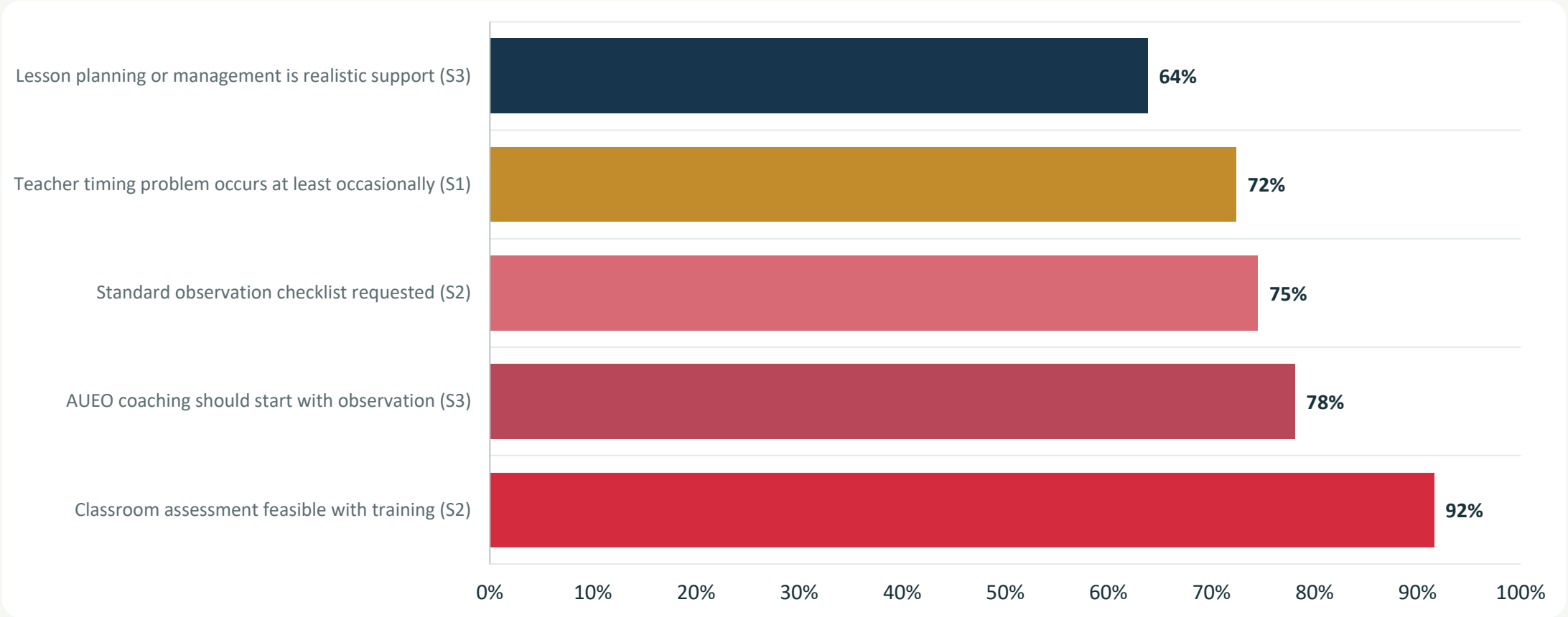
Competency framework

Validated through NAPE, NCTB, DPE, universities and partners

Locally responsive option

Quranic studies may be offered where community need and policy permit

The field wants classroom-centred supervision



Sources: Session 1 n=1,036; Session 2 core n=608; Session 3 core n=580.

Immediate teacher agenda

01	**School and class start**	Head teachers own opening time, teacher presence and timely class commencement.
02	**Observation and coaching**	A short national tool records classroom evidence and gives practical feedback.
03	**Training from actual gaps**	CPD addresses lesson preparation, classroom management and remedial teaching.
04	**Teacher policy**	Recruitment, induction, deployment and progression follow one professional framework.
05	**Fair accountability**	Random verification and local-context adjustment protect accuracy and fairness.

ONE PROFESSIONAL BASELINE

Teacher policy and minimum professional standards apply across GPS and non-GPS/private primary schools, with proportionate support for implementation.

A new last-mile teacher development system

Short, targeted training begins with actual classroom need and ends with verified practice.

01 ASSIGN

ATPEO / AUPEO

Diagnose the gap, assign the module and identify the teachers who need it.

02 DELIVER

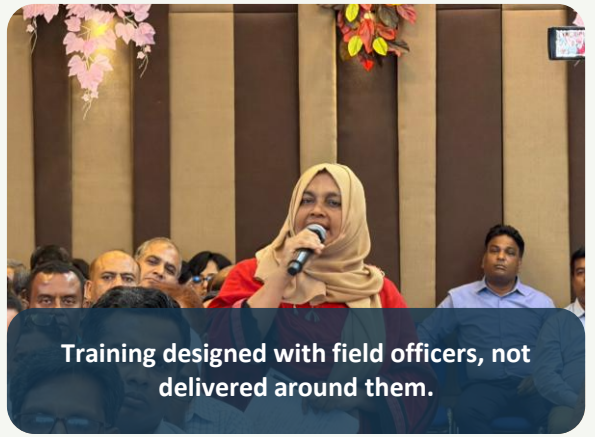
UPETC / PTI

Run short, practical modules with demonstration, rehearsal and materials.

03 VERIFY

School + field officer

Observe classroom use, coach the teacher and record follow-up evidence.



Training designed with field officers, not delivered around them.

MODULE LIBRARY

- Child psychology
- Classroom management
- Subject pedagogy
- Formative assessment
- Inclusion & civics
- Digital safety

THE CAPACITY CONSTRAINT

UPETC and PTI staff shortages were raised repeatedly across divisions.

Response

Fill instructor posts • build a certified trainer pool • protect training time • include non-GPS/private teachers

SECTION

03

Monitoring

How reality is verified—and translated into support.

IN THIS SECTION

- School visits
- Classroom evidence
- Accountability



Divisional workshops and school visits • 2026

Monitoring: four-part update

1 FIRST SEVEN MONTHS

- Completed nationwide divisional workshops
- Introduced the 11-step Good School Visit
- Developed draft KPIs and accountability policy
- Integration of all of these into IPEMIS (on going)

2 PROJECTS UNDER WAY

- Role-wise SOP and responsibility matrix
- Digital visits, weak-school lists and dashboards
- Leadership training and community-support mechanisms
- NextGen and PEDP 5 so far assigned to create complete school management and LMS systems

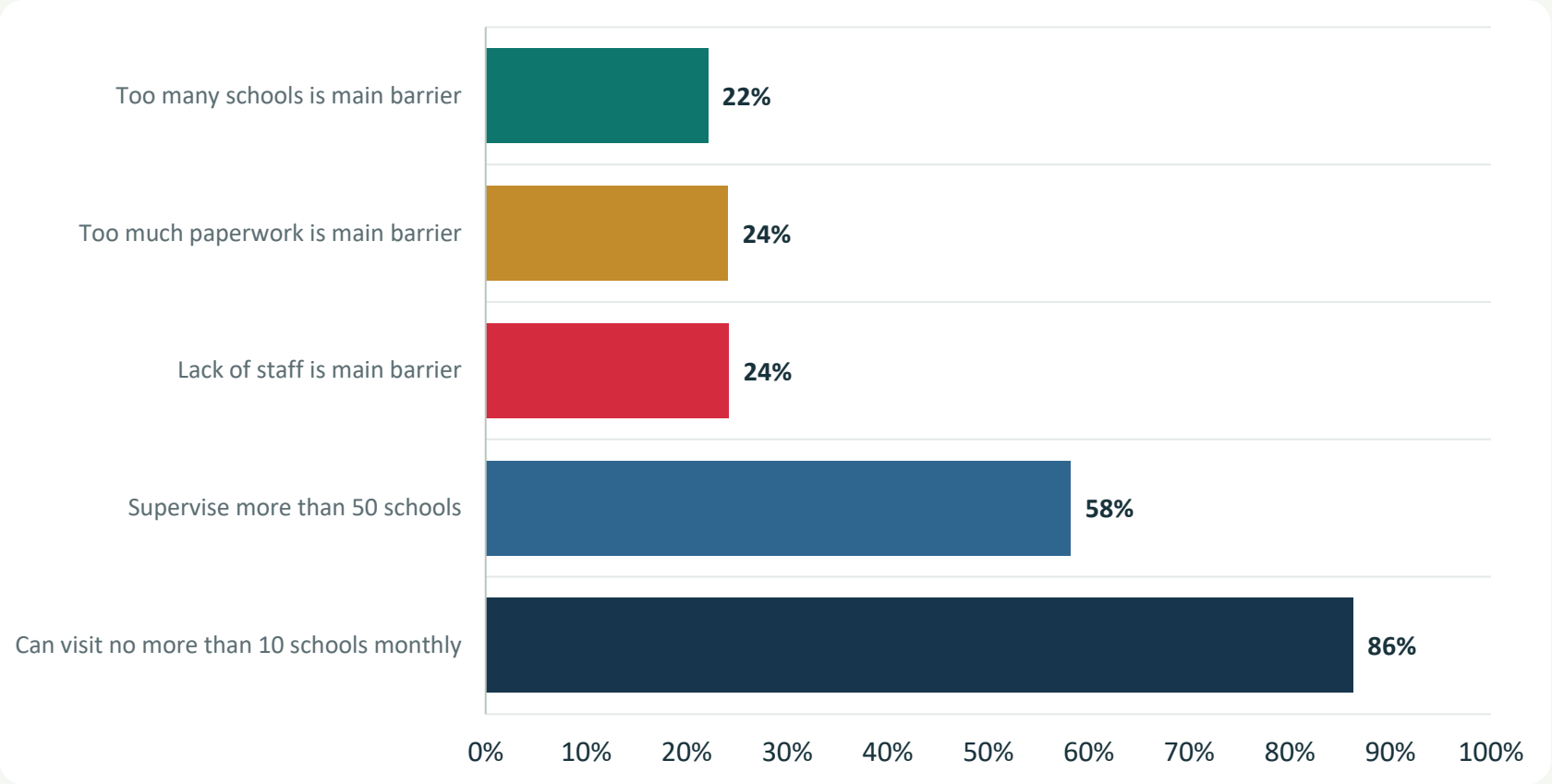
3 WHAT THE FIELD SAID

- 86.3% can visit no more than 10 schools monthly
- 84.3% want repetitive reporting reduced
- 88.1% prefer mixed evidence and verification

4 WHAT HAPPENS NOW

- Create one lean reporting system
- Set risk-adjusted visit expectations
- Pilot scorecards before linking them to service rules

Capacity and paperwork limit field supervision



70.5%

selected staff shortage, paperwork or excessive school load as the main supervision barrier

A uniform visit target cannot reflect this variation

Source: Session 1 nationwide feedback, n=1,036.

A lean monitoring rhythm

DAILY	WEEKLY	MONTHLY
School	**AUEO / UEO**	**DPEO / DD**
Opening time Teacher attendance Urgent red flags	Weak schools Learning checks Correction follow-up	District performance Problems requiring decision Escalation and support

Random verification by ADPEO and senior officers protects the integrity of every level

Two rapid observations, one evidence loop

A lean national routine separates whole-school verification from classroom coaching.

40 MIN

GOOD SCHOOL VISIT

11-step national checklist

Opening and attendance
Classroom entry and teaching observation
Learning spot-checks and physical headcount
Infrastructure, safety and WASH
Written correction and evidence upload



30 MIN

CLASSROOM OBSERVATION & COACHING

Short national tool

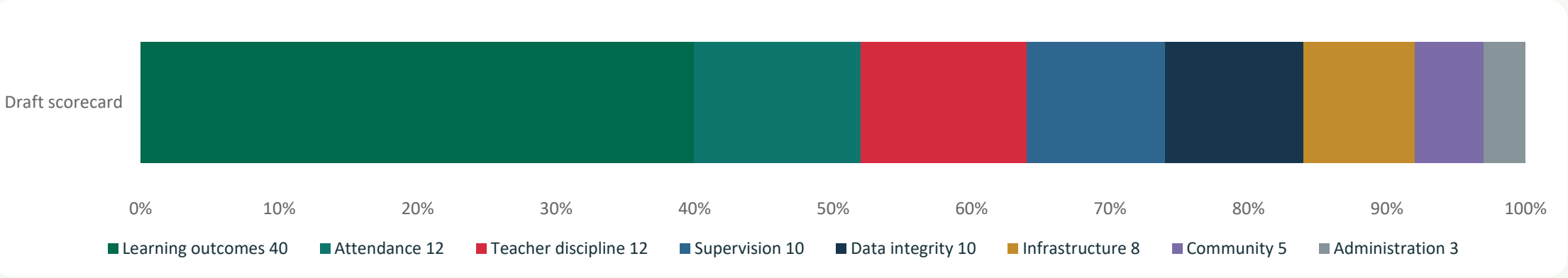
- Lesson purpose and preparation
- Subject teaching and explanation
- Classroom management and participation
- Learning checks and remedial response
- Practical feedback for the teacher

THE EVIDENCE LOOP

OBSERVE → VERIFY → AGREE ACTION → TRACK FOLLOW-UP

Draft field accountability scorecard

Proposed 100-point structure



FIELD EVIDENCE

Classroom observation, learning checks and verified attendance

RANDOM AUDIT

Senior officers sample-check reports and correction claims

FAIR APPLICATION

Targets adjust for geography, vacancies and school load

Pilot and validate before linking to service rules.

SECTION

04

Infrastructure

Where safe, inclusive and resilient learning happens.

IN THIS SECTION

- Safety
- Resilient design
- Active spaces



Divisional workshops and school visits • 2026

Infrastructure: four-part update

1 FIRST SEVEN MONTHS

- Formed the Infrastructure Standards Advisory Panel
- Started redesigning school architecture, and checking alternative designs for specific landscapes
- Introduced Green, Yellow and Red safety assessment

2 PROJECTS UNDER WAY

- Single-shift expansion and nationwide repairs
- Safe water, WASH and climate resilience
- Accessibility, play space and child-safe design

3 WHAT THE FIELD SAID

- 59.2% identify unsafe buildings as first urgency
- 96.2% support the risk-rating approach
- Infrastructure leads all project-monitoring priorities

4 WHAT HAPPENS NOW

- Complete a national safety and asset audit
- Approve mandatory design standards
- Publish project ownership, quality and correction deadlines

A portfolio of school forms for different geographies

Prototype, cost and approve multiple standards suited to local geography and risk.



Boat-based classroom — Water-bound communities



Raised modular school — Flood-prone sites



Relocatable classroom — Rapid deployment



Learning aboard — A working boat-school interior

DESIGN EXAMPLES FOR FEASIBILITY STUDY • safety • WASH • access • climate resilience • lifecycle cost

Child-centred learning spaces

Active learning requires room to move, child-sized facilities and safe places to play.



SPACE IS PART OF PEDAGOGY

Furniture and layout must support movement, groups and practice.

THE DESIGN STANDARD

Specify classroom space, furniture, WASH, play and remote-area options as one standard.

01 **Active classrooms**

Movable, child-sized furniture and an open activity zone—not crammed bench rows.

02 **Child-sized WASH**

Toilets, basins and fittings designed for children, disability access and privacy.

03 **Two kinds of play**

Equipped playgrounds plus open, safe space for free and locally organised play.

04 **Remote-area support**

Residential provision where distance and terrain make daily travel unrealistic.

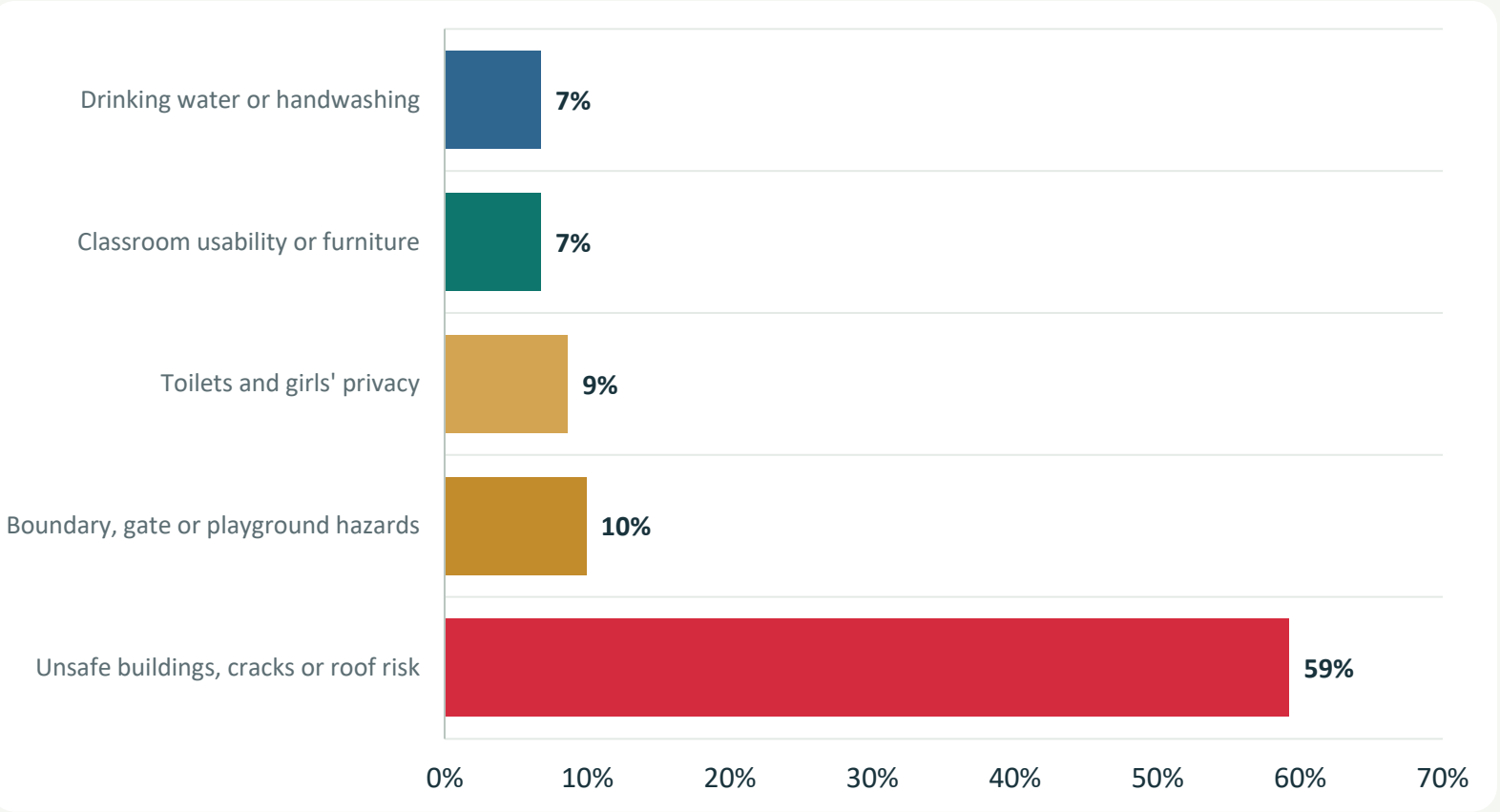
Safety dominates infrastructure concerns

96.2%

support Green, Yellow and Red risk classification, including those seeking engineering support

69.7%

selected major cracks, exposed rods or a sagging ceiling as a restriction trigger



Source: Session 2 core feedback, n=608.

New school design standard

Required design principles

- **Secure, visually open perimeter**
- Accessible classroom and toilet
- Provision for future lift access
- Play space on site or roof
- Light, ventilation and heat control
- Climate and geography-specific resilience
- Safe WASH, stairs, railings and exits



Illustrative design. Final standards require engineering validation and approved drawings.

Infrastructure delivery sequence

01	**Safety and asset audit**	Geotag every school and classify urgent risk
02	**Approved standards**	Use geography-specific designs in every DPP and tender
03	**Visible delivery controls**	Publish owner, budget, contractor, milestone and quality status
04	**Maintenance**	Track warranties, defects and preventive work through IPEMIS

PEDP5 programme targets

13,516 to 25,000
single-shift schools

100%
safe water

92%
WASH coverage

SECTION

05

Technology

How the system connects, learns and scales responsibly.

IN THIS SECTION

- Platforms
- Digital content
- Measured scale



Divisional workshops and school visits • 2026

Technology: four-part update

1 FIRST SEVEN MONTHS

- Separated hardware, ERP and LMS in the digital design
- Placed AI, GIS and assessment within NPEP
- Secured 300 China-supported multimedia classrooms

2 PROJECTS UNDER WAY

- Teacher tablets, panels and connectivity
- Unique student ID and integrated ERP
- Digital content, LMS, assessment and remedial support

3 WHAT THE FIELD SAID

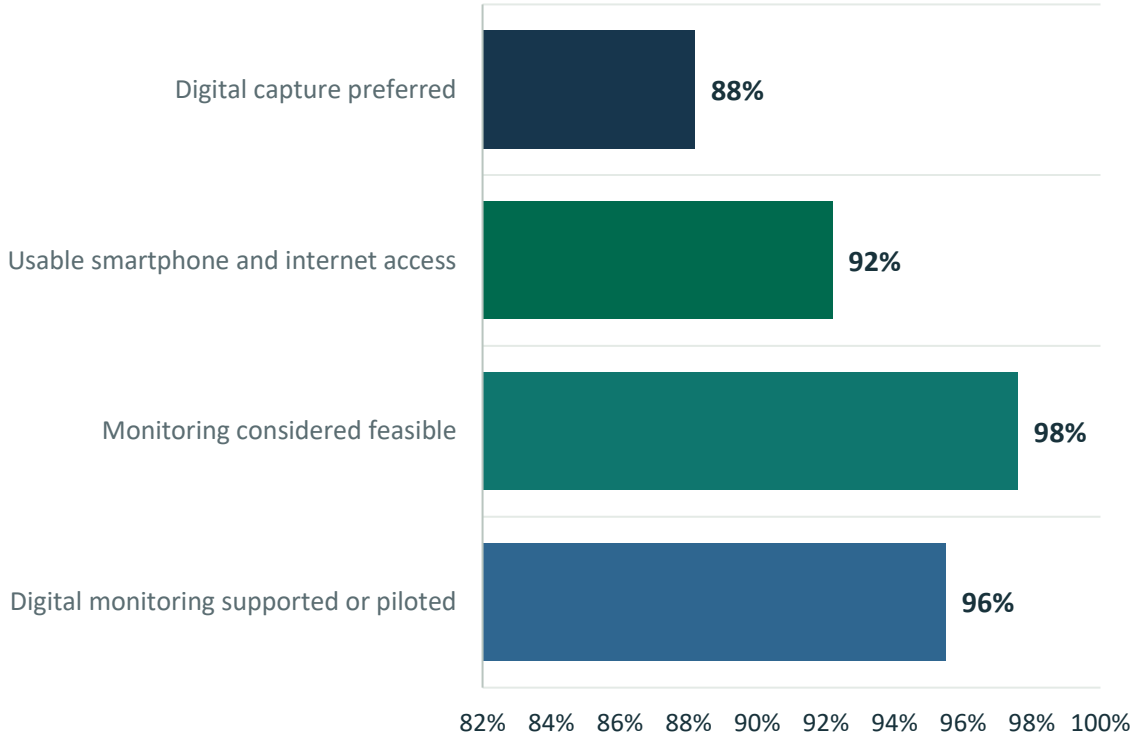
- 95.5% support digital monitoring or a pilot
- 92.2% report usable smartphone and internet access
- Connectivity and staged evidence remain material risks

4 WHAT HAPPENS NOW

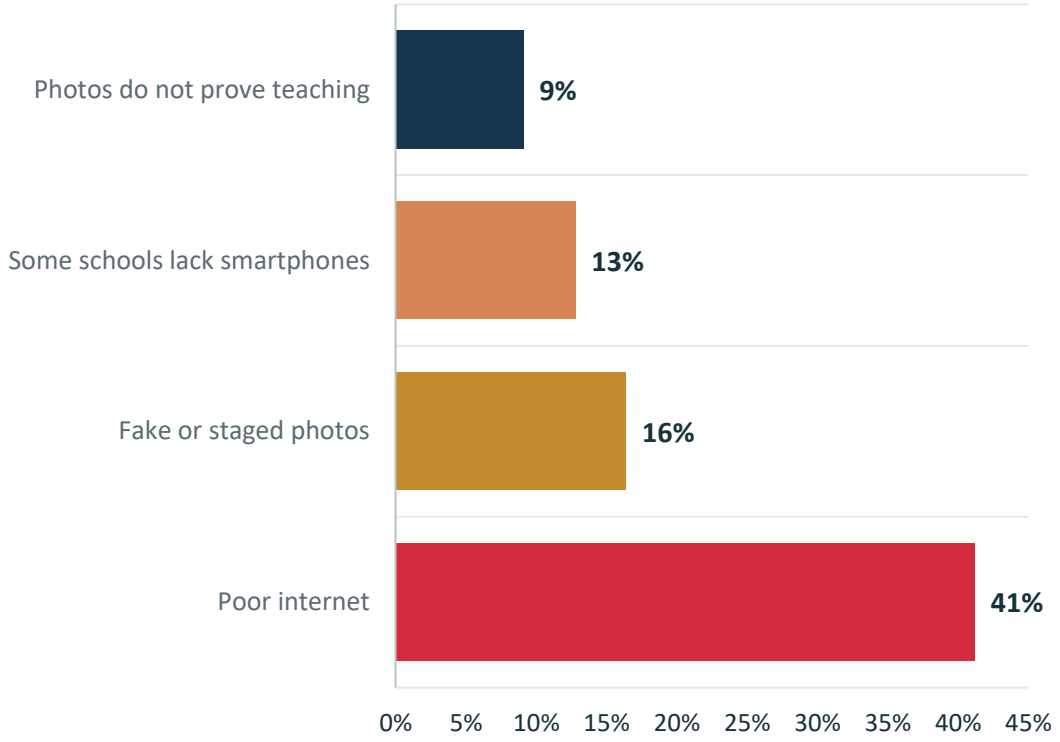
- Approve the architecture before procurement
- Pilot through the ISO and China-supported classrooms
- Tie devices to content, training, maintenance and outcomes

Digital readiness is high, with identifiable risks

Readiness



Principal risks



Sources: Session 1 n=1,036; Session 2 core n=608.

Three connected digital programmes

HARDWARE AND CONNECTIVITY	ERP, EDUCATION ID AND MONITORING	LMS, CONTENT AND ASSESSMENT
Teacher tablets Interactive panels School connectivity Maintenance and support	Unique student record Personnel and finance Assets and projects Field dashboard	Curriculum content Teacher development Learning assessment Remedial support

Shared standards: interoperability, cybersecurity, privacy, lifecycle cost and measurable learning results

Technology pilot and scale plan

IMMEDIATE	Architecture, data standards, procurement specifications and a minimum mobile-monitoring system
CONTROLLED PILOT	Use 1,095 ISO classrooms and 300 China-supported classrooms for content, assessment and remedial learning
2028 OUTPUTS	DPE EdTech Laboratory; proposed scale: 10,000+ curriculum-aligned digital assets and 20,000 interactive panels
MEASURED SCALE	Expand tablets, connectivity, ERP and LMS after testing learning impact, support and lifecycle cost

Target: 25,000 education leaders completing blended or virtual development by 2031

Remove every barrier to quality learning

The next project pipeline supports attendance, dignity and learning in GPS and non-GPS schools alike.

01

Free school uniform

Reduce the visible cost of participation and protect every child’s dignity.

02

Nutritious midday meal

Support attendance, concentration and healthy development through the school day.

03

Essential learning kit

Exercise books, stationery and age-appropriate learning materials targeted by need.



ANYTHING AND EVERYTHING THAT MAKES QUALITY POSSIBLE

Support will follow the child—not only the school category.

NATIONWIDE COMMITMENT

Target by need • procure transparently • track attendance • measure learning • cover GPS and non-GPS

Support required beyond MoPME

Eight partnerships can remove recurring barriers and convert ministry policy into nationwide delivery.

01 **School land records and possession**

MINISTRY OF LAND, DC/ADC (REVENUE), UNO/AC (LAND), CITY CORPORATIONS AND MUNICIPALITIES

Correct records, complete mutation and demarcation, remove encroachment and confirm lawful possession.

02 **Legal case management**

LAW AND JUSTICE DIVISION (SOLICITOR WING), ATTORNEY GENERAL'S OFFICE, GOVERNMENT PLEADERS, JUDICIAL ADMINISTRATION THROUGH FORMAL CHANNELS

Screen weak or repetitive claims, consolidate files and ensure timely representation while protecting judicial independence.

03 **Infrastructure standards into delivery**

LOCAL GOVERNMENT DIVISION/LGED, MINISTRY OF HOUSING AND PUBLIC WORKS/PWD, SECONDARY AND HIGHER EDUCATION DIVISION/EED, BPPA

Carry approved design standards into DPPs, tender documents, site supervision and quality control.

04 **Sports and culture**

MINISTRY OF YOUTH AND SPORTS, DIRECTORATE OF SPORTS/NSC, MINISTRY OF CULTURAL AFFAIRS, BANGLADESH SHILPAKALA ACADEMY

Develop curriculum resources, teacher support, local instructor networks and access to facilities.

05 **Practical life skills at national scale**

TRAFFIC POLICE/BRTA, FIRE SERVICE & CIVIL DEFENCE, DDM/CPP, DGHS, DPHE AND RED CRESCENT, WOMEN AND CHILDREN AFFAIRS, ENVIRONMENT AGENCIES, ICT/BTRC, POWER AND GAS UTILITIES

Provide lesson packs, local instructors, demonstrations, drills and field visits for the monthly themes.

06 **PEDP5 realignment**

PLANNING COMMISSION, FINANCE DIVISION, ERD AND IMED

Recast components, costs and financing around current priorities, with measurable results and independent monitoring.

07 **Staffing and field coordination**

CABINET DIVISION, MINISTRY OF PUBLIC ADMINISTRATION AND FINANCE DIVISION

Approve revised structures and posts, fill critical vacancies and align field instructions across government.

08 **Digital systems and connectivity**

ICT DIVISION, BANGLADESH COMPUTER COUNCIL AND A2I, POSTS AND TELECOMMUNICATIONS DIVISION/BTRC, TELECOM OPERATORS

Connect schools, integrate platforms and set common rules for cybersecurity, privacy and lifecycle support.

IMMEDIATE REQUEST

Each institution names an empowered focal point and agrees a 90-day joint action plan.

THE NEXT PHASE

Five immediate ministry commitments

01 **Publish the 2028 curriculum roadmap**

02 **Launch classroom observation and coaching**

03 **Replace duplicate reports with verified monitoring**

04 **Complete the national infrastructure safety audit**

05 **Approve the digital architecture before procurement**

From field evidence to national delivery



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