Programme Proposal
for
System Capacity Grant (SCG) in Bangladesh

May 2025

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ACRONYMS

ADB	Asian Development Bank
AI	Artificial Intelligence
CSO	Civil Society Organization
DPE	Directorate of Primary Education
DSHE	Directorate of Secondary and Higher Education
ECE	Early Childhood Education
ECNEC	Executive Committee of the National Economic Council
EDP	Education Development Partners
EdTech	Education Technology
EFA	Enabling Factor Analysis
EiE	Education in Emergency
ELCG	Education Local Consultative Group
EMIS	Education Management Information Systems
ESA	Education Sector Analysis
EU	European Union
FCDO	Foreign, Commonwealth and Development Office
GA	Grant Agent
GAC	Global Affairs Canada
GIS	Geographic Information System
GoB	Government of Bangladesh
GPE	Global Partnership for Education
MG	Multiplier Grant
MoE	Ministry of Education
MoPME	Ministry of Primary and Mass Education
NCTB	National Curriculum and Textbook Board
NSA	National Student Assessment
PC	Partnership Compact
PEDP4	Fourth Primary Education Development Program
PPE	Pre-primary Education
PSEA	Protection against Sexual Exploitation and Abuse
SBCC	Social and Behavioural Change Communication
SCG	System Capacity Grant
SEAH	Sexual Exploitation, Abuse and Harassment
STG	System Transformation Grant
SWAp	Sector-wide Approach
TA	Technical Assistance
TLM	Teaching Learning Materials
ToC	Theory of Change
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations Children's Fund
USAID	U.S. Agency for International Development
WASH	Water, Sanitation and Hygiene
WB	World Bank

EXECUTIVE SUMMARY

Since joining the Global Partnership for Education (GPE) in 2015, Bangladesh has received several grants, including the recent Education Sector Program Implementation Grant (ESPIG), supporting the Fourth Primary Education Development Program (PEDP4). As per the GPE's 2025 Strategy Plan and funding model, Bangladesh is eligible to receive US$ 4.7 million as System Capacity Grant (SCG), US$ 97.69 million as System Transformation Grant (STG), and US$ 50 million as Multiplier Grant. In August 2023, the Education Local Consultative Group (ELCG) chaired by the Ministry of Primary and Mass Education (MoPME) and coordinated by Foreign, Commonwealth and Development Office (FCDO) had selected UNICEF as the grant agent (GA) for supporting the country in implementing the System Capacity Grant (SCG) of US$ 4.7 million. As per the guidance from GPE focal point, UNICEF decided to avail a portion of the SCG funds (to the amount of US$ 484,848) for holding consultations and preparing the Enabling Factor Analysis (EFA), Partnership Compact (PC), and the Education Sector Analysis (ESA) to enable Bangladesh to avail the STG and Multiplier grants. It was decided that the remaining portion (US$ 4,215,152) of the SCG funds will be used for addressing priorities that are identified through EFA and PC. However, recently GPE reduced the remaining amount of SCG by 50%, hence the available amount for SCG is US$ 2,110,000.

UNICEF has effectively supported the Government of Bangladesh in preparing the EFA and developing the PC. UNICEF is currently providing technical assistance to the government in conducting the ESA.

The EFA identified key areas for the improvement of Bangladesh's education system, including gender-responsive planning, inclusive sector dialogues, better public financing and expenditure efficiency. The SCG focuses on enhancing these areas, particularly gender-responsive planning, sector coordination, and data use, which were rated as high and medium priority by ELCG, addressing systemic issues to improve school-level learning outcomes. Based on the selected priority areas by ELCG and findings from the EFA and PC, the SCG activities have been designed to address the systemic bottlenecks as identified in the EFA.

The ELCG has finalized a total of 11 activities, which are grouped into three financing windows according to the GPE's guideline: gender-responsive planning, coordinated action and financing, and institutional capacity for implementation. Activities proposed for SCG under these financing windows are listed below.

Financing Window 1: Strengthen Gender-Responsive Planning and Policy Development for Systemwide Impact

1.1. Analysis of the reflection of gender and inclusion aspects in education policies, programs, curriculum, pedagogy and other aspects of education.
1.2. Review and update National Education Policy and Non-Formal Education Policy.
1.3. Review and develop education data management framework, strategy and guideline.
1.4. Development of a gender-responsive social and behavioural change communication (SBCC) strategy and action plan for education.
1.5. Support the development of education sub-sector programs and operational plans ensuring gender-responsiveness.
1.6. Mid-term review of the partnership compact.

Financing Window 2: Mobilize Coordinated Action and Financing to Enable Transformative Change

2.1. Evaluation of the effectiveness of education sector coordination.
2.2. Development of a framework and guideline for education sector coordination and strengthen sector coordination in national and sub-national level.

Financing Window 3: Strengthen Capacity, Adapt and Learn, to Implement and Drive Results at Scale

3.1. Strengthening institutional capacity for designing and implementing formative, summative and large-scale student's assessment.

3.2. Need-based professional development of government officials for improving institutional capacity on effective leadership and implementation of evidence-based education transformation.
3.3. Strengthening institutional capacity for implementing two-year pre-primary education.

BACKGROUND

Bangladesh joined the Global Partnership for Education (GPE) in 2015 and since then it has been a recipient of various grants from GPE. In 2022, Bangladesh was included in Cohort 5 of the countries to commence the rolling out of the GPE 2025 funding model, which include: (i) System Capacity Grant (SCG): US$ 4.7 million, (ii) System Transformation Grant (STG): US$ 97.69 million; and (iii) GPE Multiplier Grant: US$ 50 million.

The process for implementing the SCG in Bangladesh was started in mid-2023. As Education Local Consultative Group (ELCG) Chair, the Ministry of Primary and Mass Education (MoPME) called for Expression of Interest (EOI) for being Grant Agent (GA) of SCG. The MoPME formed an evaluation committee for assessing EOIs submitted by potential GAs. The evaluation committee set evaluation criteria and scoring methodology and matrix. The evaluation committee also formed a technical sub-committee for evaluating the EOIs as per evaluation criteria and scoring matrix. During the ELCG meeting held on 31 August 2023, the evaluation committee presented their recommendation on selecting UNICEF as the GA, which was approved by the ELCG.

Based on the discussions with GPE mission to Bangladesh in October-November 2023 and urgency to process the required EFA and PC to support STG and multiplier applications, GPE recommended that UNICEF apply for a portion of the SCG grant to prepare EFA and PC. Accordingly, along with the government, and FCDO (as the Coordinating Agency), UNICEF (as the Grant Agency for SCG), applied for a part of the SCG [US$ 484,848] to support the government in carrying out Enabling Factor Analysis (EFA), preparing Partnership Compact (PC) and conducting the Education Sector Analysis (ESA). It was agreed that later UNICEF (as GA of SCG) will submit a separate proposal to utilize the remaining amount of SCG (US$ 4,215,152). It was expected that the proposal would include critical activities that have been identified in the EFA and PC. However, recently GPE reduced the remaining amount of SCG by 50%, thus now the remaining amount for SCG is US$ 2,110,000.

This proposal outlines the activities planned and endorsed by the ELCG for implementation using the remaining amount of SCG. The rationale of the activities and alignment with EFA and PC are also presented in the proposal. The proposal also presents the expected deliverables from the activities with timeline. Moreover, a budget for implementing these activities is attached as a separate document as per the GPE guideline.

EDUCATION SECTOR CONTEXT

Education sector experienced some noteworthy successes over the past decades. Bangladesh manages one of the largest and complex education systems in the world, with around 115,000 primary education institutions that offer primary education (grades 1-5)[1] and about 37,000 post-primary institutions (including 19,000 that offer secondary education of grades 6-10)[2]. More than 17 million children attend primary education (including 3.3 million in one-year Pre-Primary Education) while another 12 million students are attending secondary education (grades 6-10).

The Constitution of Bangladesh makes it mandatory for the state to ensure basic education for all, and the country signed and ratified the Convention on the Rights of the Child (CRC) in 1990. At present, the Government is providing free and compulsory education to children in primary grades (grades 1-5) and one-year pre-primary education (PPE). The Government has introduced two-year PPE on a pilot basis in 3000+ schools with a plan to scale up the programmes in coming years. The tremendous expansion of education services in the country in the past two decades have translated into near-universal primary

[1] Directorate of Primary Education [DPE] (2023). Annual Primary School Census (APSC) 2022.
[2] Bangladesh Bureau of Educational Information and Statistics [BANBEIS] (2023). Bangladesh Education Statistics (BES) 2022.

enrolments with gender parity. Significant improvements are evident in terms of cycle completion, retention and dropout rates both in primary and secondary education.

Despite the gains, there are questions around quality. Students' learning achievement remains low across all education levels. Only half of grade 3 and 5 students achieve grade-level competencies in Bangla, and one in three students achieve them in mathematics[3]. Also, only 49 per cent of children aged 7-14 can complete foundational reading tasks, and 28 per cent can complete foundational number tasks, with significant regional and wealth disparities[4]. Students perform better in rote memorization tasks than in those requiring higher cognitive skills. School education often fails to align with labour market needs, leaving many without relevant skills for the 21st-century workforce.

There are multi-faceted socio-economic issues, institution-level challenges and system-level impediments contribute these conditions. Socio-economic vulnerabilities, high out-of-pocket expenses, and harmful social norms deter children, adolescents, and youth from participating in education. Half of the girls face child marriage before 18, 13 per cent of boys' work, and 6.6 per cent engage in child labour to cope with economic hardship[5]. Limited parental awareness about children's educational rights and benefits, and a lack of understanding of curriculum reforms, also contribute.

Challenges in educational institutions include inadequate infrastructure (special needs accessibility, WASH facilities, proper furniture, electricity, labs, libraries), poor environments (bullying, harmful social norms), unengaging teaching methods, and insufficient teacher resources. Quality of education suffers due to lack of gender-responsive environments, poor curriculum implementation, inadequate learning resources, and low teacher capacities. Traditional, exam-centric teaching methods that promote rote learning further hinder quality education. The lack of a robust institutional structure for teacher development and accountability exacerbates these issues. The absence of a comprehensive teacher policy affects recruitment, deployment, retention, career development, and working conditions. The system struggles with both quantity and quality of teachers. Inadequate and outdated teacher training, a lack of mandatory pre-service and in-service training, and limited capacity of training institutions further constrain professional development. Training programs are overly theoretical, poorly designed, and lack practical application, compounded by weak supervision focused on inspection rather than academic support. Resource shortages, systemic barriers, and insufficient technological tools hinder effective training delivery, while inadequate support and professionalism among supervisors undermine sustainable improvements in teaching practices.

At the system level, educational planning, management, and governance need further strengthening. There is an ample room for improving coordination between the Ministry of Primary and Mass Education (MoPME) and Ministry of Education (MoE). The Education Management Information System (EMIS) is underutilized for evidence-based planning. Decision-making lacks robust data analysis, community engagement, and CSO participation. Proper implementation of policies and regulatory frameworks remains an open question.

Overall, the total government expenditure on education as a percentage share of GDP has been constantly and substantially low compared with the global average and other countries, hovering around below 2 per cent. This level of public spending remains relatively low (third lowest) compared to international standards of allocating 4-6 per cent of the GDP and 15-20 per cent of the total public budget to the education sector. The current allocations would really need to go up significantly to tackle the new challenges the education sector faces and attain the national development goals. At the same time, the effective and transparent utilization of allocated resources remains a challenge as well.

The Government of Bangladesh (GoB) and its' Development Partners (DPs) have been putting efforts to tackle these challenges above through setting priorities and investing for educational transformation. The

[3] DPE (2023). National Student Assessment (NSA) 2022: Grades 3 and 5.
[4] BBS and UNICEF (2019). Multiple Indicator Cluster Survey (MICS) 2019.
[5] BBS and UNICEF (2023): National Child Labour Survey 2022.

Government and Education Local Consultative Group (ELCG) then set “Transforming teacher professionalization for effective teaching towards enhanced learning outcomes” as priority for improving quality of school education that covers both primary and secondary education.

PROGRAM PLAN FOR THE REMAININING AMOUNT OF SCG

UNICEF supported the ELCG in carrying out extensive analysis and consultations and preparing an Enabling Factor Analysis (EFA) to understand the extent to which the education system can effectively facilitate the expected transformation. The EFA entails a thorough exploration of the system's capacity to support and enable the desired changes, offering insights into its overall suitability for the intended transformation. The EFA yielded several areas where there is a need for further development in institutional capacity to realize the expected transformation. The high priority areas identified for system transformation are “Gender-responsive sector planning, policy and monitoring”, “Inclusive sector dialogues and coordinated action” and “Volume, equity and efficiency of public expenditure”. The EFA showed that there is ample need for improving policy environment for implementing gender-responsive planning and programming. For instance, there is no system-level gender analysis which takes stock of all policies, framework, activities and interventions that promote gender parity in education. There are also concerns about the systemic vision for teacher development and portion of female teacher workforce, especially at the leadership positions both in primary and secondary. The EFA also revealed that there are some mechanisms for sector coordination, but these are to be further improved for sector-wide collaborative discussion and decision making, especially across the two ministries. For the system transformation, system capacity should be strengthened in initiating and implementing coordinated actions. Moreover, EFA highlighted that the percentage of GDP allocated to education and the share of the national budget for education remain low. In FY 2024-25, only 1.69 per cent of GDP was allocated to the education sector, the lowest in fifteen years and well below the Incheon Declaration's recommended 4 per cent. On the other hand, EFA mentioned that efficiency of utilization of allocated budget in education is low which is also a critical factor contributing to continuously low allocation in education. Thus, both efficiency in budget expenditure and allocation in education sector should be increased.

Though ELCG proposed the enabling factor “Data and evidence” as high priority, GPE suggested it as medium priority area. There are several data management system in the sub-sectors of education, but concerns persist regarding the quality and reliability of education data as well as the capacity to analyze and utilize this data for decision-making and accountability. Also, there is no comprehensive data policy and framework in education that can facilitate improving data management, quality, security and use in educational planning and decision making.

On the other hand, from several priority areas came from the EFA, the ELCG finalized “Teacher’s professionalization for enhancing learning outcomes of students” as focus area for Partnership Compact (PC). The decision to prioritize professionalizing teaching aligns with the country's developments and the new government's priorities. This focus assumes that effectively addressing this priority will result in broader positive outcomes across the education system. The priority reform area is closely aligned with the enabling factor of ‘Gender-responsive sector planning, policy, and monitoring’ and connects other enabling factors in the broad spectrum of the education system. The existing challenges and issues within the ‘teacher’ domain prompted ELCG to finalize this as a priority reform area.

Currently, Bangladesh lacks a comprehensive gender-responsive teacher policy to guide various aspects such as teacher recruitment, deployment, retention, initial and continuing education, career structure, employment conditions, reward and remuneration, standards, and accountability. Challenges remain in both the quantity and quality of teachers, pre-service teaching qualifications, working conditions in schools, non-teaching duties, equitable deployment, teacher support system, and the quality of teacher professional development activities. Additionally, there is no nationally agreed-upon teacher competency framework or professional standards.

Based on these, the PC encompasses different aspects of teacher development (primary and secondary education) from pre-service and recruitment to teacher support mechanism including teacher professional development. The PC also focused domestic financing aspects including expenditure efficiency in education. The PC was developed through rigorous consultative process in national and sub-national levels.

From the "High" and "Medium" priority areas of EFA, the SCG focuses working on three factors- (i) Gender-responsive sector planning and policy; (ii) Inclusive sector dialogues and coordinated action; and (iii) Data and evidence as other priority areas will be addressed by other grants, i.e., System Transformation Grant (STG), Multiplier Grants, etc. Moreover, SCG will consider "Teacher professionalization" as another priority to supplement PC and other grants. The SCG will cover only school education (primary and secondary education sub-sectors) as both EFA and PC targeted the same.

Considering the above priority areas from EFA and PC and sub-sector level coverage, the SCG used Socio-Ecological model (SEM) adopted from the original model by Dr. Urie Bronfenbrenner (1977) to design the conceptual framework. The conceptual framework of the SEM sketches and addresses problems and factors in learning for children at multiple levels. Though the typical SEM conceptual framework consists of four/five levels from individual to macro/policy level, the SEM conceptual framework for SCG consists only two levels considering system capacity strengthening aim. The SCG activities address systemic bottlenecks in following two levels of education in Bangladesh- (i) Policy/System Enabling Environment, and (ii) Organizational/Institutional Level. It is believed that addressing systemic bottlenecks in these two levels will contribute to bring positive changes and outcomes in school/community level and individual/teacher level changes, ultimately contribute to enhancing learning outcomes of students (PC impact level target).

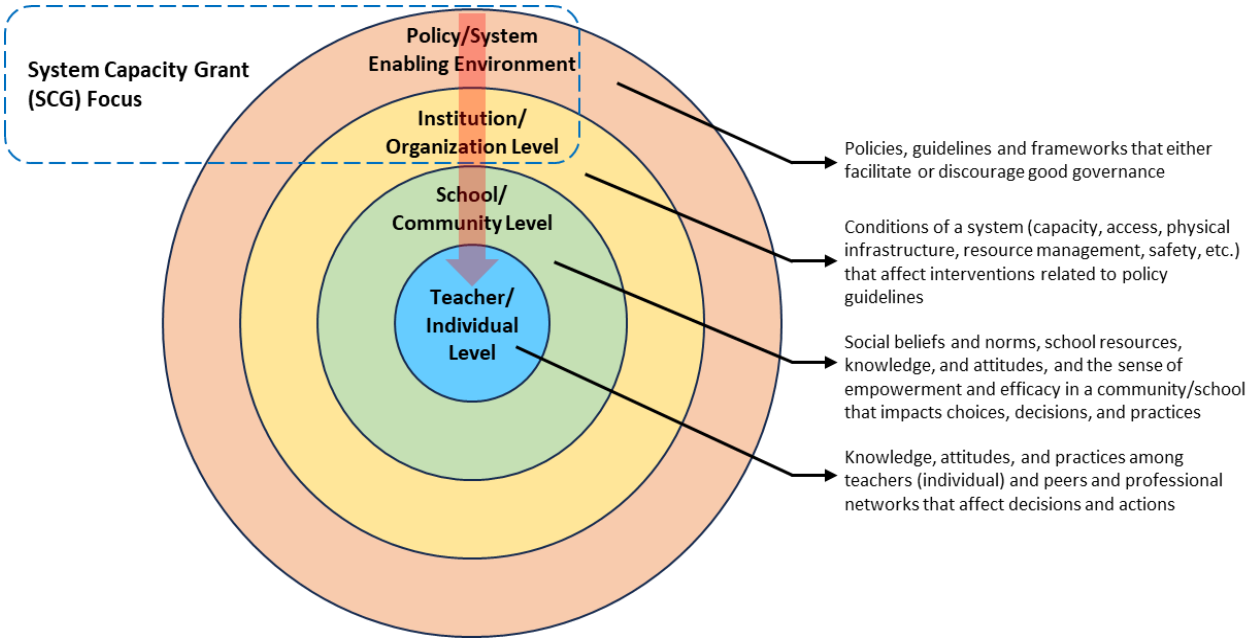


Diagram 1: Applying socio-ecological model in designing SCG activities based on EFA and PC priorities.

In policy/system enabling environment level, the SCG proposes some analysis followed by some policy changes and action planning as EFA brought need of more comprehensive educational policy and planning under gender-responsive policy and planning factor to address systemic bottlenecks in policy and planning weaknesses.

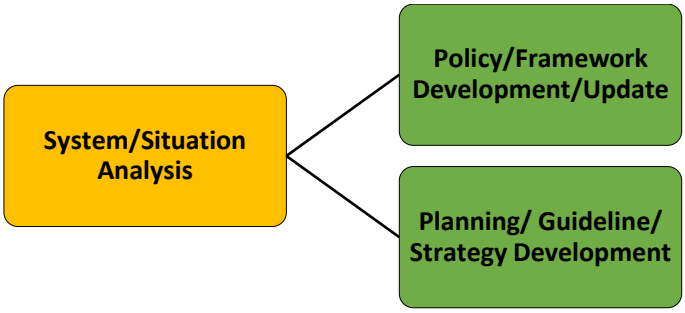


Diagram 2: SCG focus for improving policy/system enabling environment.

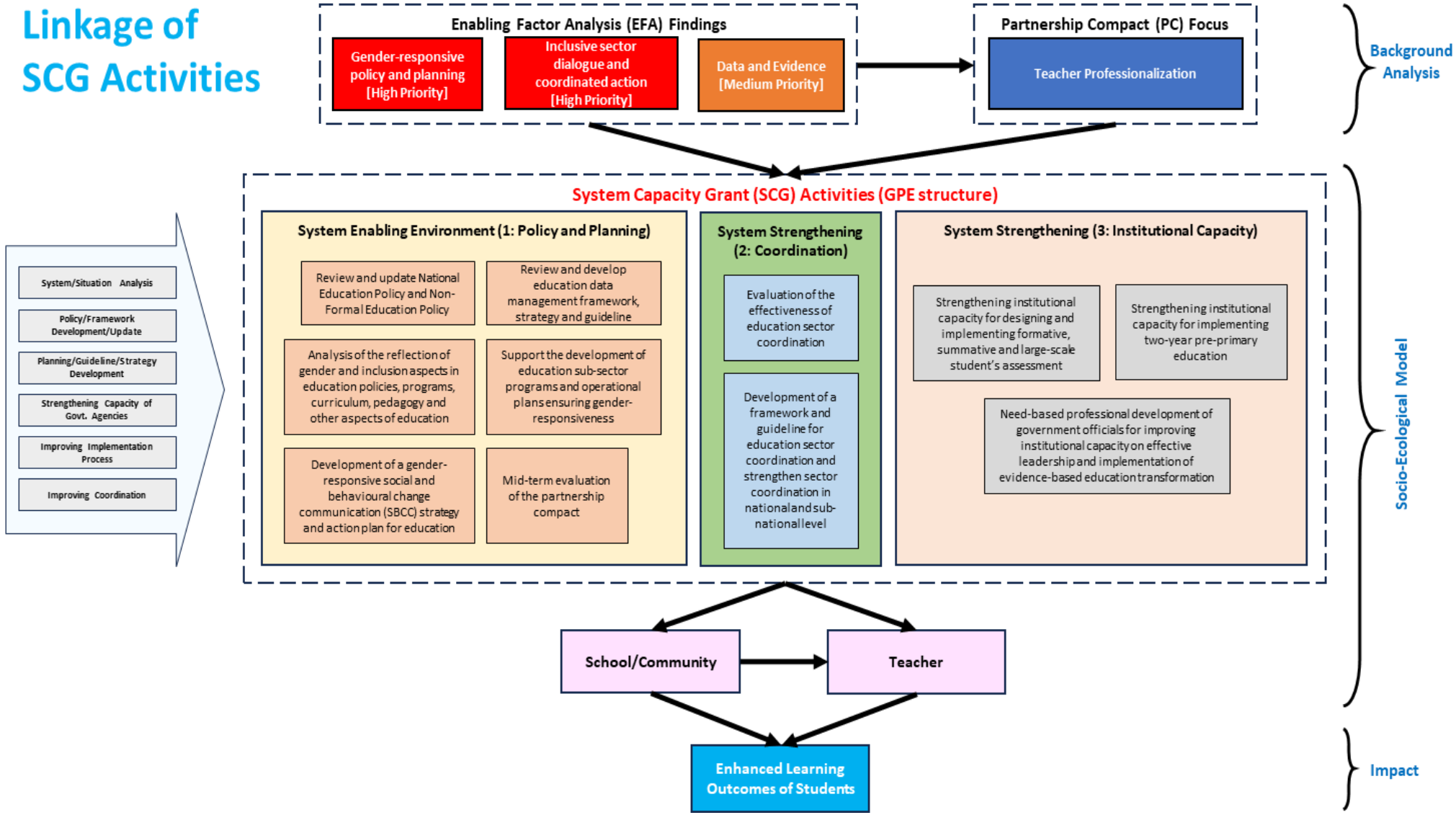
In institutional/organizational level, the SCG proposes some institutional capacity strengthening activities to develop govt. educational agencies capacity for better planning, implementation, monitoring and supportive supervision. It is evident that only supportive policy environment and good planning will not remove systemic bottleneck fully unless system capacity is not strengthened to lead and deliver planned activities effectively for education transformation. Thus, SCG proposes strengthening capacity of govt. agencies and improving implementation process with better coordination so that overall system capacity is enhanced along with improved policy environment.



Diagram 3: SCG focus for improving institutional capacity.

The SCG activities in these levels will combinedly strengthen system capacity to overcome the bottleneck identified in EFA and prepare system to deliver priority reform actions planned in the PC. Initially, around 25 activities were identified under SCG, which were later technically reviewed by the ELCG members. Following that, ELCG organized a workshop on 12 March 2025 to prioritize the activities and rank them in order of their strategic importance for addressing the systemic bottlenecks. Considering the initial budget of US$ 4.2 million, the ELCG selected top-ranked 15 activities to be implemented under the SCG. However, following the GPE's notification of a 50% reduction in the SCG allocation, the ELCG followed the previously conducted prioritization exercise. As a result, the ELCG finalized and endorsed a list of the 11 highest-ranked activities that could be feasibly implemented within the revised SCG envelope of US$2.11 million. The following graph shows the conceptualization process for identifying the activities as well as the final set of activities.

Diagram 4: SCG conceptual framework and activities



As per GPE guidelines, these ten activities are grouped under three financing window areas: (1) Gender-responsive planning and policy development, (2) Coordinated action and financing, and (3) Institutional capacity for implementation. The activities are briefly presented below under the three financing windows.

Financing Window 1: Strengthen Gender-Responsive Planning and Policy Development for Systemwide Impact

1.1. Analysis of the reflection of gender and inclusion aspects in education policies, programs, curriculum, pedagogy and other aspects of education: The EFA found that there is no gender-specific analysis of the education policies, plans, curriculum and materials as well as outcomes, outputs or processes in any sub-sectors of education in Bangladesh. Thus, lack of a comprehensive gender analysis of education has been identified a critical systemic gap. Because of this gap, the Government faces difficulty in preparing comprehensive plan for inclusion/inclusive education services particularly for girls, children with disabilities, children from diverse hard to reach communities, geo-locations. Thus, a rigorous gender analysis of education (covering policies, plans, curriculum, textbooks, teacher guides, assessments, learning environment, etc. in primary and secondary education) is needed to understand the current status and main barriers to gender parity and inclusion to address gender and inclusion issues. The analysis will cover school education that covers general, madrasah and non-formal education from pre-primary to secondary education levels.

Deliverables: There will be two deliverables under this activity: i) Gender and inclusion audit report of curriculum, textbooks, pedagogy and assessment; and ii) Gender and inclusion analysis report of the sector policies, programmes and operational plans.

Approach: The analysis will be done mainly through document analysis with some primary data collection in both central and school level. The scope and methodology of the analysis will be finalized in consultation with ELCG. And the findings and reports (deliverables) will be reviewed and endorsed by ELCG. Finally, the deliverables will be submitted to GPE for their feedback/record.

1.2. Review and update National Education Policy and Non-Formal Education Policy: GPE is guided by five key obligations on states to ensure the right to education, and all GPE partners are bound by these obligations: (1) Providing 12 years of free, quality, public primary and secondary education – of which at least 9 years are compulsory – and at least 1 year of free and compulsory quality pre-primary education, (2) ensuring the right of access to public educational institutions and programs on a non-discriminatory basis, (3) ensuring that education conforms to the aims of education recognized in human rights treaties and is directed to the full development of human personality and sense of dignity, (4) respecting the liberty of parents to choose for their children schools, other than those established by public authorities, which conform to minimum educational standards, and (5) using maximum available resources, including both domestic and international resources, to facilitate the progressive realization of the right to education, and without retrogression. Considering the obligations above, policies related to education (i.e., National Education Policy and Non-Formal Education Policy) need to be reviewed and updated so that above commitments and necessary strategies are reflected. Besides, the EFA indicated that the National Education Policy of Bangladesh was developed in 2010, and no review was done in past 14 years. Almost same situation is for other policies. Meanwhile, new contexts and areas have been emerged in terms of access, quality, governance, technology, climate change, emergency, etc. that need to be reflected in the policies. Stakeholder consultation during the development of Partnership Compact also brought this as priority activity. Besides, political

context has been changed in Bangladesh which also created a scope for reviewing and updating the policies objectively and from the right to education perspective.

Deliverables: There will be two deliverables under this activity: i) Updated National Education Policy; and ii) Updated Non-Formal Education Policy.

Approach: The review of National Education Policy and Non-Formal Education Policy will be done through a committee formed jointly by the MoE and MoPME. The committee will review and consult with relevant stakeholders, aiming to find gaps in the policies and propose changes in the policies. The ELCG and both the ministries will review the suggestions and provide feedback. Based on the feedback, the committee will update the policies for approval. Finally, the ELCG and the ministries will approve the policies. The approved policies will be shared with GPE for their record.

1.3. Review and develop education data management framework, strategy and guideline: The EFA showed that MoPME and MoE generate a huge amount of data. However, there are concerns about data quality. Also, there is no holistic framework, strategy and guideline in education sector, which can guide the process for improving data quality, use of data and ensuring data security. Thus, it is proposed to formulate a data management framework, strategy and guideline that provides directions for overall management of all education data generated in primary and secondary sub-sectors. The framework is also expected to provide guidance for integrating education data generated from various sub-sectors such as primary and secondary as well as on various matters such as school data, personnel data, assessment data etc. coming from different platforms. The interoperability of Education Management Information Systems (EMIS) under different sub-sectors should collect, processes, talk each other and disseminate education data on regular basis. The education data management framework, strategy and guideline need to address the data security, management and use issues also. The framework, strategy and guideline will be for school education that covers general, madrasah and non-formal education from pre-primary to secondary education levels.

Deliverables: The deliverable will be a comprehensive Education data management framework that includes data management strategy guidelines.

Approach: The education data management framework, strategy and guideline development will be done through consultative approach using primary data from stakeholders. Based on the consultation with stakeholders, draft framework, strategy and guideline will be developed which will be validated by national level consultations. The scope and methodology of the activity will be finalized in consultation with ELCG. And the framework, strategy and guideline (deliverables) will be reviewed and endorsed by ELCG. Finally, the deliverable will be submitted to GPE for their feedback/record.

1.4. Development of a gender-responsive social and behavioural change communication (SBCC) strategy and action plan for education: Awareness and engagement of the parents and community has gained considerable attention as a crucial factor in improving educational outcomes and promoting social progress. The national and sub-national consultations (conducted in the process of EFA and PC development) also identified the lack of parental and community awareness as a significant impediment for system transformation. Also, children's right to education is often hampered by harmful social and cultural practices, including child marriage and child labor. Bangladesh has a long experience in implementing SBCC activities in education, which resulted in improved enrolment and retention. As the PC targets education reform, a comprehensive SBCC strategy and action plan is needed for engaging stakeholders

including communities so that they can own the change process and adapt quickly and effectively. Thus, the SCG proposes to develop a SBCC strategy and action plan for education to ensure smooth implementation of educational transformation. The SBCC strategy and action plan will be for school education that covers general, madrasah and non-formal education from pre-primary to secondary education levels.

Deliverables: The deliverable will be a comprehensive SBCC strategy for school education including an action plan for implementing the strategy.

Approach: The SBCC strategy and action plan development will be done through consultative approach using primary data from stakeholders. Based on the consultation with stakeholders, a draft strategy and action plan will be developed which will be validated by national level consultations. The scope and methodology of the activity will be finalized in consultation with ELCG. And the strategy and action plan (deliverables) will be reviewed and endorsed by ELCG. Finally, the deliverable will be submitted to GPE for their feedback/record.

1.5. Support the development of education sub-sector programs and operational plans ensuring gender-responsiveness: The EFA indicated that the sector programmes do not emphasize adequately on the gender and inclusion agenda. Some activities are included in the sector programmes and some discrete initiatives are planned, but there are challenges in ensuring adequate budget and proper attention for gender and inclusion. Therefore, ELCG proposes that SCG will support the design and development of the sector programmes in primary and secondary in order to ensure that the gender and inclusion agenda are properly addressed. This activity involves conducting in-depth analyses of the primary and secondary education sub-sectors to identify key challenges, gaps, and opportunities with specific focus on gender and inclusion. The findings will inform the development of targeted strategies, policies, and resource allocation plans to address sector-specific needs around gender and inclusion. It is expected that the activity will also address existing gender disparities in programme planning and promote inclusive educational opportunities across the primary and secondary education sub-sectors. The sub-sector plans will cover general, madrasah and non-formal education from pre-primary to secondary education levels.

Deliverables: There will be two deliverables under this activity: i) Primary education (including pre-primary) sub-sector programme/plan; and ii) Secondary education sub-sector programme/plan.

Approach: The sub-sector plan development will be done mainly based on the Education Sector Analysis (ESA). Moreover, some national and sub-national level consultations will be organized to get inputs from central and field levels. The scope and methodology of the sub-sector plan development will be finalized in consultation with ELCG. And the sub-sector plans (deliverables) will be reviewed and endorsed by ELCG. Finally, the deliverables will be submitted to GPE for their feedback/record.

1.6. Mid-term review of the partnership compact: Bangladesh developed and endorsed a partnership compact (PC) through a rigorous consultation process followed by the enabling factor analysis. The PC is an agreement of the plan and implementation of the transformative activities by the govt., development partners and CSOs focusing on the priority reform area identified by the country. However, as per the GPE's guideline, a mid-term evaluation of the PC should be done after 2 years of the PC's approval by the GPE. Therefore, mid-term evaluation of Bangladesh PC is planned in 1st and 2nd quarter of 2027 as the PC was approved in Feb 2025. This activity involves conducting analyses of the progress of the PC by consultation with

education stakeholders. The findings will inform the govt., development partners and CSOs about specific success, challenges and lesson learning from the PC implementation so that govt. and education stakeholders can plan for future improvement through targeted strategies, policies, and resource allocation plans. It is expected that the activity will also address gender disparities in programme planning and promote inclusive educational opportunities across the primary and secondary education sub-sectors.

Deliverables: There will be one deliverable under this activity which is an endorsed mid-term evaluation report of the PC.

Approach: The mid-term evaluation will be done mainly based on the document analysis, i.e., review of program reports, and consultation with govt. agencies, ELCG and education stakeholders. The scope and methodology of the mid-term review will be finalized in consultation with ELCG. And the mid-term review (deliverable) will be reviewed and endorsed by ELCG. Finally, the deliverable will be submitted to GPE for their feedback/record.

Financing Window 2: Mobilize Coordinated Action and Financing to Enable Transformative Change

2.1. ***Evaluation of the effectiveness of the sector coordination:*** The EFA presents that education sector coordination is not functioning well. There are two education ministries and their agencies, development partners, INGOs, NGOs, CSOs, etc. working in education. Though some platforms/forums for education coordination such as ELCG, EDP, DPC formed, but there are still room for improvement and make coordination effective. Moreover, obstacles remain in ensuring the participation of all stakeholders in coordination mechanisms. Currently, there is limited representation of CSOs, teacher organization and private sector in these mechanisms. On the other hand, despite the presence of the coordination mechanisms, the effectiveness of them was never evaluated. Considering this, evaluating the effectiveness of education sector coordination is crucial for Bangladesh to ensure efficient use of resources, avoid duplication of efforts, and foster synergy among stakeholders, including government bodies, development partners, and civil society. Given the country's challenges, such as low gender parity in education, rural-urban disparities, and limited access to quality education, effective coordination can streamline policies and interventions to target these issues strategically. By assessing the performance of coordination mechanisms, Bangladesh can identify gaps, improve accountability, and enhance collaboration, leading to more inclusive, gender-responsive, and impactful education sector planning. The evaluation of the sector coordination will be done for both national and sub-national level. Moreover, the evaluation will mainly focus on the effectiveness of the coordination specifically school education related coordination that covers general, madrasah and non-formal education from pre-primary to secondary education levels.

Deliverables: There will be one deliverable under this activity which is the evaluation report of the education sector coordination mechanisms.

Approach: The evaluation of the education sector coordination will be done using both primary and secondary data analysis. As part of secondary analysis, existing policies and guidelines related to education sector coordination will be reviewed. Besides, some primary data collection including consultations will be done particularly collecting qualitative data from different stakeholders. Moreover, some national and sub-national level consultations will be organized to get inputs from central and field levels. The scope and methodology of the evaluation will be finalized in consultation with ELCG. And the evaluation report (deliverable) will be reviewed and endorsed by ELCG. Finally, the deliverable will be submitted to GPE for their feedback/record.

2.2. ***Development of a framework and guideline for education sector coordination and strengthen sector coordination in national and sub-national level:*** The sub-national consultations (in the process of EFA and PC development) pointed out that the sector reviews are done mainly at the national level, which makes it difficult for the sub-national stakeholders to reflect on the progresses and challenges they experience at the field level properly and adequately. Moreover, national level sector reviews are not much effective. Considering this, framework and specific guideline needs to be developed for both national and sub-national level sector coordination. The framework and guideline will sketch the process, frequency, participants, venue, logistics, budget, etc. for organizing sector coordination activities. Here, the stakeholders working at sub-national levels – including CSOs, universities, research organizations, think tanks and other agencies will be considered. The sub-national reviews will be both academic (detailed analysis of existing data and evidence, followed by specific studies) as well as programmatic. Moreover, the framework and guideline will also direct how the discussions will be captured and how the reports will be prepared and disseminated.

Deliverables: The deliverable will be education sector coordination framework that includes coordination guidelines and process for monitoring the effectiveness of the coordination mechanisms.

Approach: The development of education sector coordination framework and guideline will be primarily based on the review and findings of the evaluation report of sector coordination. After developing the draft framework and guideline, some consultations in national and sub-national level will be done to review the draft framework and guideline and collect opinions from the stakeholders so that they own the process and coordination mechanism. Based on the stakeholders' feedback, the framework and guideline will be updated and shared with ELCG for their review. ELCG will review and endorse the framework and guideline. Finally, the deliverable will be submitted to GPE for their feedback/record. After that 2 national level and 16 sub-national level coordinated review events for education will be arranged to bring respective education authorities, development partners and local education actors/stakeholders to operationalize the education sector framework and guideline.

Financing Window 3: Strengthen Capacity, Adapt and Learn, to Implement and Drive Results at Scale

3.1. ***Strengthening institutional capacity for designing and implementing formative, summative and large-scale student's assessment:*** Bangladesh is in the process of changing/updating its curricula and related actions specifically the assessment mechanisms and it will continue till next year considering the changed political context. Thus, stakeholders specially those who are leading, managing and implementing assessment techniques and processes, need to be well-versed on the changed assessment mechanisms (both formative and summative). The stakeholder consultations (in the process of EFA and PC development) pointed out that there are gaps between what is intended and what is implemented, particularly when it comes to assessment. Moreover, institutional capacity in administering large-scale assessment (i.e., NSA and NASS) is still low. The EFA noted that the large-scale assessments need to be conducted more regularly as well as assessment data need to be disaggregated adequately by gender, disability, regions, geo locations and school types. Considering this, the SCG proposes to strengthen institutional capacity of the relevant education agencies on leading and implement different assessments through intensive technical support. The institutional capacity strengthening for implementing formative, summative and large-scale assessment will not be limited to capacity development of relevant officials but also supporting developing a process

of institutional setup of ensuring capacitated technical officials are available to lead the design and implementation of such assessments. The activity will cover school education that covers general, madrasah and non-formal education from pre-primary to secondary education levels.

Deliverables: There will be two deliverables under this activity which are: i) professional development activity for relevant govt. officials on implementing formative, summative and large-scale assessment; and (ii) development of a guideline for improving institutional setup for retaining skilled technical officials in leading the design and implementation of formative, summative and large-scale assessment.

Approach: The activity will be done through consultative approach. Firstly, the scope and methodology of the institutional capacity strengthening on assessment will be finalized in consultation with ELCG. After that a design workshop will be organized to identify the needs and actions for developing institutional capacity as well as ensuring institutional setup for retaining technical capacity in the system for implementing formative, summative and large-scale assessment. Based on the workshop findings, a guideline for retaining skilled/capacitated technical staffs will be developed and simultaneously professional development training will be arranged. After developing the guideline, it will be shared with ELCG and ministries for approval. And a capacity development report will be prepared after completing the training activity. Both the approved guideline and capacity development reports will be then submitted to GPE for their record.

3.2. Need-based professional development of government officials for improving institutional capacity on effective leadership and implementation of evidence-based education transformation: As a measure to strengthen the institutional capacity, ELCG proposes to organize professional development opportunity, exposure and study visit for key education stakeholders/staffs to learn international best practices in education to gain a comprehensive insight into various critical areas of educational reform. As mentioned earlier, institutional capacity will not only improve by ensuring policy environment, better planning and efficient processes. It also depends on the capacity of the staffs those who will lead planning and implementation. For this reason, need based professional development of govt. staffs is needed through training, workshops, learning from global experiences and international best practices. The need-based professional development will be for top and mid-level leadership roles of the education ministries and their line divisions, directorates and agencies those are particularly responsible for school education that covers general, madrasah and non-formal education from pre-primary to secondary education levels.

Deliverables: There will be at least three professional development activities organized for the selected officials. After completing the professional development activities, learning sharing meetings will be organized. Based on the professional development activities and learning events, reports will be prepared. These reports will be deliverables of the activity.

Approach: Periodical need assessment will be done to identify critical areas of professional development for govt. officials to lead the design and implementation of the education transformation. The need assessment will be done in structured way consulting with both the education ministries. After that the capacity development activities will be organized. After completing the capacity development activity, learning events will be organized to share learning with other officials including ELCG members. Based on the professional development activity and learning events, professional development reports will be prepared and shared with ELCG for their review. After getting feedback from ELCG, the reports will be finalized and submitted to GPE for their record.

3.3. Strengthening institutional capacity for implementing two-year pre-primary education: Currently, 4+ PPE is being piloted in over 3,000 schools. The recent report on the effectiveness of 4+ PPE piloting found that 2 years PPE is more effective than the 1-year PPE for children's school readiness as well as overall cognitive and social growth. learning. MoPME is planning to extend the coverage of 4+ PPE and roll it out across the country during the next sector programme in primary. However, it was revealed in the EFA and stakeholder consultations that PPE is facing lot of challenges such as lack of institutional capacity and understanding of the early learning process and approaches including the development of relevant teaching-learning materials and approaches. For this reason, SCG proposes to develop capacity of the respective education authorities to plan and implement the 2 years PPE. It will also include capacity development of technical experts on assessing and updating PPE curricula and materials.

Deliverables: There will be one deliverable under this activity which is professional development activity for relevant govt. officials on scaling up implementation of two-year pre-primary education.

Approach: The activity will be done through consultative approach. Firstly, the scope and methodology of the institutional capacity strengthening on scaling-up and implementation of two-year pre-primary education will be finalized in consultation with ELCG. After that a need analysis will be done to identify what type of professional development activity is required for enhancing institutional capacity. Then, the professional development activity will be arranged. After completing the activity, a capacity development report will be prepared. The report will be reviewed by ELCG and then submitted to the GPE for their record.

SEXUAL EXPLOITATION, ABUSE AND HARASSMENT (SEAH) RISKS AND MITIGATION MEASURES

UNICEF has stepped up its fight against Sexual Exploitation and Abuse (SEA) and Sexual Harassment (SH), which are unacceptable breaches of fundamental human rights and are against UNICEF's core values. UNICEF is working hand-in-hand with other actors including the broader UN system, donors, and civil society organizations to ensure the Prevention of SEA and SH. Recognising the difference between the two, UNICEF developed a Strategy titled "UNICEF Strategy to Prevent and Respond to Sexual Exploitation and Abuse and Sexual Harassment"[6] that brings them together in a way that is mutually reinforcing and that creates opportunities to leverage practices. Moreover, UNICEF has a Guidance on Risk-Informed Programming (GRIP)[7] document that guides UNICEF to prepare programs considering risks including assessment of sexual exploitation, abuse and harassment. Several other UNICEF guidelines, policies and frameworks that contribute to preventing sexual exploitation and abuse and sexual harassment include 'Protection from Sexual Exploitation and Abuse (PSEA) Toolkit and Guide'[8], 'Gender Policy'[9], 'Child Protection Strategy'[10] and 'Child Safeguarding Toolkit'[11]. UNICEF also formulated a policy on Whistle-Blower Protection Against Retaliation.

Further, the Prevention of Sexual Exploitation and Abuse (PSEA) e-learning course is mandatory for all UNICEF staff and Programme Personnel. This includes staff, consultants, individual contractors, stand-by personnel, UN volunteers, interns, and other persons who work for the UN under an individual

[6] https://www.unicef.org/sites/default/files/2019-05/UNICEF-Strategy-Prevent-Respond-Sexual-Exploitation-Abuse-Sexual-Harassment-January-2019.pdf
[7] https://www.unicef.org/media/95276/file/GRIP-All-Modules.pdf
[8] https://docs.southsudanngoforum.org/sites/default/files/2020-06/UNICEF%20PSEA%20Toolkit%201%20April%202020%20%281%29.pdf
[9] https://www.unicef.org/media/117706/file/Gender%20Policy%202030.pdf
[10] https://www.unicef.org/media/104416/file/Child-Protection-Strategy-2021.pdf
[11] https://sites.unicef.org/csr/files/UNICEF_ChildSafeguardingToolkit_FINAL.PDF

contract, whether at Headquarters or other duty stations. Personnel of implementing partners and institutional contracts associated with the UN are also strongly encouraged to take this course.[12] This e-learning course is composed of a set of lessons designed to raise awareness about SEA, with a range of measures to combat it and to help staff understand the impact and consequences of SEA on victims.

UNICEF rolled out the PSEA Toolkit in February 2020. The Assessment and Toolkit were developed through a consultative process with a range of stakeholders, including CSO partners and other UN agencies. The objective of the PSEA Assessment and the PSEA Toolkit is to facilitate a sustained improvement in SEA prevention measures and a reduction of SEA risks in programme implementation across the development sector.

However, UNICEF conducted a draft SEAH assessment using its PSEA toolkit. Based on the assessment findings, following mitigation measures are planned. UNICEF believes, SEAH assessment is not a one-off activity rather it is a continuous process. That is why, UNICEF will conduct SEAH assessment periodically throughout the SCG implementation process. If there is any issues/concern around the SEAH found from the regular assessment, UNICEF will immediately share this with GPE Secretariate along with mitigation measures. Below table presents the initial SEAH risks and planned mitigation measures.

Table 1: Sexual Exploitation, Abuse and Harassment (SEAH) Risks and Mitigation Measures

Major SEAH Risks	Risk Level	Mitigation Strategy
Participants for different activities under SCG might not be aware of what constitutes sexual harassment and exploitation, and what are the measures if they face any issues regarding this. This can result lack of recognizing, preventing, and responding to these behaviours.	Low	UNICEF policies, strategies and reporting mechanism regarding preventing SEA and SH will be shared with all the participants during their engagement in SCG activities, e.g., workshops, consultations, events, etc.
Nominations of the participants in different activities under SCG can be biased in terms of positions, power and gender orientation.	Medium	UNICEF will share its policies, strategies and reporting mechanism related to preventing SEA and SH with Government officials for their understanding. UNICEF will also advocate to Government for fair nominations of the participants in different activities through meetings.
As most of the SCG works are system capacity strengthening activities, it does not require intensive engagement of participants. This may lead putting lower attention on SEAH risks.	Low	UNICEF considers SEAH risks very seriously. Thus, UNICEF will conduct SEAH assessment in regular intervals. If any new concerns found, it will be included in the risk template and necessary mitigation measures will be planned.
Sexual exploitation, abuse and harassment (with both child and adult) by UNICEF officials, consultants and contractors. This may result in reputational risks for UNICEF and GPE.	Low	UNICEF staff members and non-staff personnel, as well as UNICEF individual consultants and contractors, are expected to share the organisation's commitment to the protection and safeguarding of children. This will be taken into account in UNICEF's hiring and selection of staff and non-staff

[12] https://agora.unicef.org/course/info.php?id=7380

Major SEAH Risks	Risk Level	Mitigation Strategy
		personnel, as well as individual consultants and contractors. Also, there is zero tolerance for violations including sexual exploitation and abuse. UNICEF monitors these periodically and ensures there are avenues through which children and adults can report.

PROGRAMMATIC RISKS AND MITIGATION MEASURES

UNICEF's integration of a risk-informed approach into routine programming strengthens systems and builds resilience to shocks and stresses by identifying and addressing root causes and drivers of risk. For UNICEF, risk-informed programming is child-centred and uses a human rights-based approach to programming. UNICEF programmes must contain a series of strong risk mitigating strategies, to ensure that the programmatic aims, stakeholders, UNICEF, and donors (here GPE) are not at risk at any stage. Accordingly, in the SCG programmatic activities, UNICEF will embed regular risk assessment into its monitoring framework, which will be regularly revised during the programme cycle to ensure the programme remains agile. The risks and mitigation measures below are meant to serve as an outline of the higher-level risks to the programmes as a whole.

A list of general mitigation measures below will be followed during implementation of the activities under SCG.

Table 2: Programmatic Risks and Mitigation Measures

Major Risks	Risk Level	Mitigation Strategy
Delay in getting government processes/approvals due to changes/transfer of officials in the ministries, departments and line departments. This may result in disruptions in activities as well as delays in government approvals.	High	UNICEF, along with FCDO (Coordinating Agency and Co-chair of ELCG) will try to organize the consultation meetings frequently with relevant Government departments. If the work is disrupted till December 2025, UNICEF will work with the ELCG to double the efforts from January 2026 onwards to ensure that the programmatic activities are completed and submitted on time. UNICEF and FCDO will conduct periodic analysis of the situation, and if it is anticipated that the work cannot be completed on time/as scheduled, UNICEF and FCDO will request GPE for an extension of the timeframe to accommodate the processes.
While the ELCG has been functioning efficiently in the country, there could	Low	The ELCG has been effectively working in the country. All the development partners share

Major Risks	Risk Level	Mitigation Strategy
be some partners that may show limited interest in the consultative processes of conducting the activities and may withhold information.		similar agenda and are keen to contribute to the progress in education. If any DPs feel the coordination is not sufficient, FCDO and UNICEF will reach out to ensure consensus in the process.
Getting appropriate and qualified consultants for the activities might be difficult. This may delay the implementation of SCG activities.	Medium	UNICEF will try to assess consultant's competency thoroughly during recruitment maintaining UNICEF's policy. Moreover, UNICEF will provide technical support to both Government and consultants to ensure quality and timely delivery of activities. In addition, UNICEF will prepare a work plan for the deliverables agreed with the consultants and monitor regularly.
Lack of institutional capacity of Government might hamper to understand the importance of activity and getting support from Government on time. This may delay the implementation of SCG activities.	High	UNICEF will be in touch with Government continuously through progress meeting, workshops, etc. UNICEF will also share evidence-based cases for supporting Government taking informed decision quickly. UNICEF will also provide technical support to the Government for developing program plan, documents, presentations, and realizing key advocacy agenda. Moreover, UNICEF will arrange capacity strengthening support for Government Besides, UNICEF will share national and international best practices with Government and arrange learning visit.
Lack of political will to work collaboratively, inconsistent leadership, perception-based decision making.	Medium	Key strategies that UNICEF will undertake to mitigate this risk include: positioning programme within national strategic priorities, closely and consistently working with relevant government counterparts, Technical Assistance (TA) support to building institutional capacity of the relevant government agencies, working with other actors and development partners, institutional arrangement rather than person-based partnership etc.
The high frequency and intensity of emergencies, including flood, cyclone, and heat wave continue to disrupt the system and lead to delay in programme implementation.	Medium	In such scenarios, UNICEF will undertake an assessment to forecast the potential impact on programme implementation. Following that, a careful analysis will be conducted to identify the most crucial and strategic activities that are most difficult to differ. Based on this analysis, UNICEF will formulate

Major Risks	Risk Level	Mitigation Strategy
		a contingency plan while also aligning with the Value for Money (VfM) Framework. Simultaneously, the programme team will collaborate closely with the government counterparts and DPs to prepare most feasible plan that contributes to minimizing the delay and disruptions in achieving the expected outcomes.

MONITORING, LEARNING AND REPORTING

A well-functioning monitoring and evaluation system will be established to track the implementation of the activities under SCG. The activity indicators will be embedded in the existing review and coordination mechanisms which will help regularly monitor and evaluate progress. As part of monitoring and learning, Government and UNICEF will regularly consult with ELCG to present progress of the SCG activities, challenges and seek support and guidance where needed. During this sharing, they will also discuss policy related issues from the implementation of SCG. Both Government and UNICEF will try to share findings from learning perspective so that necessary policy/systemic interventions can be taken/adjusted/incorporated. This will also enhance system and institutional capacity. The consultative process within the ELCG is particularly critical in identifying areas to be supported by the SCG, as well as in reporting on how the grant has reinforced the government system capacity. This consultation and update sharing with ELCG will be done at least twice a year.

Reporting will also assess the ongoing coherence between the SCG and the other actions taken to reinforce the education system. Reporting will be integrated in joint sector reviews within the broader sector monitoring. Moreover, progress of the SCG activities will be reviewed during the partnership compact mid-term review, as most of the activities are based on the reforms specified in the compact. Finally, the SCG completion report will be shared with the ELCG, reflecting on how it addressed weaknesses with regards to the enabling factors and to explore how these lessons can be incorporated and applied to future actions.

On the other hand, UNICEF will submit two types of implementation reports to GPE using GPE templates. First one is a periodic performance report for each year of SCG implementation. The yearly implementation performance report will be submitted within the 3 months after the completion of first/second/third year. And the final performance report will be submitted at completion of SCG within 6 months of the grant closing date.

The table below provides a result matrix containing the key performance indicators related to the activities proposed.

Table 3: Performance Monitoring Indicators

Activity	Indicators	Completion Target			
		Year 1 (Jul 2025 – Jun 2026)	**Year 2** (Jul 2026 – Jun 2027)	**Year 3** (Jul 2027 – Jun 2028)	**Year 4** (Jul 2028 – Jun 2029)
Financing Window 1: Strengthen Gender-Responsive Planning and Policy Development for Systemwide Impact					
1.1. Analysis of the reflection of gender and inclusion aspects in education policies, programs, curriculum, pedagogy and other aspects of education.	1.1.1. Gender and inclusion audit report of curriculum, textbooks, pedagogy and assessment is prepared and endorsed by ELCG.	**Mar 2026**			
	1.1.2. Gender and inclusion analysis report of the sector policies, programmes and operational plans is prepared and endorsed by ELCG.	**Mar 2026**			
1.2. Review and update National Education Policy and Non-Formal Education Policy.	1.2.1. National Education Policy is updated and approved by Govt. (MoE)		**Jun 2027**		
	1.2.2. Non-Formal Education Policy is updated and approved by Govt. (MoPME)		**Jun 2027**		
1.3. Review and develop education data management framework, strategy and guideline.	1.3.1. A comprehensive Education data management framework that includes data management strategy guideline is developed and endorsed by Govt. (MoPME & MoE)		**Dec 2026**		
1.4. Development of a gender-responsive social and behavioural change communication (SBCC) strategy and action plan for education.	1.4.1. A comprehensive SBCC strategy for school education including an action plan for implementing the strategy is prepared and approved by ELCG.		**Dec 2026**		
1.5. Support the development of education sub-sector programs and operational plans ensuring gender-responsiveness.	1.5.1. Primary education sub-sector programme plan is developed and approved by Govt. (ECNEC)	**Jun 2026**			
	1.5.2. Secondary education sub-sector programme plan is developed and approved by Govt. (ECNEC)			**Sep 2028**	
1.6. Mid-term review of the partnership compact.	1.6.1. Mid-term evaluation of the partnership compact is done and approved by ELCG.		**Jun 2027**		
Financing Window 2: Mobilize Coordinated Action and Financing to Enable Transformative Change					

Activity	Indicators	Completion Target			
		Year 1 (Jul 2025 – Jun 2026)	**Year 2** (Jul 2026 – Jun 2027)	**Year 3** (Jul 2027 – Jun 2028)	**Year 4** (Jul 2028 – Jun 2029)
2.1. Evaluation of the effectiveness of education sector coordination.	2.1.1. An evaluation report on the effectiveness of the sector coordination mechanisms is prepared and endorsed by ELCG.	**Jun 2026**			
2.2. Development of a framework and guideline for education sector coordination.	2.2.1. An education sector coordination framework that includes coordination guidelines and process for monitoring the effectiveness of the coordination mechanisms is developed and approved by ELCG.		**Dec 2026**		
	2.2.2. Sector coordination progress report.			**Jun 2028**	**Jun 2029**
Financing Window 3: Strengthen Capacity, Adapt and Learn, to Implement and Drive Results at Scale					
3.1. Strengthening institutional capacity for designing and implementing formative, summative and large-scale student's assessment.	3.1.1. Professional development activities for relevant govt. officials on implementing formative, summative and large-scale assessment are organized.	**1st batch by Jun 2026**	**2nd batch by Jun 2027**		
	3.1.2. A guideline for improving institutional setup for retaining skilled technical officials in leading the design and implementation of formative, summative and large-scale assessment is prepared and approved by ELCG.	**Jun 2026**			
3.2. Need-based professional development of government officials for improving institutional capacity on effective leadership and implementation of evidence-based education transformation.	3.2.1. Govt. representatives from different agencies are participated in capacity strengthening activities and learning reports are produced.		**1st batch by Dec 2026**	**2nd batch by Dec 2027**	**3rd batch by Dec 2028**
3.3. Strengthening institutional capacity for implementing two-year pre-primary education.	3.3.1. Professional development activity for relevant govt. officials on implementing 2 years pre-primary education is organized.		**Dec 2026**		

ACTIVITY WORKPLAN

		2025		2026				2027				2028				2029	
S/N	**Activity**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**
1	**Gender-responsive planning and policy development**																
1.1	Analysis of the reflection of gender and inclusion aspects in education policies, programs, curriculum, pedagogy and other aspects of education																
1.2	Review and update National Education Policy and Non-Formal Education Policy																
1.3	Review and develop education data management framework, strategy and guideline																
1.4	Development of a gender-responsive social and behavioural change communication (SBCC) strategy and action plan for education																
1.5	Support the development of education sub-sector programs and operational plans ensuring gender-responsiveness																
1.6	Mid-term evaluation of the partnership compact																
2	**Coordinated action and financing**																
2.1	Evaluation of the effectiveness of education sector coordination																
2.2	Development of a framework and guideline for education sector coordination and strengthen sector coordination in national and sub-national level																
3	**Institutional capacity for implementation**																
3.1	Strengthening institutional capacity for designing and implementing formative, summative and large-scale student's assessment																
3.2	Need-based professional development of government officials for improving institutional capacity on effective leadership and implementation of evidence-based education transformation																
3.3	Strengthening institutional capacity for implementing two-year pre-primary education																

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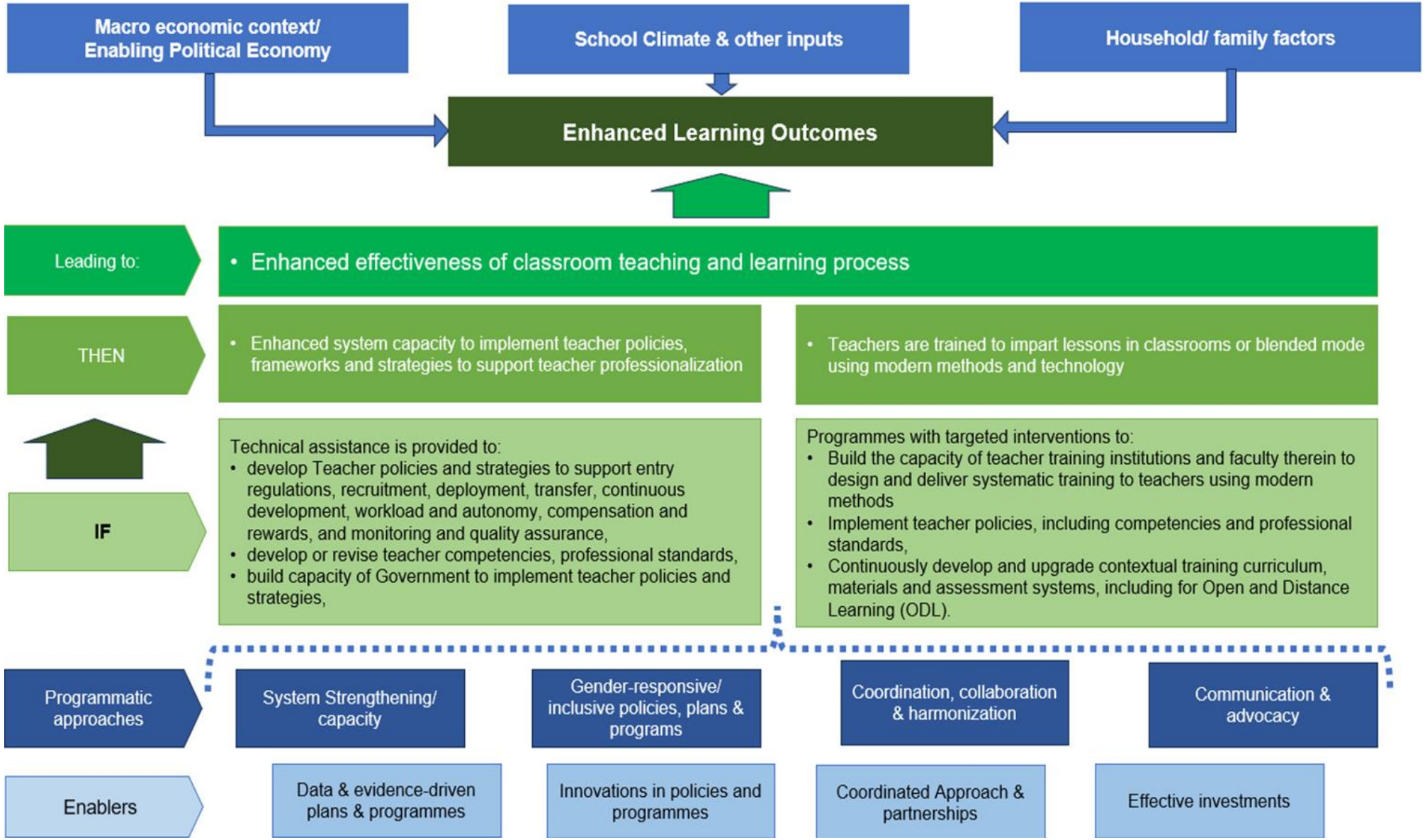
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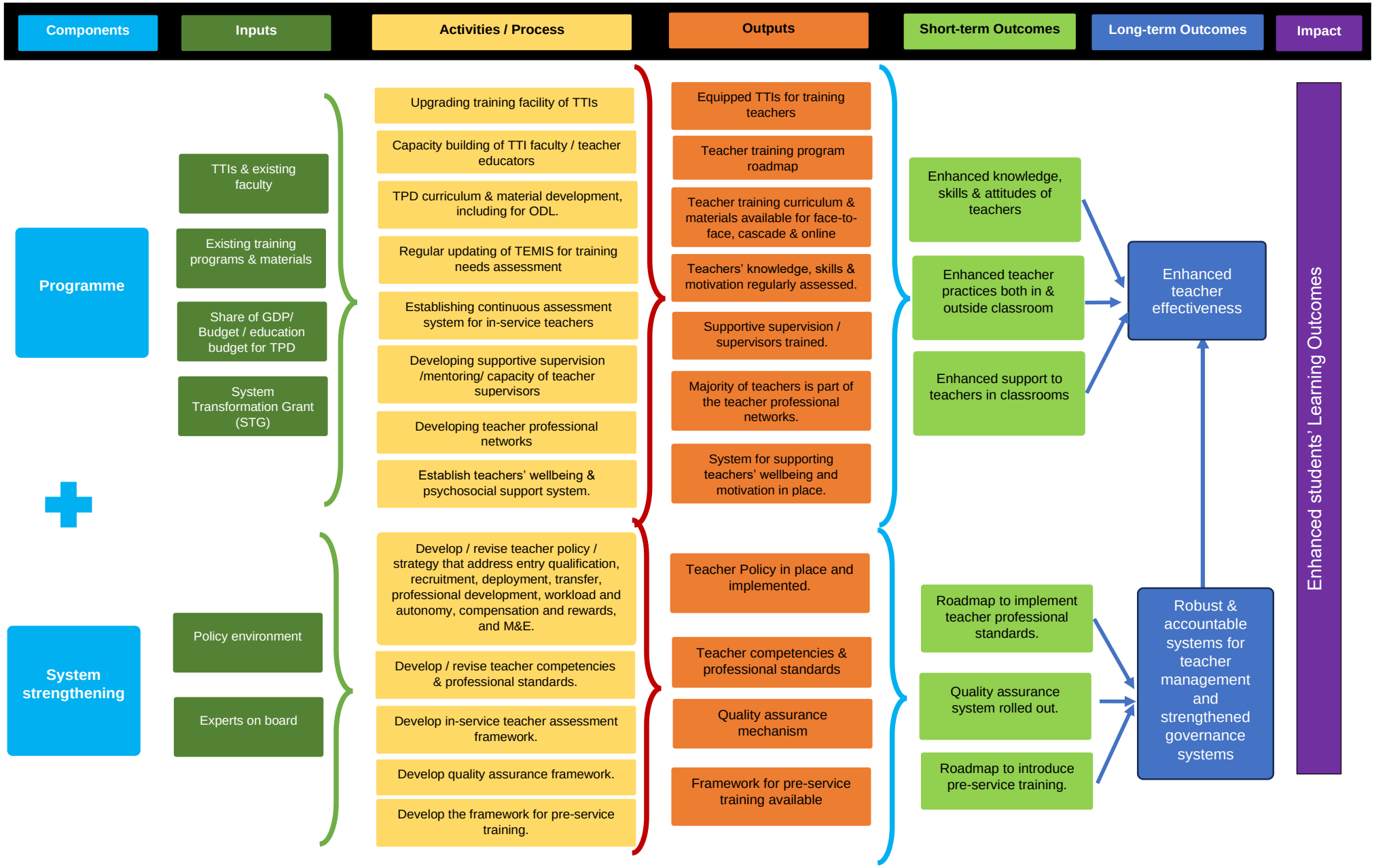
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ANNEX 1: Theory of Change - How Teacher Professionalization will contribute to students' learning outcomes



ANNEX 2: Results Chain for the Priority Reform "Teacher Professionalization for Teacher Effectiveness leading to Students learning outcomes



ANNEX 3: ELCG Meeting Minutes (Endorsement of the System Capacity Grant's Activities and Budget)

Government of the People's Republic of Bangladesh
Ministry of Primary and Mass Education
Bangladesh Secretariat, Dhaka
Planning-3
Web: www.mopme.gov.bd

No: 38.00.0000.014.24.001.24.06 Date: 30/03/2025

Subject: Minutes of the 7th meeting of the Education Local Consultative Group (ELCG)

7th meeting of the Education Local Consultative Group (ELCG) held on 24 March 2025 at the conference room of Ministry of Primary and Mass Education (MoPME). The meeting was Chaired by Mr. Abu Taher Md Masud Rana, Secretary, MoPME and Chairperson of the ELCG.

02. The resolution of the above meeting is attached herewith for your kind information and necessary action.

Attach: 4 (four) pages

Mohammed Nazmul Haque
Joint Secretary
Phone: 029512228
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Distribution (Not in the order of seniority):

01. Cabinet Secretary, Cabinet Secretary, Ministry Division
02. Principal Secretary to Chief Adviser, Office of the Chief Adviser
03. Senior Secretary, Health Service Division
04. Senior Secretary, Secretary, Ministry of Public Administration
05. Senior Secretary, Secondary and Higher Education Division (SHED)
06. Secretary, Statistics and Informatics Division
07. Secretary, Ministry of Disaster Management and Relief
08. Executive Chairman, National Skill Development Authority.
09. Secretary, Implementation Monitoring and Evaluation Division (IMED).
10. Secretary, Finance Division.
11. Secretary, Ministry of Woman & Children Affairs (MOWCA).
12. Secretary, Economic Relations Division (ERD).
13. Secretary, Technical and Madrasa Education Division (TMED) .
14. Member, Socio Economic Infrastructure Division (SEID), planning commission.
15. Secretary, Secretary, Ministry of Labour & Employment.
16. Foreign Secretary, Ministry of Foreign Affairs.
17. Secretary, ICT Division.
18. Secretary, Ministry of Youth & Sports.
19. Secretary, Local Government Division.
20. Chairman, University Grants Commission of Bangladesh (UGC).
21. Chairman, Chairman Office, Bangladesh Accreditation Council.
22. Professor. Dr. Manzoor Ahmed, BRAC University & Convener Consultation Committee.
23. Professor A.K.M Monirul Islam, Secretary, Bangladesh Accreditation Council.
24. Director General, Directorate of Secondary and Higher Education;
25. Director General, Department of Madrasah Education;
26. Director General, Directorate of Primary Education;
27. Director General, National Academy For Primary Education (NAPE).
28. Director General, Brue of Non-Formal Education (BNFE).
29. Director General, Compulsory Primary Education Implementation Monitoring Unit (CPEIMU).
30. Chairman, National Curricula and Textbook Board (NCTB).

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31. Director General, Bangladesh Brue of Education Information and Statistics (BANBEIS).
32. Director, International mother language institute.
33. Director General, Directorate of Technical Education (DTE).
34. Director General, National Academy of Education Management (NAEM)
35. Additional Secretary (Development), Ministry of Primary and Mass Education.
36. Additional Secretary (Development), Secondary and Higher Education Division (SHED).
37. Additional Secretary (Development), Technical and Madrasa Education Division (TNED).
38. Chief Engineer, Local Government Engineering Department (LGED).
39. Chief Engineer, Department of Public Health Engineering (DPHE).
40. Chief Engineer, Education Engineering Department (EED).
41. Joint Secretary (Planning), Ministry of Primary and Mass Education.
42. Joint Secretary (Development), Ministry of Primary and Mass Education.
43. Director (Planning and Development), Directorate of Primary Education.
44. Director Planning and Monitoring, BNFE.
45. Director, Directorate of Secondary and Higher Education (DSHE).
46. Director, Directorate of Inspection and Audit.
47. Director, Children Welfare Trust.
48. Director, National Academy of Computer Training and Research (Nectar).
49. Deputy Secretary, Development-2, Ministry of Primary and Mass Education.
50. Deputy Secretary (Planning/Development), Secondary and Higher Education Division (SHED)
51. Deputy Secretary (Planning/Development), Technical and Madrasa Education Division (TMED).

Development Partners:

01. Ms. Raseda K Chowdhury, Executive Director, Campaign for Popular Education (CAMPE).
02. Representative, Asian Development Bank (ADB).
03. Representative, Australian Aid-Department of Foreign Affairs and Trade
04. Mohammad Golam Kibria, Foreign Commonwealth Development Organization (FCDO).
05. Representative, European Union (EU).
06. Representative, German Development Cooperation (GIZ).
07. Representative, Canada High Commission, Global Affairs Canada (GAC).
08. Representative, International Labor Organization (ILO).
09. Representative, Senior Education Economist, The World Bank.
10. Representative, High Commission of India.
11. Representative, Embassy of Japan.
12. Representative, Japan International cooperation Agency (JICA);
13. Representative, Korean International cooperation Agency (KOICA).
14. Representative, Exim Bank of Korea (EDCF).
15. Representative, Embassy of Netherlands.
16. Representative, Swiss Development Cooperation (SDC).
17. Representative, Swedish International Development Cooperation Agency (SIDA).
18. Representative, United Nations Educational Scientific and Cultural Organization (UNESCO);
19. Representative, United Nations Development Programme (UNDP)
20. Representative, United States Agency for International Development (USAID)
21. Representative, United Nations Children's Fund (UNICEF).
22. Representative, United Nation Population Fund (UNFPA).
23. Representative, World Food Programme (WFP)
24. Representative, Save the Children International (SCI).

Record Number: 38.00.0000.014.24.001.24.06 Date: 30/03/2025

Copy for Kind Information and Necessary Action (Not in the order of seniority):

01. P.S. to Cabinet Secretary/Principal Secretary, Cabinet Division, Dhaka/Prime Minister's Office, Dhaka.
02. PS to Secretary, Ministry of Primary and Mass Education;
03. PS to Adviser, Office of the Adviser, Ministry of Primary and Mass Education.

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Government of the People's Republic of Bangladesh
Ministry of Primary and Mass Education
Planning-3
Bangladesh Secretariat, Dhaka
www.mopme.gov.bd

Subject: **Minutes of the 7th meeting of the Education Local Consultative Group (ELCG) held on March 24, 2025.**

The 7th meeting of the Education Local Consultative Group (ELCG) was held at the Conference Room of the Ministry of Primary and Mass Education on 24 March 2025. The meeting was chaired by Mr. Abu Taher Md Masud Rana, Secretary of MoPME and co-chaired by Mohammad Golam Kibria, Team Leader, Foreign Commonwealth & Development Office (FCDO), British High Commission, Dhaka. List of participants attended the meeting in person and virtually is attached at Annex-A.

2. Discussion:

(a) At the outset of the meeting, the Chair welcomed the ELCG members for attending the meeting. The Chair confirmed the minutes of the 6th ELCG meeting as there was no concern from the participants.

(b) Upon permission from the Chair, the Additional Secretary (Development) of Ministry of Primary and Mass Education (MoPME) moderated the meeting following the agenda points.

Agenda 1: Update on action points from last meeting minutes

1.1 The Additional Secretary (Development) briefly provided update on the four action points from the last meeting. First three action points have been implemented by the respective responsible agencies. The fourth action point is yet be completed. The NCTB is yet to avail support from any interested DP to organise a strategic/technical discussion on national curriculum and policy reform.

Agenda 2: Endorsement of the Grant Agent selected for System Transformation Grant (STG)

2.1 As requested by the Additional Secretary (Development), the ELCG Co-Chair Mr. Kibria made a short presentation to appraise Secretary, MoPME on the Grant Agent selection process and final recommendations. The key highlights of his presentation are given below:

2.2 The Expression of Interest (EoI) for STG GA selection circulated among ELCG Members for submission by CoB 10 November 2024. Four DPs—World Bank, Asian Development Bank (ADB), UNICEF & UNESCO, and Save the Children submitted their EoI. To evaluate the EoIs, the MoPME formed EoI Evaluation Committee on 24.10.2024 Headed by Additional Secretary (Developmen) including representatives from MoPME, SHED, TMED, DPE, DSHE, DTE, FCDO and EU. The first EoI Evaluation Committee meeting held on 27 November 2024. The committee

reviewed the criteria and scoring, agreed on weightage score against each criterion, and agreed to share with the agencies for resubmission of the EoI accordingly.

2.3 The weightage score against each criterion was circulated to the agencies on 09 December 2025 and all agencies except ADB submitted revised EoI by 17 December 2024. The weightage score is attached as Annex – 2. In the 2nd meeting of the EoI Evaluation Committee held on 23 January 2025, the committee members shared, discussed and agreed on the scores against each criterion by agency including the justifications. The committee also agreed to meet again for final review of the scores and make recommendation to the ELCG

2.4 On 25 February 2025, the EoI Evaluation Committee met third time, thoroughly reviewed the scores against each criterion by agency, and finalize the scores with justification. The agency wise scores are given below:

Name of Agency	Total score obtained
ADB	66
Save the Children	54
UNICEF and UNESCO	92
World Bank	84

2.5 Based on the above score, EoI Evaluation Committee members agreed to recommend ELCG to endorse **UNICEF and UNESCO as the Grant Agent for GPE System Transformation Grant.**

2.6 As there was no concern raised by any member, the ELCG Chair endorsed UNICEF and UNESCO as the selected Grant Agent for GPE System Transformation Grant.

Action: The MoPME will send the endorsement of the GA selection for STG (ELCG Minutes and other documents including the three minutes of the EoI Evaluation Committee) to GPE Secretariat for approval at the earliest.

Agenda 3: Endorsement of activity wise budget of the System Capacity Grant

3.1 As recommended in the 6th ELCG meeting, UNICEF organised a technical workshop attended by all relevant stakeholders including DPs, GoB officials, CSOs. The participants at the workshop thoroughly reviewed and finalised the activities including budget and timeframe for the SCG. Based on this workshop outcome, UNICEF revised and presented the revised activities with budget breakup and timeline for the remaining GPE SCG budget (US$4.2 million).

3.2 For better coordination and collaboration in implanting the SCG grant, the ELCG members shared their feedback and suggestion to UNICEF. ADB commented that there is scope for alignment and collaboration of interventions among SCG and MG. These include large scale assessment, education technology, and teacher education. MoE representative opined that more

budget should be allocated to develop and establish sector coordination mechanism at the field level. WB suggested to update TA mapping for primary and secondary education, determine the capacity building activities based on on-going works, and tag the activities with outputs/deliverables of the SCG. Director General BNFE reminded to consider OoSC and NFE issues in the implementation of the SCG. Additional Director General of Directorate of Primary Education suggested to allocate more resources from SCG to support the design of 5th primary education sector programme. UNICEF took note of all the feedback and ensured that these will be addressed during the implementation of the SCG.

3.3 As there was no major objection raised by any member, the ELCG Chair endorsed the revised activity wise budget of the System Capacity Grant proposed by UNICEF as the Grant Agent.

Action: UNICEF will submit the proposal on activity wise budget of the System Capacity Grant to GPE Secretariat for approval at the earliest.

Agenda 4: Endorsement of Action Plan on GPE Climate Smart Education Initiative Grant

4.1 UNESCO representative briefly updated on the process of development and finalization of Action Plan on GPE Climate Smart Education Initiative Grant. A mission consists of UNESCO and Save the Children HQ colleagues visited Bangladesh and developed the action plan based on consultation with both the Education Ministries, other relevant stakeholders and technical feedback received from the ELCG members. Both MoPME and MoE have endorsed the action plan already. As there was no further concern raised by any member, the ELCG Chair endorsed the Action Plan on GPE Climate Smart Education Initiative Grant.

Action: UNESCO will submit the Action Plan on GPE Climate Smart Education Initiative Grant including the ELCG minutes to GPE Secretariat for approval at the earliest.

Agenda 5: Any Other Business (AoB)

5.1 ADB mission Team Leader provided an update on the progress of Multiplier Grant Concept Note development and timeframe for submission to GPE Secretariat. The ADB is closely working with both MoPME and MoE to finalise the activities of the MG which will inform the design of the CN and programme document. The MG application submission deadline is 31 July 2025.

Summary of Action points:

3. The following action points were agreed in the meeting:

i. The MoPME will send the endorsement of the GA selection for STG (ELCG Minutes and other documents including the three minutes of the EoI Evaluation Committee) to GPE Secretariat for approval at the earliest.
ii. UNICEF will submit the proposal on activity wise budget of the System Capacity Grant to GPE Secretariat for approval at the earliest.
iii. UNESCO will submit the Action Plan on GPE Climate Smart Education Initiative Grant including the ELCG minutes to GPE Secretariat for approval at the earliest.

Next Meeting:

4. The next ELCG meeting may held in June 2025.

Conclusion:

5. With no other issues left for discussion the meeting was concluded with vote of thanks from both the Chair and Co-Chair.

Mohammad Golam Kibria
Co-Chair (ELCG)
&
Team Leader, Human Capital Team
FCDO

30.03.2025

Abu Taher Md Masud Rana
Chair (ELCG)
&
Secretary, MoPME