PROGRAM DOCUMENT

System Transformation Grant of Global Partnership for Education

Bangladesh

Teacher Professionalisation for Effective Teaching towards Enhanced Learning Outcomes

Ministry of Primary and Mass Education and Ministry of Education
In Collaboration with UNICEF and UNESCO

TABLE OF CONTENTS

ACRONYMS 3
SUMMARY 5
1. BACKGROUND 6
2. COUNTRY AND SECTOR CONTEXT 7
2.1. Country context 7
2.2. Education system structure 7
2.3. Education sector context 9
2.4. Teacher availability and quality 11
2.5. Policies and practices related to the teaching profession 13
3. OVERVIEW OF PRIORITY REFORM 20
3.1. Importance of teacher professionalization for learning outcomes 20
3.2. Teacher professionalization as priority reform in Bangladesh 22
3.3. Key bottlenecks around teacher professionalization in Bangladesh 23
4. PROGRAM DESIGN 28
4.1. Process of program design 28
4.2. Program goal and objectives 31
4.3. Program overview 31
4.4. Program Interventions 40
4.5. Lessons learned and reflected in project design 63
5. THEORY OF CHANGE 68
6. PRINCIPLES OF PROGRAM DESIGN 74
6.1. Gender and inclusion hardwiring 74
6.2. Political sensitivity 75
6.3. Coherence, complementarity and alignment 75
6.4. Shared ownership and responsibility of the two Ministries 76
6.5. Non-duplication with existing and upcoming programs 76
7. MONITORING, EVALUATION AND LEARNING 77
7.1. Operational Evidence and Approach to Learning and Adapting 77
7.2. Progress evaluation and reporting 77
8. FINANCING AND DISBURSEMENT 78
8.1. Program budget 78
8.2. Financing modalities 80
8.3. Top-up Triggers 81
9. IMPLEMENTATION ARRANGEMENTS 86
9.1. Program Steering Committee (PSC-SHED) at the Secondary and Higher Education Division (SHED), Ministry of Education (MoE) 87

9.2. Program Steering Committee (PSC-MoPME) at the Ministry of Primary and Mass Education (MoPME) 89
9.3. Program Implementation Committee (PIC-DSHE) at the Directorate of Secondary and Higher Education (DSHE) 90
9.4. Program Implementation Committee (PIC-DPE) at the Directorate of Primary Education (DPE) 91
9.5. Program Coordination and Support Unit (PCSU-DSHE) at DSHE 92
9.6. Program Coordination and Support Unit (PCSU-DPE) at DPE 93
9.7. National Task Committee/Team 94
9.8. Grant Agents 95
10. RISK MANAGEMENT 96
11. SUSTAINABILITY AND AID EFFECTIVENESS 101
11.1. Sustainability 101
11.2. Aid effectiveness 102
12. LIST OF APPENDICES: 104
Appendix 1: DETAILED IMPLEMENTATION SCHEDULE 105
Appendix 2: M&E FRAMEWORK 106
Appendix 3: DETAILED BUDGET 137
Appendix 4: REFERENCES 138

ACRONYMS

ADB	Asian Development Bank
ADP	Annual Development Programme
APSS	Annual Primary School Statistics
BANBEIS	Bangladesh Bureau of Educational Information and Statistics
BNFE	Bureau of Non-Formal Education
BTPT	Basic Training for Primary Teachers
CA	Coordinating Agency
CAMPE	Campaign for Popular Education
C-in-Ed	Certificate-in-Education
CPD	Continuous Professional Development
CPTU	Central Procurement Technical Unit
CSO	Civil Society Organization
DP	Development Partners
DPE	Directorate of Primary Education
DPEd	Diploma in Primary Education
DSHE	Directorate of Secondary and Higher Education
DTE	Directorate of Technical Education
EFA	Enabling Factor Analysis
ELCG	Education Local Consultative Group
ESA	Education Sector Analysis
ESP	Education Sector Plan
EU	European Union
FCDO	Foreign, Commonwealth and Development Office
GA	Grant Agent
GAC	Global Affairs Canada
GDP	Gross Domestic Product
GEEAP	Global Education Evidence Advisory Panel
GER	Gross Enrolment Ratio
GoB	Government of Bangladesh
GPE	Global Partnership for Education
GPS	Government Primary School
IER	Institute of Education and Research
ILO	International Labor Organization
IPSC	Inter-ministerial Project Steering Committee
ISCED-T	International Standard Classification of Education for Teachers
ITLMS	Integrated Teacher Learning Management System
TLMS	Teacher Learning Management System
JICA	Japan International Cooperation Agency
LDC	Least Developed Country
LTC	Leadership Training Center
MoE	Ministry of Education
MoF	Ministry of Finance
MoPME	Ministry of Primary and Mass Education
MPO	Monthly Pay Order
MTRD	Mudaraba Term Deposit Account
OCAG	Office of the Comptroller and Auditor General

PSEMS	Pre-service Education Management System
NAEM	National Academy for Educational Management
NAPE	National Academy for Primary Education
NCTB	National Curriculum and Textbook Board
NEP	National Education Policy
NER	Net Enrolment Ratio
NGO	Non-Government Organisation
NSA	National Student Assessment
NTRCA	Non-Government Teachers Registration and Certification Authority
OECD	Organisation for Economic Co-operation and Development
PCSU	Project Coordination and Support Unit
PEDP4	Fourth Primary Education Development Program
PEDP5	Fifth Primary Education Development Program
PIC	Project Implementation Committee
PPE	Pre-Primary Education
PSC	Project Steering Committee
PST	Pre-service Training
PTI	Primary Teachers' Training Institute
QAR	Quality Assurance Review
SCI	Save the Children International
SCG	System Capacity Grant
SDGs	Sustainable Development Goals
SEDP	Secondary Education Development Programme
SESIP	Secondary Sector Investment Program
SHED	Secondary and Higher Education Division
STG	System Transformation Grant
STR	Student-Teacher Ratio
SWAP	System-wide Action Plan
SWAp	Sector-wide approach
TAPP	Technical Assistance Project Proforma
ToC	Theory of Change
TPD	Teacher Professional Development
TPDF	Teacher Professional Development Framework
TTC	Teachers' Training College
TTI	Teacher Training Institutes
TVET	Technical and Vocational Educational and Training
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNFPA	United Nations Population Fund (UNFPA)
UNICEF	United Nations Children's Fund
UPEO	Upazila Primary Education Office
UPETC	Upazila Primary Education Training Center
USAID	United States Agency for International Development
USEC	Upazila Secondary Education Office
WB	World Bank

SUMMARY

This document presents the proposed interventions, expected outcomes, implementation, monitoring and financing arrangements of the GPE System Transformation Grant (STG) program, intended to support the implementation of the Partnership Compact of the People's Republic of Bangladesh. The Ministry of Education (MoE), the Ministry of Primary and Mass Education (MoPME), and the Education Local Consultative Group (ELCG) have collaboratively identified "***Teacher Professionalisation for Effective Teaching towards Enhanced Learning Outcomes***" as the priority reform area, as outlined in the Compact. This document has been prepared under the strong leadership of the Ministry of Primary and Mass Education (MoPME) and the Secondary and Higher Education Division (SHED) of the Ministry of Education (MoE). UNICEF and UNESCO, the Grant Agents, supported MoPME and MoE in preparing this program document. The program summary is outlined below.

Country	The People's Republic of Bangladesh
Grant	System Transformation Grant (STG)
Donor	Global Partnership for Education (GPE)
Coordinating agency	Foreign Commonwealth and Development Office (FCDO)
Grant agent	United Nations Children's Fund (UNICEF) and United Nations Educational, Scientific and Cultural Organization (UNESCO)
Goal	To transform the teaching profession in Bangladesh into a coherent, equitable, and gender responsive high-performing system that supports quality instruction and drives improved student learning outcomes.
Objectives	● To establish an enabling, comprehensive and gender-responsive policy environment for institutionalizing the teaching profession. ● To establish pre-service education and reform in-service professional development provisions to increase the availability of qualified teachers. ● To strengthen teacher management and support systems to promote equitable deployment, professional growth, and teacher well-being.
Beneficiaries	• Direct: Teachers (118,799), including pre-service student-teachers, teacher educators (1,500), school leaders (88,647), and policy makers and officials (1,500) supporting teachers at pre-primary to secondary schools. • Indirect: Girls and Boys aged 4–16 years (3,423,118), community members, parents and other relevant stakeholders.
Geographic coverage	Nationwide
Requested funding	US $ 48,850,000
Planned duration of grant implementation	4 years (July 2026 to June 2030)
Date of submission	30 September 2025
Date of re-submission	16 April 2026

1. BACKGROUND

Bangladesh became a partner of the Global Partnership for Education (GPE) in 2015 and has since benefited from different GPE grants aimed at strengthening its education system. In 2022, the country was selected as part of Cohort 5 to begin implementing the GPE 2025 funding model, which represents a shift towards more strategic, results-focused support to national education priorities. Under this model, Bangladesh became eligible for three grants: System Capacity Grant (SCG)[1], System Transformation Grant (STG); and GPE Multiplier Grant[2]. While the purpose of the SCG is to strengthen the system's enabling factors, and the Multiplier Grant – to incentivize diverse partners to invest more and better in education in GPE-partner countries through new and additional co-financing to the sector, - the STG supports national priority reform through focused, evidence-based investments in education programs that are likely to be the most transformative and address key system bottlenecks and growth areas. Specific distinction between the Multiplier Grant and the STG in Bangladesh is provided further.

The purpose of this document is to describe the scope and expected results of the STG program, and to provide a detailed description of the program design. To facilitate the implementation of the STG, UNICEF and UNESCO were jointly selected as the Grant Agents (GAs) for Bangladesh. This decision was formally announced during the meeting of the Education Local Consultative Group (ELCG) on 24 March 2025. As part of the formulation of the STG program, the GAs actively supported the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE) in an iterative process of extensive consultations with ELCG members, workshops with all relevant stakeholders, including teachers, and bilateral meetings with and between the two Ministries. The program design process included structured consultations with teachers and school leaders at national and sub-national levels, ensuring that the perspectives of practitioners directly informed the identification of system bottlenecks and reform priorities. Teachers contributed insights on classroom challenges, professional development needs, and practical constraints affecting instructional quality. These consultations ensured that the proposed reforms respond not only to policy analysis but also to the lived experience of teachers, thereby strengthening the relevance, feasibility, and ownership of the proposed teacher professionalization reforms.

These consultations played a critical role in shaping the STG program by gathering insights from diverse actors, including government officials, development partners, civil society organizations, education experts, educators and schoolteachers. A central reference point for this process was the Partnership Compact developed by the Government of Bangladesh in collaboration with the ELCG members. The Compact articulates a strategic vision for education transformation in the country and identifies a priority reform area: "***Transforming teacher professionalization for effective teaching towards enhanced learning outcomes***."

In line with this priority reform area, the stakeholder consultations focused on identifying the key success factors for and barriers to effective teaching/ teacher development and outlining sustainable, transformative and equitable interventions that would contribute to promoting the success factors and overcoming the challenges and bottlenecks. The STG is thus positioned

[1] Global Partnership for Education (GPE), "Education in Bangladesh," accessed 2025, https://www.globalpartnership.org/where-we-work/bangladesh.
[2] Global Partnership for Education (GPE), *GPE Multiplier* (Washington, DC: GPE, 2025).

as a vehicle for operationalizing the ambitions of the Partnership Compact, with a targeted focus on teacher professionalization as a driver of improved student learning outcomes.

The STG program document has been developed based on the outcomes of these inclusive stakeholder consultations and is aligned with both national education reform priorities and GPE's strategic objectives for system transformation.

2. COUNTRY AND SECTOR CONTEXT

2.1. Country context

The People's Republic of Bangladesh (further, Bangladesh), a lower-middle-income country in South Asia, has been among the fastest-growing economies in the world over the past decade. However, with a projected GDP per capita of US$2,960 in 2026[3], the country has been going through a fluctuated economic growth, driven by the manufacturing sector, expanding services, and increased remittances. As Bangladesh prepares to graduate from Least Developed Country status by November 2026, it stands at a pivotal juncture in its development trajectory. One of the country's greatest assets is its youthful population, with nearly 48% under the age of 24[4]. This demographic profile presents a unique opportunity to harness the 'demographic dividend' – a period during which a larger share of the population is of a working age, potentially accelerating economic and social development. However, unlocking these potential hinges on one critical factor: strategic, sustained investment in human development.

2.2. Education system structure

Governing bodies

The formal and general school education sector in Bangladesh is governed by two separate ministries: the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE). MoPME is responsible for pre-primary and primary education, with the Directorate of Primary Education (DPE) managing schools, teachers, and in-service training, monitoring and supervision at the pre-primary and primary level. The National Academy for Primary Education (NAPE), also under MoPME, provides professional development for primary teachers and administrators. The MoE oversees secondary and higher education, with the Directorate of Secondary and Higher Education (DSHE) responsible for managing secondary schools, staffing, administration, in-service training, monitoring and supervision. The National Academy for Educational Management (NAEM), under MoE, supports the secondary education sub-sector by strengthening the capacity of education managers and officials, particularly in implementing teacher policies and professional development.

The National Curriculum and Textbook Board (NCTB) is responsible for developing and updating curricula, textbooks, and instructional materials across all levels of general education, ensuring alignment with national education goals and reforms. Although it operates under the supervision of the Ministry of Education, the NCTB collaborates closely with both education ministries to support curriculum and textbook design and development. The Bangladesh Bureau of Educational Information and Statistics (BANBEIS) plays a central role

[3] IMF, *World Economic Outlook* (Washington, DC: International Monetary Fund, 2025).
[4] BSS News, 2023

in collecting, managing, and analyzing education data to inform planning, policy decisions, and monitoring. Together, DPE and DSHE lead program implementation, while NAPE and NAEM support capacity development, and NCTB and BANBEIS ensure quality content and data-driven decision-making.

The teacher training system includes NAPE, 67 government Primary Teacher Training Institutes (PTIs), 1 Leadership Training Center (LTC) and more than 500 Upazila (sub-district) Primary Education Training Centers in primary education, and NAEM and 14 government Teacher Training Colleges (TTCs) in secondary education, which deliver mainly in-service teacher education. BANBEIS also operates Upazila ICT Training and Resource Centres for Education in 125 Upazilas that provide ICT training to 6-12 grade teachers.

However, structured coordination between the MoPME and the MoE, along with their respective sub-structures, is limited. Each operates within its own mandate, resulting in disjointed implementation of professional development initiatives. This lack of systemic alignment affects the coherence and continuity of teacher training, recruitment, and performance standards across the education system. As a result, efforts to improve teacher quality and accountability remain inconsistent and difficult to sustain at scale.

School system

Primary education sub-sector: Bangladesh's primary education system encompasses a broad network of institutions. According to the Annual Primary School Statistics (APSS) 2024, there are approximately 118,607 primary schools, including both government and non-government entities[5]. As per APSS 2024, Bangladesh's primary education is provided through 65,567 Government Primary Schools (55.3% of all primary institutions), 31,486 private institutions, including kindergartens (26.6%), 12,819 madrasas covering both Ebtedayee and attached sections (10.8%), 5,963 NGO and alternative providers such as NGO schools, learning centers, Shishu Kalyan Trust, and others (5%), and 2,767 high schools with primary sections (2.3%).[6] In Bangladesh, one-year pre-primary education (PPE) is embedded within the primary education sector as Government Primary Schools are the largest PPE provider.

Secondary education sub-sector: According to BANBEIS, Bangladesh has approximately 18,968[7] secondary education providers operating under various management structures. Among them, non-government institutions constitute the vast majority, shaping the overall landscape of secondary schooling in the country.

Despite mostly non-government ownership, the secondary education sub-sector operates under a hybrid model through the Monthly Pay Order (MPO) system[8]. All non-government schools that wish to access public salary subsidies must be formally recognized under the MPO system, which places them firmly within the MoE's regulatory and financial authority. This mechanism enables the government to subsidize salaries for nearly all non-government

[5] Directorate of Primary Education (DPE), *Annual Primary School Statistics (APSS) 2024* (Dhaka: Ministry of Primary and Mass Education, 2024).
[6] Ibid
[7] Ibid
[8] MPO is the government's share in the payroll of the non-government educational institutions in Bangladesh. Under the scheme, the government gives 100% of the basic salaries to the teachers of non-government institutions. Infrastructural development, number and academic performance of the students are considered to be included under MPO *(Sheikh Mohammed Rafiul Huque, Tashmina Aziza and Tahira Farzana. 2021. Contemporary Perspectives on Entrepreneurial Challenges and Innovation in Education, A Study on Pandemic Situation in Bangladesh. Handbook of Research on Sustaining SMEs and Entrepreneurial Innovation.)*

secondary schools and their teachers—estimated at 97% of these institutions and educators, thereby ensuring financial support, institutional recognition, and regulation in teacher recruitment and management, providing oversight on compliance, quality, and accountability[9]. This system maintains a strong link between non-government schools and public-sector (MoE) frameworks.

Together, these insights reflect a complex educational ecosystem: the primary sub-sector features a variety of providers including government, non-government and religious schools, while the secondary sub-sector is mostly covered by non-government schools though these operate under the administrative and regulatory framework of MoE.

The non-government schools receive MPO, curriculum, textbooks, teacher training, oversight, recruitment, etc. support from the government. MoE regulates non-government schools by enforcing standards related to academic performance, infrastructure, and teacher qualifications. Through the Directorate of Secondary and Higher Education (DSHE), the MoE monitors compliance with national curricula, admission policies, and financial regulations, while also providing teacher training via institutions like Teachers' Training Colleges (TTC). Teachers in MPO-listed schools must be certified by the Non-Government Teachers' Registration and Certification Authority (NTRCA), and schools must maintain minimum performance to retain government funding. While these schools are privately managed, they are subject to strict oversight and risk losing MPO benefits if they violate rules, such as charging unauthorized fees or performing poorly in public exams. This relationship balances autonomy with accountability, offering financial support, recognition, and training in exchange for adherence to national education standards.

2.3. Education sector context

Bangladesh hosts one of the largest and most complex education systems globally. As discussed above, the primary-education sub-sector in Bangladesh comprises 118,607 schools, offering education from one year of pre-primary to Grade 5 (referenced together throughout this document as "primary education"). According to APSS 2024, approximately 16.7 million children (51% girls) are currently enrolled in primary education, including around 3.5 million (51% girls) enrolled in pre-primary education (PPE). In 2023, the government started piloting a two-year PPE in 3,214 schools to enhance access to learning for four-year-old children, expanding it to a total of 8,214 schools in 2025. The secondary sub-sector consists of 18,968 secondary schools. At the secondary level (Grades 6–10), more than 12 million students are enrolled (53.92% girls).[10]

In recent years, there has been an emphasis on increasing learners' access to education, in line with SDG 4. The substantial expansion of education services has been a success story, leading to near-universal primary enrolment - reaching 94.55% in 2024 - with gender parity (Gender Parity Index of 1.08 (GER) and 1.09 (NER), slightly favouring girls)[11]. Primary-school dropout rates have significantly declined, from 40% in 2010 to 16.25% in 2024[12]. The primary

[9] The MoE does not directly recruit or manage teachers in non-government schools, but it regulates the process, ensures candidates are certified by Non-Government Teachers' Registration and Certification Authority (NTRCA), pays salaries through MPO, and exercises oversight: https://www.newagebd.net/print/article/207846

[10] Bangladesh Bureau of Educational Information and Statistics (BANBEIS), Bangladesh Education Statistics 2023 (Dhaka: BANBEIS, 2023).

[11] Directorate of Primary Education (DPE), Annual Primary School Statistics (APSS) 2024 (Dhaka: Ministry of Primary and Mass Education, 2024).

[12] BANBEIS, Education Statistics 2023, 42.

completion rate has accordingly improved remarkably, rising from 60% in 2010 to 83.75% in 2024[13]. Additionally, the grade repetition rate dropped to just 2.4% in 2024, down from about 13% in 2010. Overall, all key access and participation indicators show a positive trajectory.

Despite these achievements in education access, the system continues to face challenges in improving the quality of learning outcomes aligning with the evolving demands of a rapidly changing world. Many children are not mastering foundational skills or meeting grade-specific learning competencies, contributing to a persistent "learning crisis" that threatens the potential demographic dividend. According to the National Student Assessment 2022, only about half of the students in grades 3 and 5 demonstrate grade-level proficiency in Bangla, and just 30% of grade 5 students meet the expected level in Mathematics.[14] As of 2019, only 49% of children aged 7-14 could complete three foundational reading tasks, while just 28% were able to complete four foundational numeracy tasks.[15] Marked disparities in performance are evident across different regions and socioeconomic groups. These disparities are closely linked to unequal distribution of qualified teachers and limited access to professional support in disadvantaged areas. Schools serving rural, char, haor, hill tract and other marginalized communities often face higher teacher shortages, limited subject specialization, and reduced opportunities for professional development. Addressing these inequities in teacher capacity is therefore central to improving equitable learning outcomes across the system.

Overall, students tend to perform better on tasks requiring rote memorization than on those demanding application or higher-order thinking skills. Multiple factors continue to hinder the quality of education, including limited teacher capacity and professional development opportunities, weak curriculum implementation, insufficient learning material, low student engagement, and the absence of a responsive, supportive, and protective learning environment. Research shows that traditional, exam-oriented teaching methods that emphasize rote memorization rather than problem solving, creativity and critical thinking fail to support meaningful learning.

Among the identified system challenges and issues, teacher capacity remains a central concern. The ELCG, led by the MoPME and MoE, conducted a comprehensive enabling-factor analysis to assess the education system's readiness for transformative reforms. This was complemented by inclusive consultations at national and sub-national levels with government agencies, development partners, teachers, educators, civil society, and community representatives. These discussions identified systemic gaps and barriers to equitable, quality education, while also gathering recommendations for sustainable reform. National evidence supports these concerns. The consultation findings confirmed persistent challenges such as poor learning outcomes, regional disparities, inequitable access to quality education and the exclusion of marginalized groups. These challenges are especially acute in rural, char, haor, hill tract, and other hard-to-reach areas, where teacher shortages, subject—teacher mismatches, and limited access to skills training further constrain equitable learning opportunities. International assessment and national surveys consistently highlight that many students complete several years of schooling without acquiring foundational competencies in literacy and numeracy, reflecting weaknesses in both teaching practices and curriculum delivery. Across all consultations, one message stood out clearly: teachers are the

[13] Ibid
[14] Directorate of Primary Education (DPE), The National Student Assessment (NSA) 2022: Grades 3 and 5 (Dhaka: DPE, 2023).
[15] Bangladesh Bureau of Statistics (BBS) and UNICEF, Multiple Indicator Cluster Survey (MICS) 2019 (Dhaka: BBS, 2019).

cornerstone of the education system. Stakeholders emphasized that no matter how strong the curriculum, infrastructure, or resources, student learning depends above all on competent and motivated teachers. Without effective teaching and supportive environments, students, particularly from disadvantaged backgrounds—risk falling behind, disengaging, or dropping out, undermining the very purpose of education as a pathway to opportunity and empowerment.

Evidence shows that teacher effectiveness is strongly linked to student achievement, yet gaps remain in pre-service preparation, continuous professional development, and career incentives. As described in detail further, one of the major reasons for low teacher capacity is a lack of mandatory pre-service teacher education that equips new entrants with pedagogical skills before joining classrooms.[16] In addition, there is poorly implemented induction provision for newly recruited teachers; limited in-service training programs that are overly theoretical and disconnected from classroom realities[17] [18]; lack of formal teacher support and mentorship systems[19]. Overarching is the absence of a solid and coherent teacher policy ecosystem that would provide a national vision of teaching as a profession, including standards, pathways for career progression and the systems - including national financing - that are needed to support it. Consequently, the quality of teaching-learning processes is compromised, classroom instruction is relatively weak, ultimately leading to lower student competency levels[20] [21] [22].

In this context, the Government of Bangladesh remains firmly committed to the agenda of educational transformation, and has identified **teacher professionalization as the focus of priority reform in general education**.[23] This includes the Government's commitment to strengthen pre-service training/education, expand practice-oriented in-service programs, introduce mentorship structures, and align teacher recruitment, deployment, and incentives with long-term education quality goals.

2.4. Teacher availability and quality

As per the official data, there are close to 707,216 teachers currently working at the primary level – with 54% in government primary schools (GPS), among them 65.9% female. Among primary head teachers, only 41.3% are female. In secondary schools, there are approximately 246,784 teachers, of whom only 29.60% are female.[24] These statistics underscore gender disparities within the teaching profession, particularly the low proportion of female teachers at the secondary level.

[16] Sk. Rab, "Inaugurating Pre-service Teacher Training in Bangladesh: A Comprehensive Approach," International Journal of Advance Research and Innovative Ideas in Education 10 (2025): 2266-80.
[17] Government of Bangladesh, National Education Policy 2010 (Dhaka: Ministry of Education, 2010), 24.
[18] UNESCO, Global Education Monitoring Report 2020: Inclusion and Education: All Means All (Paris: UNESCO, 2020), https://unesdoc.unesco.org/ark:/48223/pf0000373718.
[19] UNESCO, Global Education Monitoring Report 2021/2: Non-state Actors in Education: Who Chooses? Who Loses? (Paris: UNESCO, 2021)
[20] Government of Bangladesh, Education Sector Analysis (ESA) 2020 (Dhaka: Ministry of Education and Ministry of Primary and Mass Education, 2020), 45.
[21] UNESCO, Global Education Monitoring Report 2020, 52.
[22] UNESCO, Global Education Monitoring Report 2021/2
[23] Government of Bangladesh, Transforming Education in Bangladesh: Teacher Professionalization for Effective Teaching towards Enhanced Learning Outcomes (Partnership Compact) (Dhaka: Ministry of Education and Ministry of Primary and Mass Education, 2025).
[24] BANBEIS, Education Statistics 2023, 42.

The average Student Teacher Ratio (STR) is 28:1[25] at primary and 34:1 at secondary[26]. However, the national level STR camouflages wide disparities in STR that exist across sub-national, district, upazila[27] as well as at school levels. The STR at primary shows significant improvements in the past decade, falling from 53:1 in 2011, with the secondary STR falling marginally from 36:1 in 2012.

In 2022, 237,840 new primary teachers were recruited, revealing the government's emphasis on enhancing the teaching workforce.[28] As per the data available, almost three-fourths of the teachers in GPS have formal training (teachers with either Certificate in Education (C-in-Ed) or Diploma in Primary Education (DPEd))[29]. As per APSS 2024, the total number of C-in-Ed trained teachers across the country was 210,461, with female teachers comprising 64.5%. In addition, the total number of DPEd trained teachers was 88,292, with female teachers comprising 69.3%.[30] Among secondary-education teachers, 71.86% are considered to have received at least some training[31]. However, it must be noted that most of the aforementioned training among both primary and secondary teachers (including through C-in-Ed and DPEd programs) was received by the teachers after they joined the teaching profession, thus comprising in-service, rather than pre-service, training. In summary, very few teachers enter the profession with any pedagogical pre-service preparation, and since there is no mandatory training requirement, the type, nature and quality of the training they receive when in-service varies.

In terms of teacher quality, empirical evidence and sector reviews consistently show that it has been compromised for the sake of widening the coverage of education. In the context of Bangladesh, teacher quality refers to teachers' ability to support student learning through strong subject knowledge, competency-based and student-centered pedagogy, inclusive and gender-responsive classroom practices, effective classroom management, the use of formative assessment to guide instruction, and the appropriate integration of educational technologies to support learning.[32]

Recent education sector analyses identify teacher quality as a central factor influencing learning outcomes in Bangladesh. The ESA 2020 and ESA 2025 have both highlighted that while the country has made significant progress in expanding access to education and increasing the size of the teaching workforce, improvements in the quality of teaching have not kept pace with system expansion. Persistent learning gaps observed in national and international assessments are linked to weaknesses in classroom instructional practices, including limited use of competency-based pedagogy, insufficient application of formative assessment, and challenges in supporting diverse learners in inclusive and gender-responsive classrooms.

The ESA reports emphasize that strengthening teacher quality requires improvements across the teacher professional system. Current teacher preparation arrangements rely heavily on

[25] Directorate of Primary Education (DPE), Annual Primary School Census (2024) (Dhaka: Ministry of Primary and Mass Education, 2024).
[26] BANBEIS, Education Statistics 2023, 42.
[27] The Upazila system is the second tier of local government in Bangladesh below the district level.
[28] DPE, *Annual Primary School Census (2024)*, 118.
[29] BANBEIS, Education Statistics 2023, 42.
[30] Directorate of Primary Education (DPE). 2024. *Annual Primary School Statistics (APSS) 2024*. Dhaka: Ministry of Primary and Mass Education, Government of the People's Republic of Bangladesh.
[31] BANBEIS, Education Statistics 2023, 42.
[32] Government of Bangladesh, Partnership Compact 2025, 15.

post-recruitment training, and opportunities for structured pre-service preparation remain uneven across primary and secondary levels. In addition, professional development for practicing teachers is often delivered through short training programs with limited opportunities for sustained mentoring, classroom observation, and feedback. These factors reduce the impact of training on classroom practice and constrain improvements in teaching quality. Both analyses therefore identify strengthening teacher preparation, professional development, and teacher support systems as key priorities for improving teaching quality and, ultimately, student learning outcomes in Bangladesh.

2.5. Policies and practices related to the teaching profession

Teacher policy landscape

Despite reforms efforts over the past decade, Bangladesh does not yet have a fully integrated teacher policy framework that coherently links recruitment, preparation, deployment, professional development, career progression, and performance expectations across primary and secondary education. The policy landscape governing the teaching profession in Bangladesh remains fragmented and complex. The most recent National Education Policy (NEP) was endorsed in 2010, and requires updates to adapt to new government priorities, developments in technology and global pedagogical best practices.[33] No comprehensive national teacher policy exists in Bangladesh. In its absence, the national vision of teaching as a profession is currently imprecise. The lack of a strong institutional framework and coherent policy for continuous teacher professional development, supervision, and accountability highlights a significant policy gap, particularly in addressing teacher quality, retention, teacher's employment and working conditions, teacher reward and remuneration, standards, career structure/path, deployment, and overall professional motivation.

Currently, teacher-related provisions are dispersed across various wider sub-sector programs, administrative directives, and institutional practices. These include the Primary Education Development Program (PEDP), Secondary Education Development Programme (SEDP), Secondary Sector Investment Program (SESIP), National Skills Development Policy (2011), TVET reforms, and strategies for madrasah and tertiary education. However, these frameworks often lack alignment, resulting in overlaps, inconsistencies, and gaps in implementation. For instance, teacher training programs across primary and secondary levels often differ in content, duration, and focus, while performance assessment and professional recognition mechanisms are inconsistently applied across sub-sectors.

The teaching profession in Bangladesh is thus governed by a diverse array of policies, guidelines, and acts from the MoPME and MoE. These documents attempt to address key areas such as teacher recruitment, promotion, transfer, training, incentives, and professional standards. Guiding frameworks including the SDG 4 Strategic Framework, the Education Sector Plan (ESP) 2020–2025, the Secondary Teacher Professional Development Framework (TPDF), and the Special Education Needs and Disabilities Framework 2022 —inform teacher policy and practice nationwide. While these documents provide needed guidance, they have not been sufficient for true teacher professionalization. For example, they do not clearly link teacher preparation, induction, training, initial support, and continuous development. They also lack enforceable standards, career pathways, and mechanisms for professional

[33] Government of Bangladesh, *National Education Policy 2010*, 24.

autonomy. Consequently, the present ecosystem has not led to professionalization as it requires a comprehensive and internally aligned teacher policy with structured pathways, recognition of teachers as professionals, and sustained investment.

Expectations for secondary school teachers differ from those at the primary level — and these expectations also vary between government and non-government secondary institutions. The differences are not only in teaching roles and classroom practices, but also in the policy and regulatory frameworks that govern recruitment, qualifications, professional development, career progression, and accountability mechanisms.

Recruitment of teachers in non-government secondary schools is managed by the respective school managing committees, while eligibility is regulated by the Non-Government Teachers' Registration and Certification Authority (NTRCA). In contrast, the recruitment of government teachers follows separate procedures under government authority. Significant disparities persist between government and non-government teachers, particularly in salaries, benefits, and career progression, with the latter relying heavily on the Monthly Pay Order (MPO) system through MoE.

The 2020 Education Sector Analysis highlighted that teacher standards, competency expectations, and career pathways are insufficiently institutionalized and unevenly implemented. A recent DSHE Review of Teacher Policies and Practices, supported by UNESCO, – hereafter referred to as the 2025 DSHE-UNESCO Teacher Policy Review[34] – further identified structural disconnects between recruitment, certification, deployment, and professional development, noting that policy intent has not consistently translated into coordinated implementation arrangements. In particular, sequencing gaps (e.g., recruitment before preparation), limited clarity on professional standards, and weak linkage between teacher competencies and progression undermine system coherence. These constraints indicate that strengthening teacher quality requires not only programmatic interventions but a consolidated Teacher Policy Guideline and a structured Teacher Professional Development Framework (TPDF), with endorsed implementation plans, institutional arrangements, and stakeholder preparedness to support phased national roll-out.

Overall, the absence of a comprehensive national teacher policy or unified professional standards has created a policy vacuum. A coherent, sector-wide approach is needed to harmonize recruitment, professional development, and accountability, thereby ensuring that teaching becomes a respected and attractive profession in Bangladesh.

Pre-service teacher education

NEP 2010 recognizes the critical role of qualified teachers for quality education. It argues that "to ensure the quality of teachers, it is essential to recruit qualified teachers through systematic and transparent recruitment processes on the one hand, and quality pre-service teacher education on the other hand."[35] Despite this policy commitment, pre-service teacher education in Bangladesh has not yet been institutionalized as a mandatory requirement for entry into the teaching profession. The recent ISCED-T[36] mapping of pre-service teacher training conducted

[34] Directorate of Secondary and Higher Education (DSHE) and UNESCO, Review of Existing Teacher Policies and Practices towards Developing a Comprehensive National Teacher Strategy (Dhaka: DSHE, 2025), in press.
[35] Government of Bangladesh, National Education Policy 2010, 24.
[36] UNESCO Institute for Statistics (UIS), International Standard Classification of Education: ISCED 2011 (Montreal: UIS, 2012).

by BANBEIS indicates that there is currently no pre-service teacher training provision prior to entering the teaching profession in Bangladesh.

Currently, B.Ed. and M.Ed. degrees offered by various universities in Bangladesh are available to any willing candidates; however, these qualifications are not required for recruitment. A Bachelor's degree in any subject, not necessarily in education, is mandatory for being granted a teaching job in either primary or secondary school.[37] At the secondary level, a Bachelor of Education (B.Ed.) is not mandatory for entry, though it provides teachers with a higher pay scale.[38] Though some of the teachers complete a degree in education on their own initiative before entering into teaching, most begin their teaching without having formal pedagogical training or adequate professional preparation. Teaching remains a profession that is relatively low in attractiveness in Bangladesh, often failing to attract high-performing graduates and frequently being pursued as a fallback employment option rather than a first-choice career.[39] Strengthening teacher professionalization is widely recognized as an important strategy for improving the attractiveness of the teaching profession and encouraging capable graduates to pursue teaching careers, including participation in structured pre-service teacher education.[40]

Bangladesh has attempted to undertake provision of primary pre-service teacher education over the past decade, including introducing the Diploma in Primary Education (DPEd) and upgrading PTIs under PEDP 4. However, the 2025 DSHE-UNESCO Teacher Policy Review confirms that structural bottlenecks undermine the effectiveness of PST implementation. While policy mandates DPEd certification, implementation gaps remain significant: many teachers begin classroom service prior to completing their diploma, creating a persistent separation between recruitment and preparation. Induction training is short and largely theoretical, with limited practical mentoring. The study also identifies uneven verification of professional credentials prior to posting, contributing to disparities in teacher preparedness across districts. These findings echo concerns raised in ESA 2020 and ESA 2025 regarding theory-heavy training delivery and weak practicum supervision, and highlight a persistent implementation challenge: recruitment and teacher preparation processes remain insufficiently aligned, resulting in many teachers entering classrooms without adequate pedagogical preparation. Past reforms (e.g., PEDP 3 and PEDP 4) began to address structural frameworks, yet have not fully resolved the sequencing of training and job placement, quality assurance, and practice-orientation gaps that slow progress in the primary-school teacher ecosystem. These bottlenecks need to be addressed in future reforms efforts by coherent pre-service models that align primary-teacher recruitment, preparation, practicum, and institutional accountability.

Structural weaknesses in secondary pre-service preparation are even more acute. The 2025 DSHE-UNESCO Teacher Policy Review characterizes the current system as one in which most secondary teachers enter their first class without a teaching degree, confirming that pedagogical certification is not universally required prior to appointment. While Teacher Training Colleges (TTCs) offer both four-year and one-year B.Ed. pathways, access and uptake remain inconsistent, and foundation training for government high school teachers is reported as effectively absent. The study explicitly recommends shifting from reactive in-

[37] Salma Akhter, Diploma in Primary Education (DPEd) Effectiveness Evaluation (Dhaka: Directorate of Primary Education (DPE), Government of Bangladesh, 2020).
[38] Salma Akhter, "Quality Training Crucial for Primary School Teachers," The Daily Star, July 2023.
[39] Government of Bangladesh, Education Sector Analysis (ESA) 2020 (Dhaka: Ministry of Education and Ministry of Primary and Mass Education, 2020), 45.
[40] OECD, TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners (Paris: OECD Publishing, 2019).

service training toward a robust pre-service certification model, highlighting the systemic separation between selection and preparation. While ESA 2020 similarly noted weak practical application of training and non-universal pre-service mandates, the 2025 evidence identifies the root structural constraint: teachers are deployed before professional preparation is completed, and there is no coherent pre-entry competency verification system. Past expansion of TTC capacity and BEd pathways increased training opportunities, but did not establish a unified professional standard, practicum rigor, or institutional quality assurance mechanism prior to classroom entry. Future reform should respond to these trends not by expanding training volume, but by preparing scalable pre-service education models, strengthening institutional arrangements, aligning curricula with competency-based reform, and building system capacity to ensure secondary-school teachers are professionally prepared before deployment.

In this context, a reform of the pre-service teacher education system is both timely and aligned with national priorities. It would support the government's vision of transforming teaching into a profession of choice by ensuring that all prospective teachers—regardless of level or background—receive high-quality, practice-based education and training before entering the classroom. By building on existing policy commitments and institutional frameworks, and addressing implementation bottlenecks through strategic investments and coordination, this initiative would support a politically feasible and technically sound transformation of the teacher education landscape in Bangladesh.

In-service teacher professional development

The NEP 2010 acknowledges that *training* is a core function and requirement for teachers to be able to perform their jobs well.[41] The NEP admits that the existing in-service teacher training system (both at the time of its writing, and to the present) is "traditional, insufficient, certificate-based, loaded with theoretical knowledge, incomplete in practical learning, based on rote learning and conventional testing system" and that "*repetitive demand-driven training* is imperative to develop the professional excellence of the teachers.[42]"

In-service teacher professional development is critically important to teaching effectiveness and students' learning outcomes. Some in-service training programs for primary and secondary teachers are in place in Bangladesh. Primary teachers undergo *mandatory* Continuous Professional Development (CPD) programs, complemented by optional school-based sessions, designed to strengthen pedagogical skills, subject knowledge, and classroom management. In contrast, secondary teachers participate in optional, short-term CPD programs that focus on subject-specific teaching competencies. Consequently, the primary sector benefits from a more systematic and comprehensive in-service framework, whereas the secondary sector's professional development remains limited, highlighting the need for targeted capacity-building interventions.

Until 2023, primary teachers in Bangladesh were expected to complete either the Certificate-in-Education (C-in-Ed) or the Diploma in Primary Education (DPEd), designed and implemented by the National Academy for Primary Education (NAPE) through 67 Primary Teachers Training Institutes (PTIs), though no timeline was prescribed for completion[43],

[41] Government of Bangladesh, National Education Policy 2010, 24.
[42] Ibid
[43] Akhter, DPEd Effectiveness Evaluation, 45.

resulting in most teachers completing the training when already in-service. From July 2023, the 12-month DPEd was replaced with a 10-month in-service Basic Training for Primary Teachers (BTPT). By 2023, 298,753 primary teachers (77.8% of all GPS teachers) had completed one of these programs[44]. The fact that most of the initial qualification training is currently received by teachers who have already been recruited and are in-service has led to them missing actual service time while being out of the classroom to receive this training.

Despite these efforts, research[45] has indicated that the DPEd program, used as in-service training, faced important implementation limitations, such as low emphasis on hands-on and inquiry-based learning approaches, limited development of pedagogical content knowledge, and insufficient assessment capacity among PTI instructors to effectively evaluate teaching practice. Monitoring and mentoring of trainee teachers during school placements was weak and inconsistently structured, reducing the practical impact of training. Professional development for primary teachers was often delivered as short, content-focused events rather than as sustained, practice-oriented learning, with limited follow-up to support classroom application. As a result, gains in theoretical knowledge have not consistently translated into strengthened instructional practice at school level. Moreover, teachers themselves reported inadequate opportunities for professional development as a major barrier to teaching effectively at the primary level.

In 2024, NAPE conducted an effectiveness study of the new BTPT (revised DPEd) program[46] and found that implementation is constrained by an overcrowded training schedule, instructor shortages, delayed distribution of materials, and inadequate ICT resources. These factors contribute to cognitive overload among trainees and limited opportunities for deep skill development. Evening sessions pose additional challenges, particularly for female trainees with childcare responsibilities and those living off-campus, leading to fatigue and reduced time for assignments. While trainees demonstrate strengths in learner-centered teaching and lesson planning, persistent gaps have been observed in formative assessment practices, inclusive education strategies, promotion of higher-order thinking skills, and reflective practice. Weak and inconsistent mentoring during the internship phase further limited effective transfer of training into classroom practice. Thus, the new in-service BTPT program requires further review and revision to address these challenges. The study also points to broader systemic issues in delivery coordination, resource management, and digital integration, suggesting that strengthening CPD requires not only curriculum refinement but improved delivery arrangements, institutional capacity, and more effective use of digital learning management systems to support sustained, practice-oriented professional growth.

Bangladesh has invested substantially in primary in-service professional development through PEDP initiatives, cluster-based training, and thematic programs on inclusive education, ICT, and curriculum reform. However, evidence from the Education Sector Analyses (ESA 2020 and ESA 2025) indicates that CPD remains fragmented, uneven in quality, and insufficiently sequenced across a teacher's career, with limited mentoring and follow-up support to translate training into improved classroom practice. The 2025 DSHE-UNESCO Teacher Policy Review reinforces this diagnosis, noting that training is often short, theory-oriented, and weakly

[44] DPE, Annual Primary School Census (2024), 42.
[45] For example, M. M. R. Talukder, C. Green, and M. Mamun-ur-Rashid, "Primary Science Teaching in Bangladesh: A Critical Analysis of the Role of the DPEd Program to Improve the Quality of Learning in Science Teaching," Heliyon 7, no. 2 (2021).
[46] National Academy for Primary Education (NAPE), Effectiveness Study of the Revised Diploma in Primary Education (DPEd) Programme (Gazipur: NAPE, 2024).

connected to sustained classroom mentoring. Teachers report limited follow-up after training and uneven access across districts, with rural and pre-primary teachers frequently excluded from regular training cycles. In addition, digital learning management systems exist but are not fully integrated or optimized to support continuous, trackable teacher development. As a result, professional learning efforts do not consistently translate into durable improvements in instructional quality. Strengthening CPD therefore requires redesigned delivery arrangements, upgraded and modularized courses, strengthened institutional capacity, integration of teacher learning management systems, and reinforced school-based mentoring and support mechanisms.

At the secondary level, Teachers' Training Colleges (TTCs) and the National Academy for Educational Management (NAEM) provide foundation, leadership, and subject-based training to teachers in government schools (covering only 3% of all secondary-education institutions). National research on secondary teacher training indicates that while TTC-based professional development improves theoretical knowledge, sustained instructional transformation is constrained by limited mentoring, weak supervision, and insufficient alignment between training content and classroom realities.[47]

In secondary education, in-service professional development has largely evolved through project-based and subject-specific initiatives, including Teacher Quality Improvement programs. Although these efforts have expanded access to training, both the 2020 and 2025 Education Sector Analyses highlight persistent weaknesses in system coherence, follow-up support, and the translation of training into improved classroom practice. The 2025 DSHE-UNESCO Teacher Policy Review confirms that CPD remains irregular and unevenly accessible, particularly in rural areas, and is not embedded within a structured, continuous professional pathway. Delivery responsibilities are fragmented across institutions, and practical classroom transformation is constrained by limited instructional supervision, mentoring, and leadership support at the school level. Digital systems to support teacher learning and track participation are not yet fully integrated into a unified professional development framework. Consequently, CPD participation is not consistently linked to competency development, performance recognition, or career progression. Addressing these constraints requires strengthening CPD delivery design, upgrading course content and modalities, building institutional capacity, integrating TLMS platforms, and institutionalizing structured teacher support and mentoring processes at school level.

Addressing these constraints requires a comprehensive review of the current CPD framework and the development of a coherent Teacher Professional Development Framework (TPDF) grounded in clear teacher standards and competencies. This reform should strengthen CPD delivery design, upgrade course content and modalities, build institutional capacity, integrate TLMS platforms, and institutionalize structured school-based support and supervision to ensure continuous professional growth, motivation, and teacher well-being. This is consistent with national priorities, as the government has already established benchmark values for SDG 4.c.1, which emphasizes the need to strengthen teacher education in order to ensure quality learning.

[47] M. A. Rahman, "Effectiveness of the Teachers' Training Programs Offered in the Government Teachers' Training Colleges..." (Master's thesis, University of Dhaka, 2010).

Teacher support

Transforming the teaching profession requires more than just teacher education and professional development. Beyond design and delivery challenges of teacher training, post-training teacher support, academic supervision, and mentorship are extremely weak. Without ongoing follow-up or accountability mechanisms, teachers often revert to outdated teaching methods, limiting the long-term impact of the training.

Transformation of teaching as a profession should involve boosting teacher motivation by developing and implementing holistic and coherent strategies (e.g., policies, frameworks and implementation mechanisms) that address teacher-related issues, such as those outlined in the 2019 Teacher Policy Development Guide[48]. In the area of teacher support, the most crucial areas include teacher recruitment, deployment and retention, in-school teacher instructional support, teachers' working conditions, teacher rewards and motivation, and other support systems, including childcare facilities for female teachers. All of these dimensions are interconnected issues that together make for a well-functioning teacher support system. Evidence from the National Academy for Primary Education[49] shows that female trainees with young children face barriers to attending training, particularly evening sessions and off-campus requirements, which pose a safety threat, – underscoring the need for more accessible and secure professional development arrangements. Stakeholder interviews have confirmed this, with MoPME officials in particular estimating that around 15% of training-eligible primary-school teachers (25-30% of female teachers) are young mothers, and that most of them avoid attending optional training due to lack of childcare options, or – when training is mandatory – their engagement is low, and marked by tardiness and distraction.

The SDG4 Strategic Framework for Bangladesh identifies teacher quality, motivation, and the effective application of pedagogical skills as critical drivers of improved education outcomes. The ESA 2020 further emphasizes the need to strengthen PTIs, NAPE, and NAEM to enhance their contribution to teachers' professional development. However, longstanding challenges related to teacher incentives, particularly their alignment with career progression, performance standards, professional support, and supervision, continue to pose significant concerns. A comprehensive review of teacher policies and initiatives in Bangladesh and the coming Education Sector Analysis (ESA) will reveal more information on teacher-related issues in the coming months.

According to the DSHE-UNESCO Teacher Policy Review report, teacher support systems in Bangladesh remain uneven, particularly in remote and under-resourced areas where teachers often have limited access to practical professional support and mentoring. Weak career structures and limited incentives for teaching in difficult contexts further reduce motivation and retention, while deployment challenges contribute to persistent disparities in staffing across schools. Gender gaps also remain significant, with women underrepresented in leadership roles and facing barriers to deployment, promotion, and participation in professional development opportunities. These challenges are compounded by heavy workloads, limited resources, and weak institutional support structures, all of which constrain teachers' ability to focus on improving classroom practice. Strengthening teacher support systems—including equitable deployment processes, mentoring and academic supervision, and mechanisms for

[48] UNESCO, Teacher Policy Development Guide (Paris: UNESCO, 2019).
[49] National Academy for Primary Education (NAPE), Study on the Effectiveness of Primary Teacher Training and Professional Development in Bangladesh (Mymensingh: NAPE, 2024).

recognizing and incentivizing effective teaching—will be critical to improving teacher motivation and instructional practice.

Additionally, systemic constraints in ensuring sustainable teacher professionalization and support have included limited national budgeting. Over the past decade Bangladesh's education budget has remained effectively stagnant. Although nominal allocations have increased, they have not kept pace with inflation, population growth, or expanding sector needs. The country continues to fall well below UNESCO's recommended benchmarks, allocating only about 1.7–2.0% of GDP and 11–13% of total public expenditure to education. This chronic underinvestment reflects limited prioritization of education as a long-term national investment[50]. Consequently, teacher financing remains constrained by fiscal pressures, fragmented coordination, weak incentive alignment, institutional capacity gaps, and the relatively low attractiveness of the teaching profession

In summary, teacher support systems in Bangladesh remain uneven and insufficiently institutionalized, limiting the impact of both pre-service and in-service reforms. The 2025 ESA highlights continued gaps in instructional mentoring and pedagogical support at the school level, while the 2020 ESA noted persistent inequities in teacher deployment, rural–urban disparities, and limited incentives linked to demonstrated performance. The DSHE-UNESCO Teacher Policy Review reinforces these findings, highlighting inconsistent mentoring, limited structured induction support, and uneven access to professional development opportunities across regions and school types. Current transfer and deployment processes do not consistently ensure equitable distribution of qualified teachers, and career progression mechanisms are not strongly tied to competency development or instructional leadership. Furthermore, while significant investments have been made in teacher development initiatives, sustainable financing mechanisms for professionalization across sub-sectors remain insufficiently integrated into medium-term sector planning. Addressing these systemic constraints requires introducing transparent and equitable deployment and transfer processes, institutionalizing structured mentoring and leadership support models, strengthening teacher recognition and well-being mechanisms, and ensuring sustainable financing arrangements to support phased national implementation of teacher professionalization reform.

3. OVERVIEW OF PRIORITY REFORM

3.1. Importance of teacher professionalization for learning outcomes

Teachers and teaching-learning processes are important predictors of learning. The Bangladesh National Student Assessment (NSA) 2022 showed a correlation between teacher factors and student learning in primary grades[51]. The findings suggest that teacher qualifications and participation in professional development are associated with improved student learning outcomes. However, the assessment did not capture the quality or effectiveness of training, nor did it measure classroom instructional competencies. This underscores the need for a strengthened, diagnostic approach to teacher preparation and professional development that goes beyond qualification status toward demonstrated instructional performance. Other factors, such as teacher motivation, job satisfaction,

[50] "The Unspoken Truth: Bangladesh is Underfunding Its Children's Future," The Daily Star, June 12, 2024.
[51] Directorate of Primary Education (DPE), The National Student Assessment (NSA) 2022: Grades 3 and 5 (Dhaka: DPE, 2023).

friendliness towards students, use of diverse resources, promoting group work, fostering curiosity, and understanding assessment purposes were found to correlate with better students' learning outcomes. On the other hand, teacher vacancies and teachers engaging in non-teaching tasks[52] were found to pull down students' performance. Consistent findings emerge from earlier national analyses. The 2013 World Bank Education Sector Review drawing on NSA 2011 data identified statistically significant associations between teacher qualifications, subject-specific training, use of teaching and learning materials, and primary student achievement.[53] Independent research on primary science teaching further highlights that teacher preparation quality, particularly hands-on and inquiry-oriented components of the Diploma in Primary Education (DPEd) program, is critical for improving classroom practices and, by extension, learning outcomes.

In the absence of a formal pre-service training requirement or government-managed system, research comparing teachers who have completed formal training (e.g., B.Ed programs at Teacher Training Colleges) with those who have not, has found that trained teachers generally score higher in both content knowledge and teaching practice. For example, in a 2016 study, B.Ed. trained mathematics teachers demonstrated stronger content knowledge than their non-trained counterparts on assessment tests in a secondary-school sample in Dhaka, accounting for teachers' personal characteristics. Classroom observations also indicated deeper content knowledge and clearer teaching strategies among trained teachers.[54]

A 2021 study likewise found that secondary school teachers in Dhaka who have completed formal pre-service training demonstrate stronger pedagogical skills and classroom practices than untrained teachers. Trained teachers are more likely to structure lessons coherently, use teaching aids effectively, apply student-engagement strategies, and implement assessment practices aligned with pedagogical principles. They also report greater confidence in classroom management, lesson planning, and formative assessment. In contrast, untrained teachers tend to rely more heavily on lecture-based instruction and show weaker application of interactive and learner-centered approaches. These findings suggest that structured pre-service teacher training contributes positively to both instructional quality and professional confidence, although research also shows that the effectiveness of pre-service training depends on its practical relevance, as well as follow-up classroom support mechanisms.[55]

A wide body of international evidence likewise consistently highlights teachers as the single most important school-based factor influencing student learning.[56] The McKinsey reports (2008, 2010)[57] found that the world's best and most improved school systems succeed by prioritizing teacher quality, strengthening instructional practices, and supporting teacher professional networks. Research shows that the difference between an ineffective and highly effective teacher can amount to a full year of additional student learning[58], with the strongest

[52] Such as administrative duties or external responsibilities, like census and election tasks.
[53] World Bank, *Bangladesh Education Sector Review: Seeding Fertile Ground: Education That Works for Bangladesh* (Washington, DC: World Bank, 2013).
[54] S. Asadullah, "Effects of Teacher Training on Secondary Teachers' Mathematical Content Knowledge in Dhaka, Bangladesh," International Journal of Innovation and Economic Development 2, no. 5 (2018): 40-55.
[55] S. Das, "Pre-service Teacher Training for the College Teachers in Bangladesh," Bangladesh Teacher Education Journal (BTEJ) 1, no. 1 (2025).
[56] E.g., Anna Popova, David Evans, and Violeta Arancibia, Training Teachers on the Job: What Works and How to Measure It, Background Paper to the 2018 World Development Report (Washington, DC: World Bank, 2016), 22.
[57] McKinsey & Company, How the World's Best-Performing School Systems Come Out on Top (New York: McKinsey & Company, 2008).
[58] Eric A. Hanushek and Steven G. Rivkin, "Generalizations about Using Value-Added Measures of Teacher Quality," American Economic Review 100, no. 2 (2010).

benefits for lower-achieving students[59,60]. Rigorous studies, including those cited by the Global Education Evidence Advisory Panel (GEEAP) [61], confirm that interventions such as structured pedagogy, targeted instruction by learning levels, and supportive teacher supervision are among the most cost-effective strategies to raise learning outcomes in low- and middle-income countries.

International best practice emphasizes that teacher professionalization must extend beyond training to include strong enabling systems. High-performing systems such as those studied by OECD demonstrate that teacher effectiveness is linked not only to subject knowledge but also to teaching skills, working conditions, accountability, and leadership. According to the Santiago Consensus[62] from the World Summit on Teachers and reinforced by the ILO High-Level Panel (HLP) Recommendations[63], effective teacher professionalization requires a comprehensive approach that integrates recruitment, continuous development, and support systems. Global commitments such as the Incheon Declaration[64] and SDG 4.c underscore the urgency of expanding the supply of qualified teachers, especially in disadvantaged areas, while ensuring they are motivated, well-supported, and professionally recognized. The evidence is clear: sustainable improvements in learning outcomes depend on comprehensive investments in teacher professionalization, embedded within broader systemic reforms.

3.2. Teacher professionalization as priority reform in Bangladesh

Taken together, national and international empirical studies provide grounded and context-relevant evidence that teacher training, support, and working conditions are closely correlated with quality of instructional practices that are known predictors of student learning. Strengthening these elements through teacher professionalization is therefore expected to enhance teacher effectiveness, motivation, and student learning outcomes.

Teacher professionalization has been identified as a cornerstone reform for transforming Bangladesh's education system, given persistent challenges of low learning outcomes, weak instructional quality, and insufficient teacher preparation. The theory of change underpinning this priority reform, as outlined in the Partnership Compact, recognizes that meaningful progress depends on strengthening both the systems that govern teachers and the capacity of teachers themselves. On the system side, technical assistance will support the development of policies, strategies, standards, and institutional capacity that establish a robust framework for teacher management and professional growth. On the practice side, programs will equip teachers with modern pedagogical skills, enhanced content knowledge, and support for their well-being, enabling them to deliver high-quality instruction tailored to diverse student needs.

[59] D. Sanders, "Keys to Success: How to Achieve Your Goals," Australian Journal of Career Development 7, no. 1 (1998).
[60] William L. Sanders and Joan C. Rivers, Cumulative and Residual Effects of Teachers on Future Academic Achievement (Knoxville: University of Tennessee Value-Added Research and Assessment Center, 1996).
[61] Global Education Evidence Advisory Panel (GEEAP), Cost-Effective Approaches to Improve Global Learning: What Does Recent Evidence Tell Us Are "Smart Buys" for Improving Learning in Low- and Middle-Income Countries? (Washington, DC: World Bank, 2023).
[62] UNESCO, World Summit of Teachers: Final Santiago Consensus (Paris: UNESCO, 2025), https://www.unesco.org/sites/default/files/medias/fichiers/2025/08/world-summit-teachers-final-santiago-consensus-en.pdf.
[63] International Labour Organization (ILO), Recommendations of the High-Level Panel on the Teaching Profession (Geneva: ILO, 2024), https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40ed_dialogue/%40sector/documents/publication/wcms_912921.pdf.
[64] UNESCO, UNDP, UNICEF, et al., Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4 (Paris: UNESCO, 2016).

Together, these systemic and teacher-level improvements are intended to drive higher teacher effectiveness, the most critical determinant of improved student learning.

The reform agenda envisions a comprehensive results chain spanning short-term, medium-term, and long-term outcomes. In the near term, teachers will benefit from enhanced professional knowledge and skills, increased opportunities for collaboration and innovation, and more supportive school environments. Over time, outcomes are meant to broaden into stronger governance and accountability in teacher management, a competency-based teacher framework with standards and quality assurance mechanisms, and the introduction of pre-service training courses with mandatory practicum components. The ultimate vision is to ensure that every classroom is led by a competent, motivated, and well-supported teacher, leading to sustained improvements in student learning outcomes across the country.

To achieve these outcomes, the Compact proposes a set of interlinked outputs. These include scaling professional development opportunities aligned with teacher needs and standards; upgrading Teacher Training Institutes with gender-responsive, inclusive, and climate-smart facilities; developing and rolling out revised curricula and materials for both in-service and pre-service training; and establishing professional teacher networks, supportive supervision systems, and mentoring structures. Long-term outputs also include the finalization of a comprehensive Teacher Professional Development Framework, the establishment of a quality assurance system for teacher education, and the design of an accreditation-based pre-service education program. Collectively, these measures are intended to move Bangladesh toward a teacher professionalization system that is accountable, equitable, and capable of delivering transformative change in student learning.

3.3. Key bottlenecks around teacher professionalization in Bangladesh

A series of national and sub-national stakeholder consultations have been carried out during the Enabling Factor Analysis (EFA), the development of the Partnership Compact (PC), and bilateral meetings identified a set of systemic bottlenecks in teacher professionalization in Bangladesh. These findings are supported by formal analysis including EFA report, ESA 2020, ESA 2025, and National SDG4 Strategic Framework highlighting persistent challenges that constrain teacher motivation, effectiveness and retention.

Local stakeholder consultations and sector-documentation analysis have together informed the scope and strategic priorities of the STG program, addressing the critical structural and institutional barriers that have hindered meaningful transformation in the teaching profession in Bangladesh. The most frequent and noteworthy barriers and bottlenecks noted reiterate the challenges described above, and are summarized as follows:

- ***Fragmented teacher policy framework and institutional responsibilities.*** Teacher management in Bangladesh is characterized by a fragmented policy environment across MoPME and MoE. Multiple policies, regulations, and institutional mandates governing teacher recruitment, deployment, development, and supervision are not fully harmonized. As highlighted in the Education Sector Analysis (2020 and 2025), the Enabling Factor Analysis, and the recent teacher policy review conducted by DSHE-UNESCO, Bangladesh currently lacks a comprehensive and coherent teacher policy framework. The absence of an integrated framework linking teacher standards, initial training, professional development, career pathways, and performance management

limits alignment across the teacher professional cycle and results in inconsistent practices across sub-sectors and institutions. The program addresses this constraint by supporting the development and operationalization of a comprehensive Teacher Policy Guideline and Teacher Professional Development Framework (TPDF) to align teacher standards, professional development pathways, and institutional responsibilities across the teacher professional cycle, and align approaches across MoPME and MoE. These policy instruments will establish a unified structure for teacher professionalization, aligning teacher standards, preparation pathways, professional development systems, and career progression across the education system. Importantly, the frameworks will serve not only as strategic policy references but also as operational guides for the phased implementation of reforms supported under the program, beginning with the piloting of strengthened pre-service education, improved in-service professional development, equitable teacher deployment, and enhanced school-based support systems in the scope of the program. The pilots will clarify institutional roles, coordination, implementation arrangements and mechanisms to ensure long-term system transformation and sustainability. Lessons generated through these pilots will inform the refinement of the policy frameworks and guide their gradual institutionalization and scale-up through national sector programs. In this way, the policy work will provide the institutional foundation necessary to coordinate reforms across sub-sectors, ensure sustainability beyond the program period, and support the long-term transformation of the teaching profession in Bangladesh.

- ***Weak professionalization of the teaching workforce.*** Teaching in Bangladesh is not yet fully institutionalized as a profession with clearly defined expectations for professional growth, recognition, and career advancement. While national policy documents acknowledge the importance of strengthening the status and working conditions of teachers, incentives and professional recognition mechanisms remain limited. This reduces the attractiveness of the profession for highly qualified graduates and weakens incentives for continuous professional development. The program responds to this challenge by supporting the development of professional standards, mentoring and support systems, and mechanisms for recognizing and incentivizing professional growth. These measures will be implemented through institutionalized pilot interventions linking teacher professional development, school leadership support, and teacher motivation initiatives. Evidence from these pilots will inform the refinement of the professional standards and incentive mechanisms and guide their gradual institutionalization and scale-up across the education system, contributing to the long-term professionalization of the teaching workforce.

- ***Limited and fragmented pre-service teacher preparation.*** The absence of structured pre-service teacher preparation across much of the system remains a major constraint to teacher quality. ESA 2020 and ESA 2025 highlight that teacher preparation relies heavily on post-recruitment training (even if it takes on the form of education certificates or diplomas provided by the tertiary system), meaning many teachers enter classrooms without sufficient pedagogical preparation or practicum experience. Existing teacher education programs across PTIs, TTCs, and other teacher training institutions are uneven in quality and often insufficiently aligned with classroom needs, particularly with regard to competency-based pedagogy, inclusive education, and formative assessment practices. Capacity constraints within teacher

training institutions further limit the system's ability to deliver consistent and high-quality preparation programs. The STG program addresses this gap by piloting strengthened pre-service teacher education models with improved curricula, extended supervised practicum, mentoring arrangements, and institutional delivery models to inform phased national scale-up of a PST provision in primary and secondary sub-sectors.

- ***Fragmented and insufficiently effective in-service professional development.*** CPD provision remains limited, insufficiently needs-based, and lacks effective mentoring and follow-up, reducing its impact on classroom practice. These challenges reflect fragmented institutional responsibilities, weak alignment between training and classroom needs, limited capacity of training providers, shortages of qualified trainers and mentors, and weak monitoring systems. Heavy workloads, weak incentive structures, and reliance on project-based financing further constrain participation and continuity, hindering the development of a coherent and effective in-service TPD system. To address these constraints, the program will strengthen CPD delivery systems through upgraded or newly developed training courses, improved delivery arrangements, strengthened mentoring and academic supervision, and improved monitoring of teacher professional development, across the primary and secondary sub-sectors. These reforms will be implemented through pilot interventions that combine structured CPD courses with school-based mentoring and supervision in selected schools. The pilots will generate operational evidence on effective models for delivering and supporting teacher professional development, informing the refinement of the CPD system and guiding its phased institutionalization and scale-up within national teacher development programs.

- ***Weak teacher support, supervision, and mentoring systems.*** Existing supervision and monitoring mechanisms are largely administrative and compliance-oriented rather than focused on improving teaching practice. School inspection systems rarely provide structured pedagogical feedback or mentoring support to teachers. As highlighted in ESA 2020 and the DSHE-UNESCO teacher policy review, the lack of structured academic supervision, mentoring systems, and instructional leadership limits opportunities for teachers to receive ongoing professional guidance and improve classroom practice. The program addresses this gap by piloting strengthened teacher support systems, including structured mentoring, improved academic supervision, and school-based professional support mechanisms. The pilot will test operational models linking school leadership, teacher professional development, and classroom support. Evidence generated through the pilot will inform the refinement and dissemination of national guidelines for teacher mentoring and supervision and support their gradual institutionalization and scale-up across primary and secondary education systems.

- ***Inequitable teacher deployment and workforce management challenges.*** Teacher deployment remains uneven across geographic areas, with persistent shortages of qualified teachers in rural, disadvantaged, and hard-to-reach communities.[65] At the same time, weak teacher management information systems limit the ability of education authorities to monitor staffing patterns, track teacher professional

[65] Directorate of Primary Education (DPE), Annual Sector Performance Report (ASPR) 2021 (Dhaka: Ministry of Primary and Mass Education, 2021).

development, and plan deployment strategically.[66] [67] These challenges contribute to inequitable learning conditions and reduce the system's capacity to respond effectively to staffing gaps. The program responds to this challenge by supporting the development and piloting of more equitable teacher deployment and transfer processes and strengthening workforce management systems, including improved data and monitoring mechanisms. These reforms will be piloted through data-driven deployment tools and institutional arrangements designed to support more transparent and needs-based teacher placement. Evidence from the pilot will inform the refinement and institutionalization of equitable teacher deployment mechanisms and guide their gradual scale-up.

- ***Limited institutional capacity of teacher training institutions (including PTIs, TTCs, UPETCs, LTC).*** Teacher training institutions face capacity constraints that affect both pre-service and in-service training provision. Reviews of the teacher training system highlight challenges including limited instructor capacity, outdated curricula, insufficient practicum supervision arrangements, and limited opportunities for continuous professional development of teacher educators.[68] These constraints reduce the effectiveness of teacher preparation and professional development programs. The program therefore supports institutional capacity strengthening for teacher education institutions, including faculty development, improved training resources, and strengthened quality assurance systems.[69] As part of this effort, the program will support the development of updated training materials and tools aligned with the new pre-service education framework and CPD reforms, and will provide structured capacity development for at least 1,500 teacher educators and education officials across key institutions. These measures will be applied through pilot pre-service and professional development programs in selected institutions, enabling teacher educators and institutional leaders to implement new curricula, practicum models, and training approaches in practice. Evidence generated through these pilots will inform the refinement of institutional arrangements and implementation mechanisms, training approaches, and quality assurance, supporting their gradual institutionalization and scale-up across the national teacher education system.

- ***Weak digital systems for managing teacher professional development.*** Teacher Learning Management Systems (TLMS) across primary and secondary education remain fragmented and insufficiently integrated. Existing platforms have limited interoperability and provide only partial support for tracking teacher participation in professional development, monitoring progress, and supporting data-driven planning for teacher development. The program addresses this gap by upgrading and integrating TLMS platforms and strengthening institutional capacity to use these systems for managing and monitoring teacher professional development. The upgraded system will be applied through pilot professional development programs to track teacher participation, monitor learning progress, and support coordination between training providers and schools. Lessons from the pilot will inform the refinement of the integrated TLMS and support its gradual institutionalization and

[66] World Bank, *Seeding Fertile Ground*
[67] UNESCO, Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms? (Paris: UNESCO, 2023)
[68] NAPE, *Effectiveness Study on BTPT.*
[69] Government of Bangladesh, *ESA 2020*.

expansion as a unified national platform for managing teacher professional development at scale.

- ***Gender gaps and inclusion barriers affecting teacher development.*** Gender disparities persist across the teaching workforce in Bangladesh, particularly in post-primary education and leadership positions. National data indicate that women remain significantly underrepresented in secondary education and leadership roles. In secondary and higher education institutions, women accounted for only about 29 percent of the teaching workforce in 2024- their representation in leadership positions is even lower—often below 25 percent at the secondary level and under 15 percent in higher education—indicating continued underrepresentation relative to student gender parity and system needs. These indicate a significant vertical gender gap in the education system.[70] [71] [72] Barriers affecting women's entry into teaching at the post-primary level further contribute to these disparities. Geographic deployment expectations, and social norms surrounding women's mobility and family responsibilities can discourage qualified female graduates from entering teaching careers. These disparities are particularly evident in areas where most in-service training, career progression opportunities, and leadership pathways are concentrated. Structural barriers further constrain women's participation in professional development and career advancement. Evidence from national surveys and sector reviews indicates that women shoulder a disproportionate share of unpaid care and household responsibilities, which limits their ability to participate in residential training, extended CPD programs, mentoring, and leadership development opportunities. Mobility constraints, safety concerns, and social expectations related to women's domestic roles further restrict access to professional opportunities beyond the immediate school environment. Women also face barriers in progressing to leadership roles due to limited access to mentoring, professional networks, and leadership development opportunities, as well as institutional cultures that often favor male candidates for senior positions.
  In addition, inadequate gender-responsive facilities—including safe accommodation, WASH facilities, childcare support, and accessible infrastructure—create additional barriers for female teachers and teachers with disabilities in accessing teacher training and professional development programs. These constraints contribute to lower participation of women in advanced training and leadership pathways, reinforcing gender disparities in career progression and institutional decision-making. Addressing these structural barriers is essential to strengthening teacher professionalization and ensuring equitable access to professional development opportunities across the teaching workforce. The program integrates gender-responsive measures across teacher preparation, professional development, and institutional capacity strengthening, including improved training facilities, flexible and blended professional learning opportunities, and supportive workplace conditions and training arrangements to enable greater participation of female teachers in professional learning and

[70] Bangladesh Bureau of Educational Information and Statistics (BANBEIS), *Bangladesh Education Statistics 2024* (Dhaka: Ministry of Education, 2024).
[71] UNESCO, *Global Education Monitoring Report 2024: Gender Report: Technology on Her Terms* (Paris: UNESCO, 2024).
[72] World Bank, "Primary education, teachers (% female) - Bangladesh," Education Statistics (EdStats), https://databank.worldbank.org/reports.aspx?source=education-statistics-~-all-indicators.

leadership pathways and to support their entry into and advancement within the education system.

- ***Limited sustainability of teacher development initiatives.*** Teacher development initiatives in Bangladesh have often been implemented through project-based programs led by development partners, with limited institutionalization within national systems and budgets. As noted in sector reviews and the Enabling Factor Analysis[73], many professional development initiatives—including training programs, mentoring initiatives, and digital learning platforms—have depended on external financing and have not always been embedded within the mandates, operational structures, and financing frameworks of national institutions. This has constrained continuity and system-wide scaling of successful approaches once project funding ends. In addition, fragmented institutional responsibilities and limited coordination across agencies responsible for teacher education and professional development further weaken long-term sustainability. The program addresses these risks by strengthening institutional arrangements for teacher professionalization, embedding key functions—such as pre-service preparation, competency frameworks, professional development systems, and monitoring mechanisms—within the mandates of national institutions and designing and piloting institutional implementation mechanisms. Furthermore, the development and institutionalization of a comprehensive, gender-responsive teacher policy guideline will provide a shared vision and framework for all stakeholders, fostering long-term consensus on the management, development, and professional standards of the teaching workforce. By aligning these systems with sector planning and financing processes, the program aims to support the long-term institutionalization and sustainability of teacher professionalization reforms beyond the STG period.

4. PROGRAM DESIGN

4.1. Process of program design

The STG program was developed in alignment with the priority reform identified in the Partnership Compact and its theory of change. The Compact was endorsed by the ELCG in February 2025 in Bangladesh. The process of STG program formulation began during the latter stages of Compact development, and its proposed interventions were drafted and included in the Compact document.

The Compact development process ensured participation of national level government officials from the MoE, MoPME, and their line directorates and other national level education technical agencies. Besides national level officials, divisional, district, sub-district and school level officials, including teachers, teacher trainers, supervisors, administrative managers, development partners and CSO members also actively took part in the process. Two national and 5 sub-national level consultation workshops engaging the above stakeholders were organized in the process of developing the Partnership Compact, to discuss progress, challenges and explore priorities for education in Bangladesh. A total of 438 national, divisional, district and sub-district level officials, supervisors, teacher trainers and teachers participated in these consultations. Based on these consultations, in October 2024, ‘teacher

[73] Government of Bangladesh, *GPE 2025 Enabling Factor Analysis: Bangladesh* (Dhaka: Ministry of Primary and Mass Education and Ministry of Education, 2023).

professionalisation' was agreed upon as the priority reform area for school education in Bangladesh.

Following this, the priority reform area was further defined through more consultation workshops with ELCG members. A list of components, sub-components and activities were identified during these workshops and included in the final Partnership Compact, which was approved by the GPE board in February 2025. Following another round of discussions, four components - (i) policy environment, (ii) pre-service education, (iii) in-service professional development, and (iv) teacher support system – were selected and agreed by the ELCG for the STG program in May 2025. The detailed justification of selecting these four areas of teacher professionalisation is given in Section 4.3 - Program Overview, with the solution approach proposed under this program. A program outline was prepared per GPE's guidelines and submitted to GPE in early June 2025. GPE reviewed the program outline and provided Quality Assurance Review - Phase 1 (QAR1) in late June 2025.

In order to further refine the program design, the Ministries, implementing agencies, grant agents (UNICEF and UNESCO) and the coordinating agency (FCDO) engaged in a series of discussions of GPE's feedback, current political-economy context, government capacity and readiness to implement STG activities. Further, an intensive residential program design workshop was organized in August 2025, where both primary and secondary education ministries and their line directorates, state education officials, as well as teacher educators from central to field levels, primary and secondary school teachers, CSOs and other stakeholders participated actively. Based on the workshop findings, a full STG program document was prepared, containing updated outcomes, outputs, activities, strategies, timelines and budget.

Further to this, the STG program document was shared with both of the education ministries and the ELCG for their review and a validation workshop was organized for their final feedback and inputs. The program document was updated and finalized accordingly. The ELCG endorsed the program document and shared it with GPE for Quality Assurance Review – Phase 3 (QAR3) in October 2025.

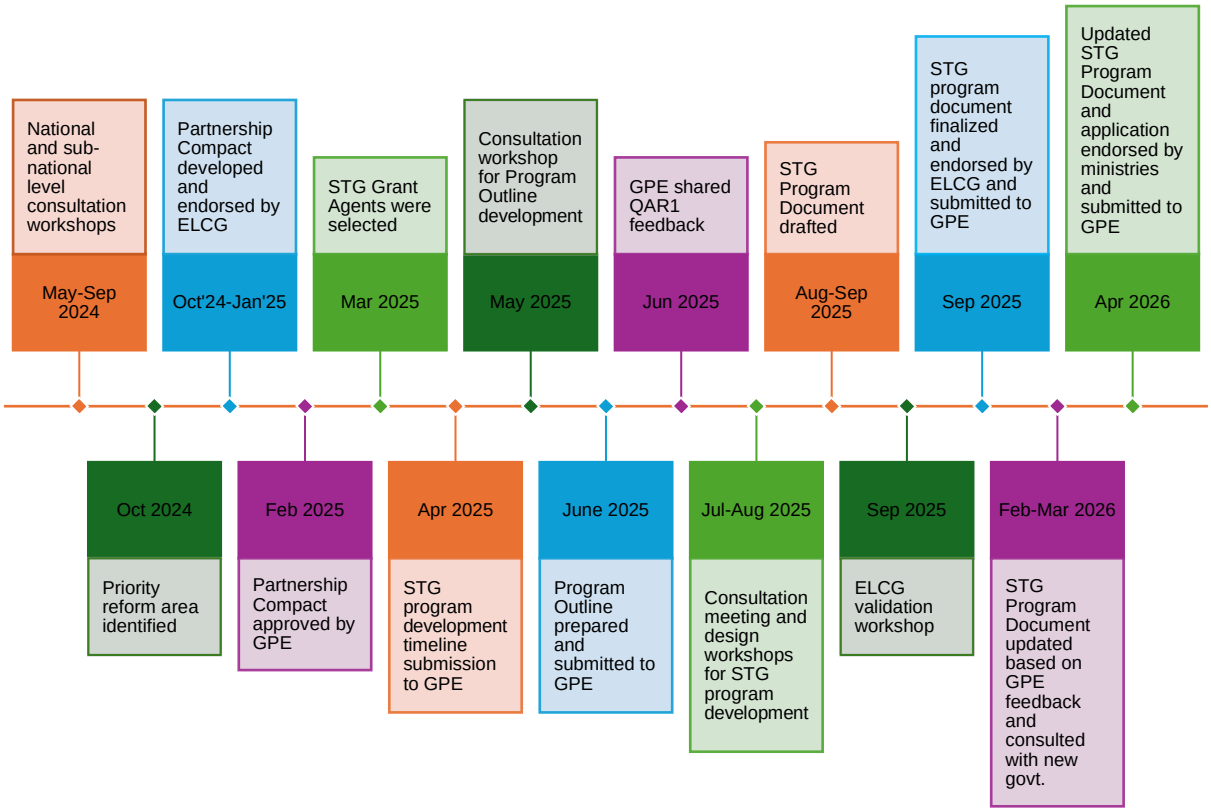
The GPE quality assurance team reviewed the full application package and provided their feedback through a letter followed by a clarification meeting. The ministries, grant agents and coordinating agency incorporated GPE's feedback in the program document and organized consultation meetings with the newly elected government for their review and suggestions. The updated program document, budget and application package were shared with ELCG for their final review. After ELCG's review, the final application package was submitted to GPE for board approval.

Participants' composition in the national and sub-national consultations, design workshops, and review and validation workshops is summarized in the table below.

Type	Agency
Government Counterparts	Ministry of Primary and Mass Education (MoPME)
	Secondary and Higher Education Division (SHED), Ministry of Education (MoE)
	Directorate of Primary Education (DPE)
	Directorate of Secondary and Higher Education (DSHE)
	Directorate of Technical Education (DTE)

Type	Agency
	Directorate of Madrasah Education (DME)
	National Curriculum and Textbook Board (NCTB)
	Bureau of Non-Formal Education (BNFE)
	National Academy for Educational Management (NAEM)
	National Academy for Primary Education (NAPE)
	Bangladesh Bureau of Educational Information and Statistics (BANBEIS)
	Divisional Office of Primary Education
	Divisional Office of Secondary Education
	District Primary Education Office
	District Secondary Education Office
	Upazila Primary Education Office
	Upazila Secondary Education Office
	Upazila ICT Training and Resource Center for Education
	Upazila Primary Education Training Center
	Primary Teacher Training Institute
	Teacher Training College
	Head Teacher from Primary School
	Head Teacher from Secondary School
	Assistant Teacher from Primary School
	Assistant Teacher from Secondary School
	Leadership Training Center
Development Partners	Asian Development Bank (ADB)
	British Council (BC)
	European Union (EU)
	Foreign, Commonwealth and Development Office (FCDO)
	Global Affairs Canada (GAC)
	International Labor Organization (ILO)
	Japan International Cooperation Agency (JICA)
	United Nations Educational, Scientific and Cultural Organization (UNESCO)
	United Nations Population Fund (UNFPA)
	United Nations Children's Fund (UNICEF)
	United States Agency for International Development (USAID)
	World Bank (WB)
Civil Society Organizations	Save the Children International (SCI)
	Campaign for Popular Education (CAMPE)
	Teachers Union
	Universities

A visual timeline of the STG program development is provided below:



4.2. Program goal and objectives

The STG program goal is: To transform the teaching profession in Bangladesh into a coherent, equitable, and gender-responsive high-performing system that supports quality teaching for improving student learning outcomes.

Objectives:

a) To establish an enabling, comprehensive and gender-responsive policy environment for institutionalizing the teaching profession.

b) To establish pre-service education and reform in-service professional development to increase the availability of qualified teachers.

c) To strengthen teacher management and support systems to promote equitable deployment, professional growth, and teacher well-being.

4.3. Program overview

Outcome 1: An integrated, coherent, and operationalized policy environment is supported that aims to achieve an equitable, accountable, and professional management of the teaching workforce across primary and secondary education.

The policy environment for teachers' professionalization in Bangladesh is currently uneven, lacking a comprehensive and unified framework to guide the management and development of the teaching workforce across primary and secondary education. Responsibilities are fragmented across multiple agencies (e.g., MoPME, MoE, SHED, DSHE, DPE, NCTB, TTIs,

NAPE, NAEM). While various initiatives exist under different programs (e.g., PEDPs and SEDP), they tend to be isolated and lack coherence, resulting in inconsistencies in teacher recruitment, deployment, capacity development, in-service professional development, teacher performance and diagnostic review, career progression, equity and inclusion measures. These inconsistencies disproportionately affect schools serving marginalized communities—including rural, char, haor, hill tract, and other hard-to-reach areas—where shortages of qualified teachers and limited professional support further exacerbate learning disparities. The absence of structured performance standards undermines all parts of the teacher professionalization and support system.

Building on these systemic gaps, at present, Bangladesh does not have a unified national teacher policy that holistically addresses the multiple dimensions of the teaching profession across both primary and secondary education. A comprehensive teacher policy guideline will help address these gaps, providing coherent guidance and recommendations to reduce fragmentation and ensure coordinated action among all stakeholders for professional management of the teaching workforce. Key components such as teacher standards, competency benchmarks, professional development structures, and performance assessment mechanisms are either underdeveloped or inconsistently applied across sub-sectors. Moreover, the absence of an integrated implementation framework has led to uneven execution and limited accountability in translating teacher-related reforms into practice. These policy and operational gaps undermine teacher motivation, equity, and instructional effectiveness, and constrain the system transformation needed to improve student learning outcomes.

To address the issues pertaining to the policy environment surrounding teacher professionalization in Bangladesh, the STG program will support the development and institutionalization of an integrated, coherent, gender-responsive system-wide teacher policy framework. The policy framework will explicitly incorporate equity considerations, including strategies to address teacher shortages and uneven teacher deployment in underserved regions, and to strengthen inclusive and gender-responsive teaching practices that support the learning needs of diverse student populations. This includes formulating an integrated gender-responsive teacher policy guideline through intensive participatory processes and consultations designed to foster ownership among the government and other key stakeholders, while addressing potential resistance to change. The guideline will comprise two sections – one for primary and one for secondary and will integrate all key dimensions of the teaching profession: recruitment and retention, deployment, teacher education-initial and continuous professional development, employment and working conditions, reward and remuneration, performance appraisal, career progression, teacher accountability, school governance system including teacher well-being and resilience – across both primary and secondary levels. To operationalize the policy guideline effectively, complementary framework and roll-out plans, relevant tools and strategies will be developed, including a teacher professional development framework accompanied by its own roll-out plan. Robust monitoring and accountability mechanisms for the implementation stage will be considered. The developed guiding documents and frameworks will be disseminated widely, and capacity-building of policymakers and key institutional staff will take place, to ensure system preparedness for practical integration of the new vision, principles, processes and practices. These enhancements aim to establish a policy environment that supports professional growth,

ensures equity, strengthens accountability, and ultimately drives improvements in teaching quality and student learning outcomes.

This outcome will be achieved by developing and institutionalizing a comprehensive, gender-responsive National Teacher Policy that integrates primary and secondary education, covering all dimensions of teacher management, professional standards, and continuous development. The policy will also promote equitable teacher workforce management by strengthening guidance on teacher deployment, professional support, and working conditions in disadvantaged and hard-to-reach areas. To ensure effective implementation, complementary frameworks and roll-out plans will be developed, supported by monitoring mechanisms, capacity-building of institutions, and nationwide dissemination to establish a coherent, equitable, and accountable policy environment.

By aligning teacher standards, preparation pathways, professional development systems, and workforce management practices across ministries and agencies, the policy will provide a shared strategic framework for all stakeholders involved in teacher professionalization. This common framework will help build long-term consensus on the direction of teacher reform and serve as a unified foundation for embedding key teacher development functions within national institutional mandates, sector planning, and financing processes, supporting the sustainability of reforms beyond the program period. By strengthening equitable workforce management and gender-responsive professional standards, the policy will contribute to reducing disparities in teaching quality across regions and school contexts, supporting more inclusive learning opportunities for all students.

The activities under this outcome are aligned to the ***System strengthening*** component of the Partnership Compact Results Chain. Under the ***Policy environment*** input, the corresponding activities/ processes include: *"Develop/ revise teacher policy/ strategy that address entry qualification, recruitment, retention, deployment, transfer, professional development – initial and continuing, workload and autonomy, career strength/path, compensation and rewards, teacher standards, and M&E,"* as well as "*Develop/ revise teacher competencies & professional standards."*

Outcome 2: A pre-service teacher education model is introduced to promote teaching as a career choice and ensure skilled persons enter the profession.

In Bangladesh, the education system does not require teachers to have a pre-service qualification in education at either primary education or secondary education. Though there are some degrees/programs available in education (such as B.Ed., M.Ed.) but having one of these degrees are not mandatory for applying for a teaching job. Moreover, no comprehensive pre-service teacher education model is available in Bangladesh. Though school teaching is the single largest field of employment for college graduates. The common practice is to recruit graduates from any discipline as primary and secondary teachers, and immediately deploy them to schools to begin teaching. Although in-service training and continuous professional development opportunities are available, these are not enough, and quality of this training is not up to the mark. Since school teaching is not considered a highly attractive choice of career for graduates, especially high-performers, the profession often attracts the lowest performing graduates. Establishing a structured, quality pre-service education system is likely to raise the attractiveness of the profession, addressing this established bottleneck and in the long-run, drawing high-quality candidates. The absence of structured preparation disproportionately

affects schools serving disadvantaged communities, where novice teachers are often deployed without adequate pedagogical preparation or support, contributing to persistent disparities in teaching quality and student learning outcomes.

Many newly recruited teachers leave the profession early, underscoring the lack of long-term commitment and career motivation. Gender disparities further compound the problem, with low representation of women among headteachers in primary schools and among both teachers and headteachers in secondary schools. A robust pre-service education framework must address these inequities and actively promote teaching as a viable, long-term career option for women and men equally. The proposed pre-service system will therefore incorporate gender-responsive design considerations, including strategies to encourage greater participation of women in secondary teaching and leadership pathways, while ensuring equal access to professional preparation for both women and men.

Currently, Bangladesh lacks a standardized national pre-service framework, curriculum, or licensing system to ensure that new teachers are adequately equipped for classroom realities. Institutional capacity for delivering structured, high-quality pre-service education remains weak, with minimal coordination among government bodies, training institutes, and other stakeholders. Introducing pre-service qualification and developing a comprehensive pre-service education framework for both primary and secondary levels is critical to professionalizing the teaching workforce and improving learning outcomes of children.

To enable systematic improvement, the STG will support a comprehensive situation analysis and institutional mapping as a foundation for developing an effective and context-responsive pre-service teacher education framework in Bangladesh. The development of the framework will include participatory consultations with practicing teachers, teacher educators, school leaders, and training institutions to ensure that the model reflects classroom realities and responds to the professional needs of teachers. A standardized pre-service education and licensing mechanism will be developed for primary and secondary education, supported by the pre-service education framework and clear implementation roadmaps for both levels of education. Pre-service curricula and training materials will be designed for primary and secondary education. Institutions may require new arrangements in alignment with the framework, and their capacity will be strengthened to deliver pre-service training and manage licensing processes effectively, especially in primary education that is ahead of secondary in terms of their existing pre-service offerings. Particular attention will be given to strengthening institutions that serve disadvantaged regions and expanding equitable access to pre-service preparation opportunities for prospective teachers from diverse geographic and socio-economic backgrounds. Pre-service data will be integrated in the Teacher Management Information System (TMIS). Lastly, strong partnerships among national government entities, academia, and the private sector will be established to ensure coordinated, sustainable implementation of the pre-service education system in Bangladesh.

All these activities will be piloted in selected PTIs, TTCs and Universities, with pilot institutions selected to represent diverse geographic contexts and institutional capacities in order to generate evidence for equitable national scale-up. The pre-service program may be an education degree (Diploma, Bachelor and Masters), such as a one-year degree with a specific focus on teaching at primary and secondary schools. Besides taught courses, practicum hours at school will be built into the program. Certificates will be provided by respective institutions such as NAPE, National University and other universities. All the courses will be designed with

the goal of being accredited by the Bangladesh Accreditation Council (BAC). The BAC will ensure the quality of the courses. Besides this, there will be an institutional arrangement established for piloting teacher licensing mechanisms engaging NTRCA, NAEM and NAPE.

By strengthening entry standards into the teaching profession and ensuring equitable access to high-quality pre-service preparation, the program aims to elevate the attractiveness of teaching as a professional career while improving the preparedness and long-term retention of teachers across the education system.

The activities under this outcome are aligned to the ***Programme*** component of the Partnership Compact Results Chain, with the corresponding activity/ process of "*Capacity building of TTI faculty / teacher educators",* and the ***System Strengthening*** component, specifically the activity of "*Develop the framework for pre-service training."*

Outcome 3: A comprehensive in-service teacher professional development system is introduced and operationalized ensuring equitable access to needs-based and applied professional development opportunities.

In-service teacher training in Bangladesh is currently undergoing a critical transformation to address persistent gaps in teacher quality, training effectiveness, and classroom practices. In the primary education sub-sector, training is primarily delivered through the Fourth Primary Education Development Program (PEDP4), which has introduced a CPD framework. The CPD includes 18 types of training programs ranging from induction and subject-specific training to training on cross-cutting topics, such as ICT and inclusive education.

In the secondary education sub-sector, there is no mandatory in-service training and CPD framework and only a portion of teachers in the secondary system are trained. Training is delivered in a fragmented manner, mostly through project-based interventions led by institutions like the NAEM and TTCs. Access to training is inequitable, leaving many secondary teachers under-trained, with underdeveloped systems to include marginalised groups like female teachers, those with disabilities, or teachers in remote areas. These disparities in access to professional development contribute to uneven teaching quality across the system and disproportionately affect schools serving disadvantaged student populations.

The absence of a comprehensive national policy framework for teacher training undermines the continuity, coherence, quality, and sustainability of in-service programs, weakening their alignment with broader education reforms. Many programs focus on theoretical, generic content that fails to address the diverse needs of learners or teachers' varying experience levels and school contexts. Institutions like TTCs, PTIs, LTC, NAEM, NAPE and the Training divisions of DPE and DSHE face significant capacity constraints, including outdated infrastructure, insufficient staffing, and limited digital resources. Poor inter-agency and/or inter-departmental coordination and delayed funding further lead to rushed, low-impact trainings, compromising quality and long-term sustainability.

Through the STG program, targeted support will be provided to strengthen the in-service teacher training system in Bangladesh by addressing critical gaps in quality, equity, relevance, and sustainability. The program will be based on a comprehensive analysis on existing policy gaps, as well as the strengths and limitations of current in-service training programs. The design of the strengthened CPD system will be informed by consultations with practicing teachers, school leaders, and teacher educators to ensure that training content, delivery

modalities, and professional support mechanisms reflect classroom realities and teachers' professional learning needs. Complementing this, the program will also draw on a detailed mapping of institutional arrangements, and available infrastructure, including digital infrastructure and supporting facilities, serving as the foundation for evidence-based reform intervention. Building on this, and on a phased implementation roadmap, the program will engage in revision and development of training curricula and materials for both primary and secondary education sub-sectors and recommendations for criteria to be met in future curricula and materials for secondary school. The program will also support the upgrading of a Teacher Learning Management System (TLMS) to enable effective delivery, tracking, and management of professional development. Additionally, the STG will support the piloting and first stage of nationwide phased implementation of blended training models, and capacity strengthening of key institutions such as PTIs, LTC, TTCs, NAEM, NAPE and Training divisions of DPE and DSHE. Overall, STG support will lay the foundation for a coherent, scalable, and gender-responsive in-service training system aligned with national teacher standards and education reform priorities.

International evidence indicates that blended learning is a promising modality for expanding equitable access to CPD for teachers. Compared with fully centralized face-to-face training, blended models can reduce travel and time barriers, improve participation by teachers in remote and hard-to-reach locations, and provide more flexible, self-paced learning opportunities. Evidence also suggests that blended delivery can improve cost-efficiency at scale. Research on the Bangladesh government's e-learning platform-based blended TPD model found that blended delivery can dramatically expand participation and reach, and that the costs of online training were under 1% of face-to-face training costs.[74] This modality is expected to expand access to professional learning opportunities particularly for teachers in rural and underserved areas who often face logistical barriers to participating in centralized training.

The STG program will operationalize the reform of the in-service teacher development system through a pilot and targeted implementation of the integrated CPD model across primary and secondary education. Pilot locations will be selected to reflect diverse geographic and institutional contexts, including underserved regions, in order to generate evidence on how the CPD model can effectively support teachers working in different and often disadvantaged school environments. The pilot will test how strengthened training content, blended delivery modalities, and improved institutional coordination can be implemented within the existing teacher training architecture. By linking revised CPD curricula, digital learning platforms, and strengthened training institutions with school-level practice, the pilot will demonstrate how a coherent professional development system can function in practice. Evidence generated through implementation—including participation patterns, institutional roles, and effects on teachers' classroom practice—will inform the refinement and scaling of a national CPD system aligned with teacher standards and broader teacher professionalization reforms. The program will support the initial stage of nationwide implementation of the CPD model and system.

The pilot of the CPD model will be accompanied by a pilot of in-school mentorship support, consistently with international evidence that establishes that effective teacher development

[74] 3Mpower, Designing Blended Learning Programmes Which Impact Teaching Quality and Learning Outcomes, Policy Brief No. 11 (Milton Keynes: EdTech Hub, 2025).

must include ongoing school-based mentoring to produce sustained changes in teaching practice.[75]

The activities under this outcome are aligned fully or partially to many of the activities/ processes under the ***Programme*** component of the Partnership Compact Result Chain, such as: *"Capacity building of TTI faculty/ teacher educators", "CPD curriculum & material development, including for ODL", "Regular updating of TEMIS for training needs assessment."*

Outcome 4: The teacher management and support systems are strengthened to enhance teacher motivation, retention and continuous professional growth.

Bangladesh faces complex challenges in building a well-supported, inclusive and motivated teaching workforce. While some in-service professional development opportunities are available, the country needs a structured comprehensive and institutionalized system for in-school academic supervision, support and mentoring, as well as ensuring teachers' socio-emotional well-being. Teachers often operate in isolation, without regular supervision, professional learning communities, or access to support mechanisms.

Recruitment and deployment policies are not fully responsive to school-level needs, leading to imbalances in teacher-student ratios and regional disparities. Governance systems related to teacher transfer, performance appraisal, promotion, and career progression are fragmented, outdated, and in need of strong coordination. These are further exacerbated by the absence of integrated real-time workforce data systems, limiting effective planning and evidence-based decision-making. These imbalances disproportionately affect schools serving disadvantaged populations, where shortages of qualified teachers and limited access to professional support further contribute to inequities in teaching quality and student learning opportunities.

Gender disparities persist across the profession, most notably in leadership positions—where women are significantly underrepresented as headteachers and institutional leaders. The lack of a structured and equitable career progression framework and gender-responsive support systems disproportionately affect female teachers and reinforces existing inequities.

The absence of childcare facilities and support mechanisms for teachers with young children, particularly mothers, makes it difficult for them to focus during training, as they are burdened with childcare and safety concerns, or have to leave their children at home while they attend lengthy training. Evidence from Bangladesh demonstrates a strong link between gender-responsive workplace support and women's retention, motivation, and performance. Empirical studies show that access to institutional childcare significantly improves productivity and work engagement among female employees while reducing work–family conflict that undermines job satisfaction and employment continuity.[76][77][78] These findings confirm that care-related constraints represent a major structural barrier to women's sustained professional participation across sectors, including education. Unmet family and cultural expectations

[75] Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, *Effective Teacher Professional Development* (Palo Alto, CA: Learning Policy Institute, 2017).
[76] Mustafa Manir Chowdhury et al., "Work-Life Balance of Female Garment Workers in Bangladesh: An Empirical Investigation," Global Journal of Management and Business Research: Administration and Management 15, no. 7 (2015).
[77] S. M. Sayem et al., "Impact of Corporate Daycare Facilities on the Productivity of Female Employees: Evidence from Bangladesh," BUFT Journal of Business & Economics (BJBE) 5 (2024): 381-94.
[78] Mohammad Rahim Uddin et al., "Work-Life Balance: A Study on Female Teachers of Private Education Institutions of Bangladesh," European Journal of Business and Management 5, no. 13 (2013).

create additional tension around their traditional socially ascribed roles. Moreover, there are limitations in reasonable accommodations to address gender-specific needs, undermining teachers' morale and mental well-being as they pursue their careers.

Evidence indicates that employer-supported childcare can significantly improve women's participation, retention, and productivity in the workforce. Studies by the International Finance Corporation[79] and the International Labour Organization[80] show that workplace childcare support enables women to remain engaged in professional activities while also contributing to positive child development outcomes. Global evidence from multiple low-to middle income countries—including those in the region, such as India, Sri Lanka and Pakistan, and beyond, such as Jordan and Fiji, —further demonstrates that investments in childcare and family-friendly workplace policies are important enablers of gender equality. Such measures have been shown to reduce employee turnover and absenteeism while increasing employee satisfaction, productivity, and organizational loyalty. There are few childcare facility models being implemented in Bangladesh specifically in the RMG and development sectors. On-site childcare facilities are established in some RMG factories[81] where children aged 6 months to 6 years attend. Each facility has trained caregivers responsible for childcare, feeding, hygiene and early learning. There is provision of daily routines, including sleeping, playing, and pre-school activities. Basic infrastructure such as resting space, toys, learning materials, and feeding support are available in the facilities. In some centres, breastfeeding corners are also available. This day care centre model has a significant positive impact on female RMG workers and their children by enabling mothers to continue working with greater peace of mind, knowing their children are safe, nearby, and well cared for during working hours. It reduces stress and childcare-related barriers to women's employment, particularly for workers who lack family support in urban areas, and helps prevent children from being sent away to villages or left in unsafe environments. At the same time, the centres support children's well-being and early development through structured routines, nutrition, care, play, and early learning opportunities. Overall, this model contributes to women's economic participation, child protection, and a more supportive and inclusive workplace environment. Similarly, in the context of teacher professional development in Bangladesh, providing childcare facilities at training centers can help remove a significant barrier to participation for teachers with young children—particularly women—thereby supporting more equitable access to training and strengthening the effectiveness of professional development programs.

The lack of gender-sensitive or disabled-friendly WASH facilities, safe transportation, and appropriate residential options at training venues further adds to the challenges of balancing sociocultural expectations with professional development needs. Improving WASH facilities is prioritized because access to safe, gender-responsive and disability-inclusive sanitation is essential for enabling teachers—particularly women—to participate fully in training and professional activities. Evidence shows that safe, private and accessible sanitation supports

[79] International Finance Corporation, *Tackling Childcare: The Business Benefits and Challenges of Employer-Supported Childcare in Bangladesh* (Washington, DC: International Finance Corporation, 2019); and International Finance Corporation, *Tackling Childcare: The Business Case for Employer-Supported Childcare* (Washington, DC: International Finance Corporation, 2017), 15.

[80] International Labour Organization, "Innovative Childcare at the Workplace Enables Women to Participate in the Labour Market in Moldova and Ukraine," June 24, 2024, https://www.ilo.org/resource/news/innovative-childcare-workplace-enables-women-participate-labour-market.

[81] Promila Kanya, "Day care centres inside RMG factories: A blessing for female workers," *The Business Standard* (Dhaka, Bangladesh), April 13, 2021, https://www.tbsnews.net/feature/panorama/day-care-centres-inside-rmg-factories-blessing-female-workers-230938

gender equality, dignity and participation in education and training settings,[82] and that inadequate sanitation facilities can discourage women's participation in educational and workplace environments, particularly during menstruation and caregiving periods.[83]

Bangladesh lacks a comprehensive teacher support system that integrates school-based academic guidance, socio-emotional well-being support, instructional mentoring, and gender perspectives, in line with international standards. Recruitment, retention and deployment policies are limited in addressing institutional needs or ensure equity, particularly for women in leadership roles, teachers in remote or disadvantaged areas, and those with disabilities. Institutional capacity is limited with insufficient training for technical agencies and weak coordination among key stakeholders. Additionally, a comprehensive digital management system for real-time data and accountability, monitoring and evaluation is absent.

To address these gaps, school leaders' capacity will be strengthened through capacity building on teacher well-being support and school-based instructional leadership and mentoring. Strengthening these systems will include mechanisms for teacher participation and feedback, ensuring that mentoring models, supervision practices, and professional support structures reflect the realities teachers face in classrooms and school communities. Particular attention will be given to strengthening leadership and mentoring capacity in schools located in disadvantaged and remote areas where teachers have historically had limited access to professional support.

Furthermore, introducing teacher recognition mechanisms and opportunities for professional growth will reinforce professional standards and increase motivation. Following a rigorous pilot, embedding these reforms, among others, at scale will help establish a resilient, inclusive, and high-quality teaching workforce, ultimately improving learning outcomes across the education system.

Importantly, the school-based support pilot will accompany the CPD model pilot (under Outcome 3), to ensure that school-based academic supervision and support are directly linked to CPD courses. This best practice builds on international evidence, including evidence from randomized and quasi-experimental studies, that firmly establishes that effective teacher development must include ongoing school-based mentoring to produce sustained changes in teaching practice and lead to improved student learning outcomes.[84] Research examining teacher development initiatives in low- and middle-income countries, including Bangladesh, likewise highlights school-based teacher development models, where mentoring support occurs directly in classrooms, as more effective than external training alone.[85]

Crucial to the implementation of all the reform initiatives planned in the STG program is sustainable national financing. While financial commitments cannot be currently pursued due to the political transition that the country is undergoing, a roadmap for financing teacher professionalization will be drafted as part of the grant-funded activities. This will contribute to sustainability of the planned reform efforts and ensure that funding will be available to scale up the reforms that will be piloted through the program. The financing roadmap will also

[82] World Bank, "Menstrual Hygiene Management Enables Women and Girls to Reach Their Full Potential" (Washington, DC: World Bank, 2019).
[83] UNICEF and UNESCO, *State of the World's Hand Hygiene: A Global Call to Action to Make Hand Hygiene a Priority in Policy and Practice* (New York: UNICEF and UNESCO, 2021).
[84] Darling-Hammond, Hyler, and Gardner, *Effective Teacher Professional Development.*
[85] S. Akhter, *"Teachers' Perceptions of the Primary School Curriculum in Bangladesh,"* The Curriculum Journal 23, no. 3 (2012): 405.

consider strategies to ensure sustainable investment in teacher support systems serving disadvantaged regions and schools with the greatest need.

The activities under outcome 4 are aligned to the ***Programme*** component of the Partnership Compact Result Chain, including addressing the "education budget" input and such activities/ processes as: "*Developing supportive supervision/ monitoring/ capacity of teacher supervisors"* and "*Establishing teachers' wellbeing & psychosocial support system."*

In summary, the STG aims to support the implementation of the transformative agenda articulated in Bangladesh's Partnership Compact. Central to this agenda is the reform and strengthening of teacher professionalization. To this end, the STG will support a range of focused and targeted interventions aimed at elevating the teaching profession and enhancing its overall contribution to student learning outcomes. Ultimately, the program seeks to build a motivated, well-prepared, and equitably deployed teaching workforce that is empowered to drive improved student learning outcomes across Bangladesh.

4.4. Program Interventions

Outcome 1: An integrated, coherent, and operationalized policy environment is supported that aims to achieve an equitable, accountable, and professional management of the teaching workforce across primary and secondary education.

Output 1.1: System is prepared for phased roll-out of a comprehensive gender-responsive Teacher Policy Guideline

- **Activity 1.1.1. Development of Teacher Policy Guideline**: This activity involves the development of a comprehensive gender-responsive Teacher Policy Guideline that provides an overarching framework to govern all aspects of the teaching profession across both primary and secondary education. The policy guideline will be designed to address the existing fragmentation in teacher management and professional development by establishing a unified and coherent framework that aligns policies, roles, and responsibilities across institutions and sub-sectors. The policy guideline will address teacher recruitment and retention, deployment, teacher education – both initial and continuous professional development, – career structure/pathways, teachers' employment and working conditions, teacher reward and remuneration, teacher standards/ competencies, teacher accountability/ appraisal, school governance, well-being, support and supervision. It will be developed through a consultative and evidence-based process, informed by an ongoing comprehensive situation analysis of existing teacher policies and practices, including through the gender-disparity lens. This analysis will help identify gaps, strengths, and areas for alignment. The policy guideline will draw on national experiences and global best practices, maintaining coherence with ongoing sectoral reforms. By providing a single guiding framework, the policy will enable coordinated and harmonized implementation of teacher-related interventions that are currently implemented in a fragmented manner across different programs and agencies. By establishing common principles for teacher standards, preparation pathways, professional development systems, deployment, and career progression, the Guideline will help coordinate the roles of key institutions—including MoPME, MoE, DPE, DSHE, NAPE, NAEM, and teacher training institutions—within a coherent national framework for teacher professionalization. It will also provide the

policy foundation for the operational frameworks, institutional arrangements, and pilot interventions supported under the program, ensuring that reforms in areas such as pre-service education, professional development, teacher support systems, and workforce management are implemented in a coordinated and mutually reinforcing manner. By establishing a common framework for teacher professionalization across institutions, the Guideline will provide the policy foundation for integrating key teacher development functions into institutional mandates and sector planning processes, supporting the sustainability and long-term institutionalization of reforms beyond the program period.
The policy guideline will serve as the foundation for sustainable and integrated teacher management reforms, linking policy direction with operationalization through complementary frameworks, implementation strategies, and roll-out plans, ensuring consistency and integration across various sub-sectoral initiatives. The primary purposes of the Guideline are to provide a vision for the teaching profession and to indicate the steps the general-education system can take to move toward a government-approved national Teacher Policy. It will also guide the institutionalization of reforms by embedding key functions and responsibilities within government systems, thereby supporting long-term sustainability and continuity beyond project-based interventions**.** In collaboration with both Ministries, an integrated Guideline document will be developed, based on common principles and vision of the teaching profession relevant to both primary and secondary school. For details and specifics that are unique to each stage of general education, separate sections will be developed for both primary and secondary education.

The Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE) will initiate the Teacher Policy Guideline development and approval process through the formation of a National Technical Committee, chaired by Additional Secretaries and composed of relevant entities from both ministries and their directorates and departments, including other relevant ministries, departments, academics, technical experts and representatives from grant agencies. This committee will conduct a series of consultations with teachers' associations, civil society, professional bodies, government officials and development partners, ensuring that the proposed policy guideline and frameworks are evidence-informed, contextually appropriate, and aligned with stakeholder priorities. These consultations will also help build consensus among stakeholders, which is critical for ensuring coordinated implementation and long-term sustainability of the reforms. Alongside the National Technical Committee, a Steering Committee will be formed, comprising senior officials and chaired by the Secretaries of both ministries, to provide strategic oversight, policy guidance, and high-level coordination throughout the development and approval of the Teacher Policy Guideline.

Following the drafting phase, the proposed policy will undergo rigorous review at various levels of government, culminating in submission to the National Steering Committee for formal approval. This process includes validation and clearance by the relevant oversight bodies, including the audit and law wings under education ministries, thereby ensuring legal soundness and procedural compliance. Moreover, the draft policy guideline will be shared and reviewed by the Education Local Consultative Group (ELCG). After incorporating all the feedback and getting clearance

from the review process, the policy guideline will be formally approved by both the ministries for securing official status, government ownership, and full integration into the national education system, thereby providing the foundation for a coherent, coordinated, and sustainable implementation of teacher professionalization reforms across the sector, including the activities planned under the present program.

- **Activity 1.1.2. Development of phased operational roll-out plans for Teacher Policy Guideline, including monitoring plans:** The activity involves developing phased operational roll-out plans for the Teacher Policy Guideline for primary and secondary education sub-sectors, ensuring aligned, structured and sustainable implementation. The plans will outline clear phases, roles, timelines, and resource requirements, starting with pilot initiatives and scaling up based on lessons learned. They will also include strategies for capacity building, stakeholder engagement, and communication to ensure effective adoption. A variety of relevant stakeholders, including teachers, will be included in the drafting process, to ensure implementation value. This participatory development process will ensure consensus and ownership among key stakeholders regarding the priorities identified for policy implementation and help minimize reluctance toward proposed reforms, while also supporting alignment across institutions and coherent implementation of teacher-related interventions. Comprehensive monitoring plans will accompany the roll-out, respectively, featuring performance indicators, data collection mechanisms, and periodic reviews to track progress and enable evidence-based adjustments. This approach aims to facilitate systematic implementation of the Teacher Policy Guideline while promoting accountability and alignment with national education priorities. The main purposes of the Guideline rollout plans are to outline: (1) specific steps to put in action immediately in both sub-sectors, as implications of the Guideline and its implementation pathways; and (2) to describe the steps necessary to move the Guideline toward government approval as the national Teacher Policy, aligned across the two Ministries.

- **Activity 1.1.3. Establishment of implementation arrangements for phased implementation of the Teacher Policy Guideline as per roll-out plans:** This activity involves establishing ministry-level implementation arrangements to guide the phased rollout of the Teacher Policy Guideline in both sub-sectors. This includes forming committees, coordination units, or other structures that clarify roles, responsibilities, and lines of accountability across relevant Ministries and agencies. These arrangements will ensure that all stakeholders know their respective responsibilities, timeframes, and lines of collaboration, providing a clear framework for coordinated action. Setting up these arrangements will create the foundation for streamlined, transparent, and accountable implementation of the documents. While separate arrangements will be established within the primary and secondary-education sub-sectors, coherence and linkages will be considered to allow alignment between the Ministries throughout reform implementation.

- **Activity 1.1.4. Dissemination of Teacher Policy Guideline and roll-out plans to stakeholders:** This activity focuses on disseminating the Teacher Policy Guideline and the phased roll-out plan to key stakeholders at national, sub-national, and institutional levels. It will include structured communication strategies, stakeholder

workshops, and the development of user-friendly materials to ensure clarity and accessibility. The objective is to build awareness, foster ownership, and promote coordinated action for effective implementation of the policy across the education system.

This will be achieved by reaching at least 103,647 stakeholders, of which 40% will be women (approximately 41,459), through structured dissemination workshops, targeted communication strategies, and the distribution of user-friendly policy materials across national, sub-national, and institutional levels.

- **Activity 1.1.5. Capacity strengthening of policymakers and implementing agencies' staff for Teacher Policy Guideline implementation:** This activity focuses on strengthening the capacity of policymakers to effectively implement the Teacher Policy Guideline. Upon dissemination of the relevant documents to the relevant policymakers, the activity will include targeted orientation sessions, technical workshops, and provision of practical tools to enhance their understanding of the Guideline's objectives, implementation strategies, and monitoring mechanisms. The aim is to equip policymakers with the knowledge and skills required to ensure effective and collaborative implementation. Ground-level implementation of the two documents rests on line-agencies and departments, such as DSHE, DPE, NAPE, NAEM, teacher training institutes, etc. Their staff, including both teaching faculties and managers, will be prepared to support teacher professionalization in line with the Guideline, through trainings, workshops and capacity development initiatives.

  This activity will be achieved by training at least 400 identified staff from MoPME, MoE, DPE, DSHE, NAPE, NAEM, NCTB, NTRCA, BANBEIS, PTIs, LTC and TTCs through targeted orientation sessions, technical workshops, and provision of practical tools. The initiative aims to ensure that at least 80% of these staff, with a minimum of 30% female participation, are equipped with the knowledge and skills required to effectively implement the Teacher Policy Guideline.

Output 1.2: System is prepared for phased roll-out of Teacher Professional Development Framework (TPDF)

- **Activity 1.2.1. Development of phased operational roll-out plans for TPDF:** A Teacher Professional Development Framework (TPDF) will be developed as part of a separate activity (tied to a trigger indicator and described further). Feasible and phased implementation plans will be developed tailored to the primary- and secondary-education sub-sectors, respectively, translating the TPDF into actionable steps. The plans will outline specific strategies for operationalizing key policy elements within the primary and secondary education systems. This includes designing a structured career path for teachers with defined roles, responsibilities, and promotion criteria linked to professional standards and performance. Additionally, they will propose targeted strategies to enhance teacher benefits and well-being - such as incentives for hard-to-reach areas, support for female teachers and young mother teachers, psychosocial support, and workload management - aimed at improving motivation and retention. The plans will also include robust monitoring and accountability frameworks, detailing roles, mechanisms, and indicators to track progress, ensure compliance, and support continuous improvement at all administrative levels. While separate plans are

envisioned for primary and secondary, common principles will be used and alignment ensured for a coherent sector approach to teacher professional development. Importantly, the plan will also contribute and facilitate the implementation of other planned interventions under different outcomes of this program.

- **Activity 1.2.2. Establishment of implementation arrangements for phased implementation of TPDF as per roll-out plans:** This activity involves establishing ministry-level implementation arrangements to guide the phased rollout of the TPDF in primary and secondary education. This includes forming committees, coordination units, or other structures that clarify roles, responsibilities, and lines of accountability across relevant Ministries and agencies. These arrangements will ensure that all stakeholders know their respective responsibilities, timeframes, and lines of collaboration, providing a clear framework for coordinated action. Setting up these arrangements will create the foundation for streamlined, transparent, and accountable implementation of the documents. While separate arrangements will be established within the primary and secondary-education sub-sectors, coherence and linkages will be considered to allow alignment between the Ministries throughout reform implementation.

- **Activity 1.2.3. Dissemination of TPDF and roll-out plans to stakeholders:** This activity focuses on disseminating the TPDF and the phased roll-out plan to key stakeholders at national, sub-national, and institutional levels. It will include structured communication strategies, stakeholder workshops, and the development of user-friendly materials to ensure clarity and accessibility. The objective is to build awareness, foster ownership, and promote coordinated action for effective implementation of the teacher professional development initiatives across the education system.

  This activity will be achieved by reaching at least 103,647 stakeholders, of which 50% will be women (approximately 41,459), across national, sub-national, and institutional levels, including policymakers, regional and institutional authorities, teacher organizations, and ELCG members. Structured communication strategies, stakeholder workshops, and user-friendly dissemination materials will ensure that these stakeholders are fully informed, engaged, and aligned with the phased roll-out of the Teacher Professional Development Framework.

- **Activity 1.2.4. Capacity strengthening of policymakers and implementing agencies' staff for TPDF implementation:** This activity focuses on strengthening the capacity of policymakers in both primary- and secondary-education systems to effectively implement the Teacher Professional Development Framework (TPDF). Upon dissemination of the TPDF and respective roll-out plans to the relevant policymakers, the activity will include orientation sessions, technical workshops, and provision of practical tools to enhance their understanding of the Framework's objectives, implementation strategies, and monitoring mechanisms. The aim is to equip policymakers with the knowledge and skills required to ensure effective and collaborative implementation. Ground-level implementation of the TPDF and its rollout plans rests on the line-agencies and departments, such as DSHE, DPE, NAPE, NAEM, teacher training institutes, etc. Their staff, including both teaching faculties and managers, will be prepared to support teacher professionalization in line with the

Framework, through training, workshops and roundtables. This activity will prepare the groundwork and feed into the following activities on specific implementation of pre-service and in-service teacher education/ development.

This activity will be achieved by training approximately 400 identified staff across MoPME, MoE, DPE, DSHE, NAPE, NAEM, PTIs, LTC, TTCs, NTRCA, NCTB and BANBEIS through targeted orientation sessions, technical workshops, and practical tools. The goal is to ensure that at least 80% of these staff, including 30% women, are equipped with the knowledge and skills to effectively implement the Teacher Professional Development Framework.

Outcome 2: A pre-service teacher education model is introduced to promote teaching as a career choice and ensure skilled persons enter the profession

Output 2.1: Pre-service education model is ready for piloting and scaling

- **Activity 2.1.1. Review of existing national policies, frameworks, strategies, curricula, mapping of institutions and international best practices for pre-service teacher education:** A comprehensive situation analysis and institutional mapping will be conducted which will provide a clear understanding of the current pre-service teacher education landscape in Bangladesh, for both primary- and secondary-school teachers. This includes reviewing existing policies, programs/ curricula (if any), institutional capacities, and teacher needs as well as international best practices. The activity will identify key gaps, bottlenecks, and opportunities for system improvement. The analysis will explicitly assess gender-based barriers in access to pre-service education, including mobility constraints, safety, care responsibilities, institutional culture, and participation of women in leadership pathways within teacher education institutions. It will also map relevant stakeholders, institutions, and regulatory frameworks. This review will also serve as a basis for guidance on whether, or to what extent, pre-service curriculum for primary and secondary will be the same (e.g., fully shared, fully separate, or some common courses and some specialized courses for primary and secondary) as well as the core principles and priorities for pre-service teacher education. This step ensures that the pre-service education interventions are adapted, relevant, responsive to national priorities, and based on evidence.

  In interviews that were part of the STG program preparation, PTIs have reported that the absence of mandatory pre-service teacher training requirements in current teacher recruitment policies undermines their trainees' motivation, leading to low attendance even among enrolled students. The situation analysis will investigate such patterns more deeply, in order to inform not only the design of the pre-service provision, but the need for changes to the teacher recruitment policy requirements.

- **Activity 2.1.2. Development of phased operational roll-out plan for pre-service education model development, piloting and scaling-up:** A Pre-Service Teacher Education Framework will be developed as part of a separate activity (tied to a trigger indicator and described further). An operational roll-out plan to implement the Framework and pilot and scale the associated pre-service model (or models) for primary and secondary education will be developed and endorsed. The plan will establish clear implementation stages, responsibilities, and resource allocations,

alongside measures to strengthen institutional capacity and stakeholder collaboration. It will include a monitoring framework with specific indicators and reporting mechanisms to evaluate effectiveness as part of the pilot, and to assess progress and maintain consistency with national teacher education goals. It will also serve as the guiding document for coordinated implementation across primary-teacher training institutions, should the pilot prove successful and national scale-up is pursued. This step will ensure that the pre-service reform moves from framework design to practical, phased execution in primary education.

It is possible that the roll-out plan will include different steps for primary and secondary education, appropriate to the status of pre-service provision in each sub-sector, as pre-service provision is in earlier stages of integration in secondary schools and more advanced for primary. The rollout plan will focus on developing, piloting and scaling up the developed pre-service model and offering, including steps needed for the selection of the model/s, creating of courses, materials, and establishment of institutional arrangements.

Importantly, MoPME has expressed that it has plans to integrate the new pre-service education model rollout plan into its sector program (PEDP5), informed by the results of the planned pilot. This is a significant step toward institutionalization and sustainability of the pre-service reform, which is also positioned to inform future revisions of teacher recruitment policies, constituting a first move toward mandatory pre-service teacher training in the primary-education sector, and addressing one of the key system bottlenecks – the under preparedness of incoming teachers.[86]

The rollout plan will guide the implementation and evaluation of the pilot under Output 2.2, ensuring that the pre-service model is systematically tested through institutional arrangements, curricula, and materials in selected institutions.

- **Activity 2.1.3. Dissemination of pre-service education model roll-out plans to stakeholders:** Dissemination of the primary- and secondary-education pre-service roll-out plans to relevant stakeholders, respectively, will ensure that stakeholders are well-informed and aligned on the implementation process and timelines (which will likely be very different for primary and secondary education). It will also foster ownership, coordination, and timely support, which are critical for the models' successful adoption and eventual scale-up. Dissemination will also allow for feedback to be collected from the stakeholders, and ensure that stakeholders are prepared for coming changes/ transformation over time, in both sub-sectors.

  This activity will be achieved by reaching at least 128,000 stakeholders, of which 4 0% will be women (approximately 51,200), across national, sub-national, and institutional levels, including policymakers, regional and institutional authorities, representatives of training institutions, and ELCG members. Structured dissemination workshops, communication strategies, and feedback mechanisms will ensure these stakeholders are well-informed, aligned, and prepared for the phased roll-out of the pre-service education models.

[86] In the absence of a formal sector program for secondary school, institutionalization will be promoted through teacher-recruitment provisions in the Teacher Policy Guideline, referencing pre-service training.

Output 2.2. Pre-service education provision (including institutional arrangements, curricula, and materials) is developed and piloted

- **Activity 2.2.1. Preparing institutional arrangement and partnership for pre-service implementation, certification and accreditation:** This activity aims to establish institutional mechanisms and partnerships necessary for implementing pre-service teacher certification and accreditation in both primary and secondary sub-sectors. It will define roles, responsibilities, and coordination structures among key stakeholders to set standards and issue certification, create processes for program accreditation and quality assurance, and define partnerships to deliver accredited programs and practicum. These arrangements will ensure clear role structures and coordination across all actors in the system, and build the foundation for pre-service certification/ accreditation.

- **Activity 2.2.2. Preparing the provision of pre-service curricula, contents and materials:** Course curricula and materials for incoming primary- and secondary-school teachers will be developed to ensure that pre-service teacher education in both sub-sectors delivers the knowledge, skills, and attitudes required for high-quality teaching. The curricula will align with national standards, pre-service teacher education framework, build on inclusive and gender-sensitive approaches, and emphasize practical classroom applications. Training materials (tailored training modules, instructional materials, facilitation guides and a Training of Trainers (ToT) package aimed at strengthening the capacity of teacher educators) will be developed to cover pedagogy, subject knowledge, practicum components, and digital tools. Experts, advanced teachers, and teacher trainers will be involved in co-designing these materials to ensure relevance and usability. This activity will enhance the quality and consistency of pre-service programs and ensure that graduating teachers are classroom-ready and meet professional standards.

  NAPE has recently begun piloting the Diploma in Primary Education (DPEd), a pre-service teacher education program, in a small number of selected PTIs. However, the program is not aligned with a teacher professional development framework or a recruitment policy. As a result, significant areas for improvement are expected to be needed in the institutional arrangements and program design, including curriculum, contents, materials, assessment approaches, etc. UNESCO is currently supporting a review of the program to identify effective practices and key challenges related to teacher readiness and instructional practice. The findings will help inform NAPE and other institutions (including secondary education such as NTRCA, NAEM, TTCs, universities, colleges, etc.) in developing a more holistic, comprehensive and sustainable pre-service teacher education model for piloting under the STG program and forthcoming scaling by the government.

- **Activity 2.2.3. Pilot of the pre-service institutional arrangement/partnership, curricula and materials in primary and secondary education:** This activity will pilot the integrated model of pre-service teacher preparation for primary and secondary teachers, including institutional delivery arrangements, curriculum and instructional materials, and mechanisms for quality assurance and certification. The pilot responds to key constraints identified in recent education sector analyses, including the predominance of post-recruitment teacher training, limited opportunities for supervised

practicum, and the largely theory-oriented nature of existing teacher preparation programs. The pilot will test a model of pre-service teacher preparation that emphasizes practical teaching competence, alignment with national teacher standards as reflected in the new Teacher Policy Guideline and TPDF, and stronger integration between teacher education institutions and schools.

The pilot will be implemented through partnerships among relevant national institutions, including NTRCA, NAPE, NAEM, universities, and teacher training institutes. These partnerships will support the development and pilot-testing of institutional arrangements for delivering and certifying pre-service teacher education programs in TTCs, PTIs and selected university-based teacher education programs. Given that national teacher certification and licensing arrangements are still evolving, the pilot will explore viable institutional models through NTRCA, NAEM and NAPE, and provide recommendations for future national certification mechanisms aligned with the new Teacher Policy Guideline and TPDF.

The pilot will test newly developed pre-service curricula and instructional materials designed to strengthen teacher competencies aligned with national priorities for improving teacher (teaching) quality. In the context of this program, and as mentioned above, teacher (teaching) quality refers to teachers' ability to effectively support student learning through competency-based pedagogy, inclusive and gender-responsive classroom practices, subject-specific teaching methods, formative assessment, and the effective use of educational technologies. The pilot curriculum will therefore emphasize practice-oriented training approaches, including micro-teaching, simulation-based learning, collaborative learning, and reflective practice, combined with supervised school-based practicum.

The program will combine structured coursework with school-based practicum and mentoring to support the development of practical teaching skills and professional competence. Particular emphasis will be placed on strengthening partnerships between teacher education institutions and placement schools to ensure effective supervision and mentoring during teaching practice. This approach addresses the gaps identified by national sector reviews, and reflects international evidence demonstrating that teacher preparation programs that combine coursework with sustained practicum and coaching are more effective in improving teaching practice than training based primarily on theoretical instruction.[87]

The pilot will generate operational evidence on effective models for pre-service teacher preparation in Bangladesh. Through structured implementation, observation, and feedback mechanisms, the pilot will assess the relevance, effectiveness, and practicality of the curriculum, instructional materials, practicum arrangements, and institutional delivery models. The pilot will also examine institutional capacity requirements, including faculty preparedness, mentoring arrangements, data management systems, and quality assurance processes needed to support high-quality teacher preparation.

[87] For example, OECD, A Flying Start: Improving Initial Teacher Preparation Systems (Paris: OECD Publishing, 2019).

A comprehensive evaluation will assess the effectiveness of the pre-service education model across several dimensions of teacher quality and system performance, including: teacher competency development, teaching practice during practicum, and institutional readiness of both teacher education institutions and partner schools to implement the PST program (including instructor readiness to implement the new curriculum). Gender-disaggregated indicators—including enrollment, retention, completion, and participation in leadership roles—will be integrated into the monitoring framework to assess equity outcomes and inform gender-responsive scale-up. Analysis of these data will further help identify structural and institutional barriers affecting women's participation in teacher education, and will inform adjustments to program design, institutional arrangements, and support mechanisms to promote more equitable access to teaching careers during national scale-up.

The pilot will be implemented in 15 government PTIs, 4 government TTCs, and 1 Institute of Education and Research (IER).[88] The selection of institutions will prioritize areas with high concentrations of marginalized children, including ethnic minority and geographically hard-to-reach communities, in order to strengthen teacher preparation capacity in underserved areas. Institutions will be selected based on readiness criteria, including qualified faculty, minimum infrastructure requirements, and demonstrated institutional commitment to implementing pre-service training programmes. Geographic balance and government ownership will also guide the selection process. This approach will enable the program to generate operational evidence on the feasibility of implementing strengthened pre-service teacher preparation models under different institutional and regional conditions, thereby informing future national scale-up.

Partner schools will be selected to support the effective implementation of a supervised teaching practicum. Schools will be primarily located in proximity to participating PTIs, TTCs, and the IER in order to facilitate regular supervision and mentoring by teacher educators. The selection will include a combination of partner schools and existing laboratory or experimental schools affiliated with PTIs and the IER, where available. Selection of partner schools will also aim to expose trainee teachers to diverse teaching contexts, including schools serving disadvantaged communities. This will support the development of inclusive and gender-responsive teaching practices and strengthen the program's contribution to improving teaching quality in schools serving marginalized learners.

Admission to the pilot pre-service teacher education program will target graduates from relevant academic disciplines who intend to pursue teaching as a profession. Candidates will be selected through a competitive admission process administered by the participating institutions to ensure that entrants demonstrate strong academic foundations and motivation to enter the teaching profession. The pilot will therefore test a model that contributes to the broader goal of strengthening professional standards for entry into teaching in Bangladesh.

[88] The TTCs and IER operate under universities. The PTIs operate under NAPE. The selected sample has been proposed by the respective ministries, and comprises roughly ¼ of the total number of pre-service training institutions.

Lessons from the pilot will inform the phased institutionalization of pre-service teacher education within the national teacher-policy framework. The pilot will provide evidence-based recommendations on curriculum design, practicum models, institutional delivery arrangements, certification mechanisms, and system capacity requirements necessary for scaling pre-service teacher education nationally. These findings will support the Government of Bangladesh in strengthening teacher preparation systems to ensure that new teachers entering the profession are equipped with the competencies required to support improved learning outcomes, particularly for students in disadvantaged and marginalized communities.

Output 2.3: Institutional capacity is developed, and stakeholders' awareness is raised to support the scale-up of pre-service education

- **Activity 2.3.1. Development of guidelines for institutions for delivering pre-service, including quality assurance mechanism:** The activity will focus on the development of a comprehensive guideline for institutions delivering pre-service teacher education for both primary and secondary education sub-sectors at scale, with a strong emphasis on ensuring quality and consistency across programs. The guideline will serve as the national reference for the phased scale-up of pre-service education, ensuring consistency, quality, and alignment across institutions as the system expands beyond the pilot phase. The guideline may outline key standards and procedures for curriculum implementation, faculty qualifications, teacher-educators' capacity-development, practicum management, and institutional governance. Additionally, it will incorporate a robust quality assurance mechanism designed to monitor and evaluate the effectiveness of pre-service programs, ensuring alignment with national education standards and best practices. Importantly, the guideline will include practical implementation instructions for institutions, based on the pre-service education framework. This resource aims to support institutions in delivering high-quality teacher preparation, ultimately contributing to improved teaching and learning outcomes.

- **Activity 2.3.2. Development of pre-service education management system that connects all stakeholders for smooth and coordinated management:** A Pre-Service Education Management System (PSEMS) will be developed as a centralized digital platform to enable capabilities such as registering and tracking teacher trainees, managing program and practicum data from training institutions and schools, and providing government authorities with real-time information for planning and quality assurance. The system will be designed to support national-level planning, monitoring, and quality assurance as pre-service education is scaled across institutions. By connecting all stakeholders through a shared database, the PSEMS will ensure transparency, coordination, and evidence-based decision-making in pre-service teacher education. Clear data standards, protocols, and accountability measures will be established to ensure reliability and timeliness. Integration with other national education databases will be supported to improve data flow and usability. For example, the capacity of data entities will be strengthened to ensure they can accurately and consistently integrate pre-service teacher data in the Teacher Management Information System (TMIS).

- **Activity 2.3.3. Preparing teacher educators/ trainers and officials to support pre-service education scale-up:** Institutional capacity will be strengthened to enable the sustained, large-scale implementation of pre-service education programs in primary and secondary education. This includes providing technical support, capacity-building workshops, and tools for curriculum implementation and instructional delivery. Teacher educators at primary and secondary teacher training institutions will be capacitated on the new pre-service education framework, and the standards and operational procedures therein. Capacity development training will also be delivered to administrators and officials from DPE, DSHE, NAPE, NAEM, NTRCA, BAC, NCTB, BANBEIS and other relevant agencies to effectively support the delivery of pre-service teacher education in line with the pre-service education framework and arrangements. This involves training sessions, workshops, and technical support aimed at enhancing their understanding of implementation, institutional management, including licensing or certification, and quality assurance processes. Systems for monitoring, evaluation, and continuous improvement will be established. This activity aims to ensure that institutions are equipped not just in structure but in practice. It is designed to build sustainable capacity for long-term delivery of high-quality pre-service teacher education by strengthening the administrative and leadership capabilities of key personnel.

  To achieve the target, at least 1,500 teacher educators and officials—including staff from PTIs, LTC, TTCs, DPE, DSHE, NCTB, NTRCA, BANBEIS, BAC, NAPE, and NAEM—will be trained through structured capacity-building workshops, technical support sessions, and hands-on training aligned with the new pre-service education framework. These trainings will ensure at least 30% female participation and will focus on curriculum implementation, institutional management, certification processes, and quality assurance to build sustainable capacity for high-quality pre-service teacher education delivery at scale.

  This activity will ensure that institutional and system-level actors are prepared to support the expansion and long-term implementation of pre-service education at scale.

- **Activity 2.3.4. Raising awareness of the stakeholders on pre-service education:** This activity will raise awareness among education officials, school administrators, teacher training institutes, professional associations, community members, and potential teachers on the importance and benefits of pre-service education for teacher preparedness and student learning outcomes, emphasizing its part in establishing teaching as a distinct profession. In addition, advocacy actions specifically to promote positive role models of female educators and leaders. This will be achieved through district- and divisional-level workshops and advocacy materials, including audio, video, and print. The activity will promote teaching as a career one can pursue, encouraging potential teachers to intentionally choose it starting with pre-service education, while ensuring stakeholders understand the value of supporting pre-service teacher training initiatives. Moreover, advocacy will be done with public and private universities so that they can offer pre-service education for school teaching in future.

  To achieve the target of reaching at least 1,000,000 stakeholders, nationwide awareness campaigns will be conducted through district- and divisional-level workshops, along with the widespread dissemination of advocacy materials in audio,

video, and print formats through events, social media platforms, newspaper and television media, etc. These efforts will engage a broad audience—including public and private universities, training institutes, professional associations, government officials, teacher educators, community representatives, and both existing and potential teachers—to promote the value of pre-service education and teaching as a professional career.

The activity will support the national scale-up of pre-service education by building demand, strengthening stakeholder buy-in, and promoting teaching as a professional career pathway aligned with the new pre-service system. Together with the policy frameworks developed under Outcome 1 and the operational evidence generated through the pilot of the pre-service education model, these awareness-raising efforts will help build a shared understanding among government institutions, training providers, and other stakeholders of the importance of strengthening pre-service teacher preparation. This combined process of policy development, pilot implementation, and stakeholder engagement will contribute to institutionalization and sustainability of the reform effort and to the scale-up of the new pre-service teacher education model across the education system.

Outcome 3: A comprehensive in-service teacher professional development system is operationalized and in use, designed to provide equitable, needs-based and applied professional development opportunities.

Output 3.1: In-service teacher professional development courses and delivery arrangements are developed, and staff are equipped to implement them

- **Activity 3.1.1. Design of in-service teacher professional development mechanisms/ arrangements based on a comprehensive review of the existing in-service professional development system and international best practices:** Building onto the evidence gathered in ongoing studies of the teaching profession in Bangladesh, a detailed analysis and mapping of the existing in-service teacher training programs for primary and secondary school teachers will be conducted, including a review of training content, frequency, target groups, and delivery methods, as well as scheduling and other factors that affect female teachers disproportionately.[89] The process will identify strengths, duplication, and gaps in current practices, as well as the institutional roles and responsibilities involved, in both systems. Engagements with key stakeholders, such as trainers, teacher training institutes, and development partners, will be conducted through interviews, focus groups, and consultations. Data from these exercises will inform recommendations for alignment and standardization, adapted for the unique needs of the primary- and secondary-education sub-sectors. Based on the collected evidence, forthcoming new comprehensive, competency-based in-service professional development arrangements and mechanisms will be developed for both sub-sectors, that address diverse teacher needs and promote equity by incorporating differentiated learning pathways and multiple delivery modalities, including face-to-face, online, and blended modalities. Key institutional roles and responsibilities will be clearly defined within both primary and secondary

[89] This analysis will include review of the new BTPT program (mandatory 10-month in-service training), that has shown mixed results in effectiveness.

education, to ensure effective implementation and accountability. Quality assurance mechanisms will be integrated to monitor training standards, outcomes, and feedback. Stakeholder consultations and validation workshops will be conducted to ensure the resulting arrangements are contextually appropriate, inclusive, and aligned with national education priorities, such as those outlined in the Teacher Policy Guideline and TPDF. While the in-service arrangements developed for primary and secondary sub-sectors may differ, they will be aligned through unified principles.

Importantly, the findings of the analysis will inform the primary-education sector plan (PEDP 5). Specifically, introduction of the institutionalization mechanisms and arrangements, as well as the implementation measures that are proposed as a result of the study will be included in PEDP 5 as part of the CPD plan, which MoPME is planning to update. In the secondary-education subsector, introduction of the proposed in-service teacher professional development arrangements and mechanisms will be included in NAEM's institutional plan. Inclusion of the recommended institutionalization arrangements and implementation steps into sector and institutional planning will be a significant step toward sustainability of the recommended changes and transformation of the in-service professional development system beyond the scope of the project.

- **Activity 3.1.2. Upgrading of existing CPD courses, considering blended modality:** Based on the mapping, the existing CPD course contents and training materials used to train primary and secondary-school teachers will be updated, respectively, to ensure alignment with the new Teacher Policy Guideline, TPDF and the developed arrangements for in-service provision (Activity 3.1.1). The training manuals and materials will be revised to reflect current pedagogical practices, inclusive education strategies, digital competencies, as appropriate, and emerging classroom challenges. Materials will be adaptable for various delivery formats (in-person, blended, online) and differentiated to meet the diverse needs of teachers in different contexts, where it is deemed beneficial per the comprehensive review (Activity 3.1.1). While the primary education sub-sector has a larger existing body of CPD courses and materials, with the secondary-education body being more limited and project-based, both offerings will be examined and updated, as appropriate.

  To achieve the target, a comprehensive mapping will assess all available CPD courses against defined criteria to determine their eligibility for upgrade, ensuring alignment with the Teacher Policy Guideline, TPDF, and in-service provision arrangements. Based on these findings, at least 20 of existing CPD courses for both primary and secondary education will be reviewed and either upgraded or discarded, with digitalization and blended modalities integrated to enhance flexibility and relevance, including for teachers working in rural or hard-to-reach areas. Moreover, the digitalization of CPD courses and materials is a critical step to ensure sustainability of the intervention across the primary and secondary sub-sectors, as it makes the upgraded course content accessible on an ongoing basis beyond the project lifetime.

- **Activity 3.1.3. Design of new CPD courses, considering blended modality:** This activity focuses on the development of new Continuing Professional Development (CPD) courses designed to address the evolving needs of in-service teachers and education professionals, to complement the existing (upgraded) offering for both primary- and secondary-school teachers. The courses will be developed with flexibility

in mind, incorporating blended modalities—combining in-person and online learning—where appropriate or necessary to enhance accessibility and engagement. This new content will be developed to address needs identified in the comprehensive review (Activity 3.1.1). Content will be aligned with national education priorities and pedagogical advancements, ensuring relevance and practical application in classroom settings. The initiative aims to support ongoing teacher growth, improve instructional practices, and strengthen the overall quality of education through sustained, adaptable professional learning opportunities.

To achieve the target, criteria for new CPD courses will be established in 2026 to ensure alignment with the TPDF principles and the in-service teacher professional development mechanisms. Based on these criteria and the needs identified in the comprehensive review, at least 16 new CPD course packages will be designed and digitized, with course modalities incorporating blended models as recommended to support flexible, high-quality professional learning for primary and secondary teachers, including for teachers working in rural or hard-to-reach areas. As stated above, digitalization of the new CPD courses is envisioned as a significant contributor to sustainability of the CPD system in the long-run.

- **Activity 3.1.4. Capacity development of teacher-educators/trainers and officials to deliver new/upgraded CPD courses:** Strengthening the capacity of the trainers and other types of teacher educators is critical to ensure quality in-service training delivery. A capacity needs assessment will be conducted to identify skill gaps in content knowledge, facilitation techniques, and use of digital tools, where appropriate. Based on the identified needs and the content in the upgraded/ new CPD courses, training programs for teacher educators of both primary- and secondary-school teachers will be designed and delivered. This investment in human resources is essential for maintaining high standards in CPD delivery overall, and for ensuring that the educators are ready to deliver the approaches in the new CPD courses specifically. This activity also aims to build the capacity of supervisors and managers responsible for integrating the new CPD curriculum and courses into the teacher-training institutions in the primary- and secondary-education sub-sectors, ensuring effective implementation and sustainability of the upgraded teacher training system. In addition to the capacity development carried out under this activity, a plan will be designed to cascade the training to remaining relevant stakeholders. The activity directly supports system-wide capacity building and will align with broader education sector goals reflected in the Teacher Policy Guideline, TPDF and other key system documents.

  Training packages and materials will be developed based on a capacity needs assessment, ensuring alignment with the content and delivery methods of the new and upgraded CPD courses. Digital versions of the training materials will be made available to the system to be used for training on an ongoing basis beyond the project timeline.

  At least 1,500 teacher educators, trainers, and officials—including approximately 40% women[90]—will be trained to effectively deliver and support CPD across the primary

[90] In the existing teacher educator and officials pool, female staff comprise approximately 20%. The targeted proportion of female trainers is an estimate, prioritizing female trainers to promote females in leadership roles, and is subject to their actual availability.

and secondary education sub-sectors, using the training materials developed. This will build up system-wide capacity for high-quality in-service teacher development.

- **Activity 3.1.5. Pilot and targeted implementation of new/ upgraded CPD provision:** Following the development of the CPD framework, course materials, and capacity-building of trainers[91] under Activities 3.1.1–3.1.4, the program will pilot the new and upgraded CPD provision in selected primary and secondary schools. The pilot will test the relevance, effectiveness, and operational feasibility of the proposed CPD delivery model, including course content, delivery modalities, and institutional arrangements for in-service professional development. The pilot responds to key system challenges identified in recent education sector reviews, including low quality, theory-based courses, fragmented and project-based in-service training provision, limited alignment between training and classroom needs, insufficient follow-up support after training, and uneven access to professional development opportunities across regions and teacher groups. The pilot will test a model of in-service teacher professional development that emphasizes competency-based learning aligned with the Teacher Policy Guideline and the forthcoming Teacher Professional Development Framework, and stronger integration between formal training and school-based professional support.

  Trained teacher educators and trainers will deliver a selection of the newly developed and upgraded CPD courses to teachers of relevant subjects and grades in 192 primary and 192 secondary schools, using the blended learning modality, chosen for scalability, cost-efficiency and reach. This sample will include three primary and three secondary schools for each of the 64 districts in Bangladesh. The pilot schools will be selected to represent a range of geographic and socio-economic contexts, including urban, rural, and hard-to-reach areas, as well as schools serving high proportions of marginalized learners and employing high ratios of female teachers. This sampling approach will allow the program to assess the effectiveness and adaptability of the CPD model across diverse school environments and teacher populations. It is estimated that at least 4,000 teachers will be engaged in the CPD pilot across the selected schools.

  The CPD courses will focus on strengthening teacher competencies identified as priorities in sector analyses and national policy frameworks, including competency-based pedagogy, formative assessment, inclusive and gender-responsive teaching practices, subject-specific instructional strategies, and effective integration of educational technologies. The courses will be delivered using flexible modalities through 32 PTIs/UPETCs and 14 TTCs—including face-to-face, blended, and online formats—based on the arrangements defined under Activity 3.1.1, in order to expand access to professional learning opportunities and support participation by teachers working in rural or underserved areas, including female teachers facing mobility or scheduling constraints.

  A key design principle of the pilot is the integration of formal CPD courses with school-based professional support mechanisms, based on international and local evidence that consistently shows that teacher professional development is most effective when

[91] It is estimated that 300 trainers (150 from primary and 150 from secondary) will participate in delivering pilot CPD courses.

training is combined with ongoing, school-based mentoring.[92] Academic leaders from participating schools will therefore be oriented to the pilot CPD courses and prepared to engage in the complementary teacher-support pilot under Activity 4.2.4. This integrated approach will enable the program to test how structured CPD courses can be reinforced through school-based mentoring and instructional supervision, addressing a key gap identified in national sector reviews regarding the limited classroom impact of stand-alone training programs.

Through structured implementation and monitoring, the pilot will generate operational evidence on effective models for delivering in-service professional development in Bangladesh. Monitoring and evaluation mechanisms will assess the effectiveness of the CPD model across several dimensions of teacher quality and system performance, including: teacher participation and completion rates, relevance and applicability of training content, changes in teaching practices, and the effectiveness of follow-up mentoring and instructional support provided at the school level. Gender-disaggregated participation indicators will be integrated to assess equity outcomes and inform gender-responsive improvements to the CPD system.

The pilot will also assess the institutional capacity requirements necessary for scaling CPD provision nationally, including the readiness of training providers, the effectiveness of digital and blended learning modalities, the functionality of quality-assurance processes, and the coordination mechanisms among institutions responsible for teacher professional development. Particular attention will be given to identifying sustainable delivery models that can be institutionalized within the mandates and operational plans of relevant national and training institutions.

Lessons from the pilot will inform phased institutionalization of a strengthened national CPD system aligned with the Teacher Policy Guideline and TPDF. Findings will provide evidence-based recommendations on course design, delivery modalities, institutional responsibilities, and quality-assurance mechanisms necessary for scaling the CPD system across both primary and secondary education.

As the first stage of phased nationwide implementation of the CPD model, 26,000 additional teachers will be capacitated using the revised provisions based on the pilot findings. The teachers will be selected from a range of geographic and socio-economic contexts, including urban, rural, and hard-to-reach areas, as well as schools serving high proportions of marginalized learners and employing high ratios of female teachers. At least 50% will be female teachers[93] and 70% teachers from rural and hard-to-reach areas. The nationwide roll-out of the blended CPD model will be accompanied by in-school support, will be covered by MoE and MoPME, as part of their respective subsector programs such as PEDP5 and SEDP.

The pilot and the first stage of phased nationwide implementation will comprise a foundation for the Government of Bangladesh in strengthening national continuous professional development systems to ensure that teachers receive sustained, high-

[92] For example, World Bank, *World Development Report 2018: Learning to Realize Education's Promise* (Washington, DC: World Bank, 2018).
[93] In primary education, around 65% teachers are female; in secondary education, around 30% teachers are female. The target is representative of the teacher population percentages of female teachers on average.

quality professional learning opportunities throughout their careers, ultimately contributing to improved teaching practice and student learning outcomes, particularly in schools serving disadvantaged and marginalized communities.

Output 3.2. Teacher learning management systems are upgraded and integrated, and staff are equipped to use them effectively

- **Activity 3.2.1. Upgrading of teacher learning management systems:** To support the implementation, management, and monitoring of CPD programs, existing TLMS platforms used by the primary- and secondary-education sub-sectors will be reviewed and necessary adjustments made, in order to support the vision reflected in the Teacher Policy Guideline, the TPDF and the in-service professional development arrangements, and based on the needs identified in the comprehensive review (Activity 3.1.1). The TLMS's will be upgraded for expanded capacity, as well as for ease of use and accessibility, especially for teachers in remote or underserved areas. To be effective in the long term, the TLMS will be interactive, dynamic and interoperable.

- **Activity 3.2.2. Creating an integrated dashboard to connect all the teacher learning management systems:** This activity focuses on the creation of an integrated dashboards to connect and streamline all existing Teacher Learning Management Systems (TLMS) within the primary- and secondary-education systems, respectively. The integrated dashboards will allow teachers within each sub-sector to access professional development opportunities through a single entry point, while enabling ministries and agencies to monitor participation, track progress with a unique teacher ID, and generate system-wide insights for policy and planning. By promoting interoperability and reducing fragmentation, the integrated dashboards will strengthen the coordination, monitoring, and effectiveness of teacher professional development efforts for primary and secondary education, respectively, nationwide. As the two in-service systems are currently quite distinct in their stages of development and means of engagement with teachers and schools, integration between them is not currently foreseen, though operational alignment should be pursued through the integrated dashboard to enable future integration.

- **Activity 3.2.3. Capacity development of teacher-educators/trainers and officials on the use of updated integrated teacher learning management systems:** This activity involves training relevant education officials on the Integrated Teacher Learning Management Systems (ITLMS) developed for the primary- and secondary-education sub-sectors, respectively. The training will focus on enhancing participants' technical understanding and operational skills to effectively navigate, manage, and utilize the ITLMS for monitoring teacher progress, managing professional development activities, and supporting data-driven decision-making. By equipping officials with the necessary competencies, the activity aims to strengthen the implementation and oversight of teacher training initiatives within the digital ecosystem. The single-entry is meant to improve efficiency, transparency, and accountability in managing teacher professional development at all administrative levels.

  To achieve the target, training packages will be developed to build the technical and operational capacity of users to effectively utilize the Integrated Teacher Learning Management Systems (ITLMS) in both primary and secondary education. Using these

packages, at least 1,500 teacher educators, trainers, and officials—including at least 30% female participants—will be trained to manage teacher professional development activities, monitor progress, and support data-driven decision-making through the ITLMS.

Outcome 4: The teacher management and support systems are strengthened to enhance teacher motivation, retention and continuous professional growth, supported by sustainable national financing

Output 4.1: Facilities for teacher training are upgraded as gender-responsive, inclusive and disability-friendly

- **Activity 4.1.1. Development of teacher-training facility improvement plan, based on comprehensive facility assessment (including factors such as safeguarding, gender-responsiveness, inclusion, tech integration, global best practice etc.):** This activity involves conducting a comprehensive assessment of teacher-training facilities (both classroom and residential) used for pre-service and in-service education for primary- and secondary-school teachers, respectively, in order to evaluate their readiness and capacity to deliver safe, high-quality, inclusive, and gender-responsive education. The assessment will cover key areas such as physical infrastructure, safeguarding measures, accessibility, integration of technology where appropriate, and alignment with global best practices and the vision outlined in the Teacher Policy Guideline and TPDF. Special attention will be given to factors promoting equity and inclusion, ensuring that residential and training environments are safe, supportive, and conducive to learning for all, including women (with a special emphasis on mothers of young children) and persons with disabilities. The findings from the assessment are meant to provide critical insights to inform infrastructure upgrades, and resource allocation, aimed at making the teacher training facilities teacher-friendly and thus elevating the status of the profession. The facility assessment will be conducted in all 84 Teacher Training Institutes (inclusive of 67 PTIs, 14 TTCs, LTC, NAPE and NAEM) to develop their facility improvement plan.

  To achieve the target, a comprehensive assessment will be conducted across all 84 Teacher Training Institutes—including 67 PTIs, 14 TTCs, LTC, NAPE, and NAEM—focusing on infrastructure quality, safeguarding, gender-responsiveness, inclusion, and technology integration. Based on the assessment findings, two detailed teacher-training facility improvement plans—one for primary and one for secondary education—will be developed and endorsed by both ministries to guide future upgrades and ensure training environments are safe, inclusive, and aligned with national priorities.

- **Activity 4.1.2: Upgrading of teacher-training institutes with technology-enabled, inclusive and interactive classrooms, inclusive WASH and daycare facilities with maintenance (focus on female-, disabled- and mother teacher- friendly):** All 84 Teacher Training Institutes (inclusive of 67 PTIs, 14 TTCs, LTC, NAPE and NAEM) will be upgraded accordingly, in line with the findings of the facility assessment to provide modern, inclusive, safe and supportive learning environments for all, including female teachers, who use their classroom and residential facilities. Evidence from Bangladesh demonstrates a strong link between gender-responsive workplace support

and women's retention, motivation, and performance. Empirical studies show that access to institutional childcare significantly improves productivity and work engagement among female employees while reducing work–family conflict that undermines job satisfaction and employment continuity. By enabling teachers with young children to participate in training opportunities without compromising caregiving responsibilities, these facilities are expected to increase female participation and completion rates in teacher professional development programs. However, upgradation will not be uniform, but will use the individual facility improvement assessments to consider level of need. Investments will focus on equipping classrooms with technology to enable interactive teaching, where appropriate, on improving WASH facilities to be gender-responsive and disability-friendly, and on establishing daycare facilities to provide services to support female teachers who are mothers of young children, – with considerations of appropriate maintenance to ensure sustainability.

All 84 Teacher Training Institutes—including 67 PTIs, 14 TTCs, LTC, NAPE, and NAEM—will be upgraded based on their individual facility improvement assessments to ensure gender-responsive, disability-friendly, and technology-enabled environments. These upgrades will include the installation of interactive classroom technology, inclusive WASH facilities, and daycare centers, ensuring safe, modern, and supportive spaces for teacher development across both primary and secondary education sectors.

Monitoring data will be collected during the implementation of facility upgrades to assess the effectiveness of childcare support in improving participation of female teachers and inform future policy decisions regarding cost-effective mechanisms for supporting women's professional development.

Output 4.2: Equitable teacher deployment and school-based support systems are established in primary and secondary education

- **Activity 4.2.1. Designing and introducing equitable teacher deployment and transfer process for primary and secondary school teachers:** This activity focuses on updating deployment and transfer strategies to promote fairness and enable strategic, need- based distribution of the teaching workforce. The deployment and transfer process will also be gender-responsive to promote equitable placement and career progression for female teachers. A key priority is ensuring equitable deployment/ transfer, particularly to maintain a balanced number of working teachers in each school, with special attention to schools in remote and underserved areas. Digital monitoring systems for teacher deployment and transfer for primary- and secondary-school systems will be developed and operationalized to track teacher postings, vacancies, and transfers in real time. The systems will be supplemented by data-driven needs, using inputs from school mapping, teacher databases and other reliable data sources. Analytical tools will be applied to identify regional gaps and teacher surpluses.

  Capacity of the relevant officials on equitable deployment and transfer process will be built through training on the principles and operational procedures of an equitable teacher deployment and transfer system. The training will aim to build capacity in using

data-driven tools and frameworks to ensure fair, transparent, and needs-based placement of teachers across regions and schools. Emphasis will be placed on addressing disparities related to gender, geography, and school-level demand to promote equity and improve learning outcomes. By equipping officials with the necessary knowledge and skills, the activity supports the development of a more balanced and accountable teacher workforce distribution system, aligned with national education equity goals.

To achieve the target, training programs will be conducted for at least 500 education officials at national and subnational levels—including at least 30% women—focused on the principles, tools, and procedures for equitable teacher deployment and transfer. These sessions will build institutional capacity to apply data-driven, transparent, and gender- and equity-sensitive approaches to teacher placement, supporting a fairer and more effective distribution of the teacher workforce across primary and secondary schools.

- **Activity 4.2.2. Development of teacher motivation and well-being support processes for primary and secondary schools:** Enhancing teacher motivation and professional pride is critical for the teaching workforce to be committed to their profession. Informed by a review of existing support mechanisms in primary and secondary schools, specific guidelines will be developed for school-based teacher support and wellbeing, followed by activities strengthening the effectiveness of the mechanisms for their implementation by headteachers. The support mechanisms will embed socio-emotional support to address teacher well-being, motivation, and resilience, particularly for those working in remote or challenging environments. The support mechanisms will have clear guidelines and standards for female teachers and young-mother teachers especially in their workplace and professional development institutions.

  A gender-responsive incentivization and recognition structure will be established, including guidelines, criteria and processes defining how excellence in teaching is identified and rewarded, while ensuring equitable opportunities for female teachers' motivation, recognition, and leadership progression. A structured system of teacher rewards, such as certifications, awards, and opportunities such as exposure or learning visits, will be developed to celebrate outstanding performance and commitment. Diversified institutional leadership may be integrated, with emphasis on creating inclusive, supportive, and gender conscious school environments, where leadership can be shared and taken up by promising teachers, including females and possibly retired teachers, as part of their professional growth and development path. Depending on the outcomes of the review of existing support mechanisms, a policy development process may be supported for teachers to purchase necessary ICT materials to support their teaching, in easy-loans or at low interest rates, enhancing teachers' motivation to use upgraded materials and tools in teaching.

  As part of the development of teacher well-being support processes, minimum standards for gender-responsive and inclusive workplace conditions for schools (e.g., WASH, childcare, and teacher workspace and connectivity) will be developed. These conditions will be operationalized and tested in selected pilot schools to assess their

role in supporting teacher motivation, participation in professional development, and retention (see Activity 4.2.4).

Partnerships and communication campaigns will support implementation and promote success stories to inspire the wider teaching community. Due to the distinctness of the primary- and secondary-school systems, separate teacher-support processes and mechanisms will be designed and introduced to the respective schools; however, unified and aligned principles will govern them, with joint development where possible, to cut costs and achieve coherence.

- **Activity 4.2.3. Strengthening school-based academic supervision and mentorship.** School leadership is critical to improving teaching quality and student learning outcomes. National sector analyses point to a gap between teacher CPD, where it has been provided, and classroom practice, attributing it to a weak system of in-school teacher support. International evidence likewise consistently confirms that professional-development training alone is insufficient, and that ongoing mentoring and school-based support are key to sustained instructional improvement[94]. The activity aims to re-define and institutionalize clear roles of school leadership (e.g., headteachers, assistant headteachers, senior teachers in supervisory roles) in academic supervision and mentoring, ensuring they are equipped to provide instructional guidance and support to their teaching staff, consistent with identified teachers' professional-growth areas and focus of their CPD training. To ensure this, processes for school leaders' engagement with teachers' CPD will be mapped out, and guidelines for teacher support will be developed and shared with relevant stakeholders. Orientation will be carried out for pilot school leaders, upazila-level teacher supervisors in positions such as Upazila Primary Education Officer (UPEO), Upazila Secondary Education Officer (USEO), Assistant UPEO, Assistant USEO, Academic Supervisor, Instructor and Assistant Instructor of the Upazila Primary Education Training Center (UPETC).

- **Activity 4.2.4. Piloting of teacher support systems (academic supervision and mentoring, teacher wellbeing and motivation) in selected schools:** This activity will pilot the comprehensive gender-responsive teacher support systems developed through Activities 4.2.2-4.2.3, in selected primary and secondary schools, combining strengthened academic supervision and mentoring with teacher well-being and motivation initiatives. As part of the pilot, guidelines and processes for diversified leadership, incentivization and recognition of teaching excellence, will be evaluated on the extent to which promoting these teacher-friendly workplace practices leads to enhanced teachers' motivation, retention, and professional growth with a specific focus on female teachers.

  Importantly, school-leader academic supervision and mentorship guidelines and processes, including their connection to the system of CPD, will be pilot-tested on the leaders' ability to provide school-based support, and the effectiveness of this support in strengthening teachers' instructional practices in the classroom. As part of the pilot,

[94] For example: (a) OECD, TALIS 2018 Results (Volume I), 45. (b) Education Endowment Foundation, Effective Professional Development (London: EEF, 2021). (c) Popova, Evans, and Arancibia, Training Teachers on the Job, 45. (d) Matthew A. Kraft, David Blazar, and Dylan Hogan, "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence," Review of Educational Research 88, no. 4 (2018): 547–88.

the leaders will undergo training on how to deliver instructional support to the teachers, and will be familiarized with the CPD courses chosen for the pilot under Activity 3.1.5.

To achieve the target, 192 primary and 192 secondary schools, serving high numbers of marginalized and hard-to-reach learners and demonstrating need for strengthened teacher support, will be carefully selected to participate in the pilot, with a detailed methodology designed to implement and assess the aforementioned teacher-support systems and guidelines. The pilot schools will be equipped to function as teacher-supportive learning environments, providing the minimum conditions required for effective participation in CPD, school-based mentoring, and to enable teachers' well-being, including access to digital connectivity to support blended CPD models, dedicated equipped teacher workspaces to enable lesson preparation and collaboration, gender-responsive and inclusive facilities (including WASH and childcare considerations where feasible), and essential teaching and learning materials to support competency-based instructional practice.

These inputs will be integrated into the pilot of the teacher support system as enabling conditions to assess how improved working environments influence teacher motivation, retention and instructional practice, and to generate evidence on scalable models and minimum standards to inform the development and national rollout of an integrated teacher support system.

The selected pilot schools will also take part in the pilot of the CPD courses under Activity 3.1.5, to ensure alignment between teachers' professional development training and the follow-up mentorship and in-school support they receive from their academic leaders. Thus, this pilot will holistically test a CPD system, which will include both courses and school-based support.[95]

Output 4.3: Sustainable national financing for teacher professionalization interventions is strengthened

- **Activity 4.3.1. Carrying out a study of the financing and investment needs of the teacher professionalization reform:** A study will be carried out jointly by MoE and MoPME on the overall education sector budget, expenditure, bottlenecks and ways forward with specific focus on the financing and investment needs of the teacher professionalization reform, such as policy implementation, pre-service training, CPD, in-school support, digital database maintenance, teacher incentivization and deployment/ transfer measures. The study will include considerations for investment and actual utilization of the budget on teacher development to understand the situation and future investment requirements. The analysis will assess the adequacy, efficiency, and equity of spending, identifying underfunded areas and utilization bottlenecks, and considering the new interventions introduced by the teacher-professionalization reform. Additionally, a teacher projection analysis will be conducted by each Ministry to estimate the year-by-year financing needs required to recruit, retain, and continuously support the teaching workforce. This will include forecasting costs related to teacher salaries, professional development, and incentives. The financing analysis

[95] In-school academic mentoring and support (informed by the findings of the pilot under Activity 4.2.4) is planned to be provided to 26,000 teachers enrolled in the first stage of phased nationwide implementation of the CPD model, using government budget funds, per commitment by MoE and MoPME.

will apply a gender-responsive lens to assess whether current and projected investments equitably support female teachers' recruitment, training, retention, and career progression. The analysis will be grounded in demographic trends, student-teacher ratios, and policy targets. Evidence-based projections will inform more realistic and sustainable budgeting for both Ministries, guiding national education financing strategies and ensuring long-term support for teacher quality and system transformation.

- **Activity 4.3.2. Developing sustainable financing roadmap for teacher professionalization:** A comprehensive and sustainable financing roadmap for both the primary- and secondary-education sub-sector will be prepared to support teacher development over the short, medium, and long term. The roadmap will incorporate gender-responsive financing to ensure that resources are allocated to address gender-related barriers in the teaching profession, including equitable access to initial training, professional development and opportunities for leadership and career advancement. The roadmap will align with reforms envisioned under the STG and financial requirements for institutionalizing the reforms. It will explore the current funding sources, gaps, and cost projections for teacher professionalization. Strategies will be proposed to mobilize and optimize domestic resources, improve budget efficiency, and explore complementary financing from development partners. The roadmap will include phased investment plans, risk mitigation strategies, and monitoring mechanisms. This will provide a structured approach to financing teacher professionalization in both sub-sectors and ensure long-term sustainability of investments in teaching quality.

A detailed implementation schedule outlining the sequence of activities is attached in ***Appendix 1***.

4.5. Lessons learned and reflected in project design

The design of the STG program builds on lessons learned from previous reform efforts, national studies and sector analyses in Bangladesh, including the Education Sector Analyses (ESA 2020 and ESA 2025), the 2025 DSHE-UNESCO Teacher Policy Review, the NAPE evaluation of the DPEd program, and evidence generated through PEDP implementation and other teacher-development initiatives. These experiences provide important insights into both the progress made and the persistent structural challenges affecting teacher professionalization in Bangladesh. Key lessons reflected in the program design include:

- ***Fragmented policy and institutional arrangements have limited effectiveness.*** Recent sector analyses show that teacher recruitment, deployment, professional development, support, and career progression are governed through multiple policies and institutions that are not yet fully aligned. Previous reform efforts have often been hampered by fragmented, and sometimes conflicting, policies from different ministries. A key lesson is that isolated reforms, including isolated policy upgrades, are unlikely to produce sustained system-wide change. The STG therefore prioritizes the development of a coherent and comprehensive national framework for teacher professionalization, including a Teacher Policy Guideline and Teacher Professional Development Framework, to better align teacher standards, development pathways,

and institutional responsibilities, and to ensure that all aspects of teacher professionalization are governed by a coherent and unified vision.

- ***Effective teacher preparation requires integrated pre-service systems linking recruitment, training, and school-based practicum.*** Bangladesh has taken steps to strengthen pre-service teacher education, including the introduction of the DPEd program and investments in PTIs under PEDP reforms, as well as the expansion of B.Ed. programs through TTCs. These initiatives established important foundations for professional teacher preparation. However, recent studies indicate that implementation gaps remain significant. In many cases, teachers begin classroom service before completing formal pedagogical preparation due to a lack of formal requirement. In the degree programs that do exist, practicum supervision and mentoring remain insufficient. The lesson is that strengthening teacher quality requires a coherent pre-service preparation model that is aligned to teacher recruitment, includes training through hands-on experience, and builds in institutional accountability. The STG therefore pilots integrated pre-service teacher education models that combine coursework, supervised practicum, and mentoring, while generating operational evidence for scalable institutional arrangements.

- ***Teacher professional development must move beyond short-term training events.*** Experience from teacher development initiatives in Bangladesh—including PEDP-supported training programs, cluster-based professional development, and subject-specific training delivered through TTCs and other institutions—has expanded access to teacher training across the system. However, sector analyses and recent studies indicate that many training initiatives have been delivered as short, stand-alone workshops with limited follow-up support, resulting in limited and unsustained improvements in classroom practice.[96] [97] The key lesson is that teacher development must be structured as a continuous, career-long process that combines formal training with opportunities for reflection, mentoring, and classroom application. The STG program therefore prioritizes the development of a coherent system of ongoing in-service professional development aligned with the Teacher Professional Development Framework (TPDF), while also strengthening the pre-service teacher preparation system for coordinated, holistic effect on the teacher throughout the duration of the professional cycle.

- ***Training alone is insufficient without school-based teacher support.*** Evidence from sector studies indicates that training programs are most effective when complemented by mentoring, instructional supervision and support at the school level[98]. In Bangladesh, however, school-based support systems are not fully developed, and supervision often focuses on compliance rather than instructional improvement. The lesson is that teacher professional development must combine formal training with sustained classroom support. Research on teacher development approaches in BRAC schools likewise highlights the importance of ongoing professional support, including mentoring, feedback, in addition to regular training, as

[96] World Bank, *World Development Report 2018: Learning to Realize Education's Promise* (Washington, DC: World Bank, 2018).

[97] UNESCO, *Global Education Monitoring Report 2017/18: Accountability in Education: Meeting Our Commitments* (Paris: UNESCO, 2017).

[98] World Bank, *WDR 2018;* UNESCO, *2017/18 GEM Report.*

mechanisms for strengthening teachers' professional practice and classroom teaching.[99] The STG design therefore integrates CPD reforms (under Outcome 3) with strengthened school-based mentoring, instructional supervision, and teacher support mechanisms (under Outcome 4) to reinforce the application of new pedagogical practices in classrooms.

- ***Strengthening teacher motivation and professional recognition is essential for improving teacher performance.*** Experience from education reforms and sector analyses in Bangladesh shows that professional development initiatives alone are insufficient to improve teaching quality when broader professional incentives and support structures remain weak. Recent studies highlight that teachers often face limited opportunities for career progression, recognition of professional excellence, and participation in instructional leadership roles. Underdeveloped performance recognition mechanisms reduce teachers' motivation to invest in long-term professional growth. The key lesson is that strengthening teacher quality requires a supportive professional ecosystem that recognizes teaching as a profession, provides opportunities for leadership and career development, and promotes teacher motivation and well-being. The proposed STG program prioritizes the development of structured teacher recognition, growth and well-being support mechanisms to strengthen motivation, retention, and professional engagement across the teaching workforce.

- ***System transformation requires an integrated approach.*** Recent sector reviews consistently show that challenges affecting teacher quality are interconnected, spanning policy, teacher pre-service preparation, professional development, support, deployment, and institutional capacity. A system-focused, holistic and interconnected approach is essential. Piecemeal interventions that focus on only one part of the system (e.g., only curriculum, or only teacher training) have not produced lasting change. The most critical lesson is that the entire ecosystem must be addressed simultaneously. The STG's holistic design reflects this by addressing the interrelated areas of policy, pre-service education, in-service development, and teacher support systems in a coordinated way to enable true system transformation.

- ***Gender barriers and equity considerations must be addressed intentionally within teacher professionalization reforms.*** Recent analyses highlight persistent gender disparities within the teaching workforce, particularly at post-primary levels and in leadership roles. Female teachers face barriers related to mobility constraints, childcare responsibilities, safety concerns, and limited access to residential training and leadership opportunities. Evidence from the NAPE DPEd study also shows that training schedules and delivery arrangements can disproportionately affect female teachers. Previous initiatives often overlooked the specific barriers faced by female teachers. The key lesson is that gender equity will not improve without deliberate policy and program design measures. In addition, disparities in teacher preparation, professional development, and support often affect schools serving disadvantaged populations, including rural and hard-to-reach communities, where learning gaps are most pronounced. Reflecting these lessons, the STG integrates equity considerations across its design and implementation. It promotes inclusive and gender-responsive

[99] M. T. Islam, "Teacher Development Approaches and Strategies in BRAC Nobodhara School," *International Journal of Learning & Development* 6, no. 1 (2016): 52.

pedagogy and ensures that teacher preparation, professional development, and mentoring initiatives reach educators working in underserved contexts. Through these measures, the program aims to reduce disparities in teaching quality and contribute to more equitable learning outcomes for all students.

- ***Teacher participation is essential for designing effective and sustainable professionalization reforms.*** Past reform initiatives have sometimes been designed primarily at policy and institutional levels without sufficiently incorporating the perspectives and practical experiences of teachers and school leaders. Evidence from teacher development initiatives globally and within Bangladesh shows that reforms are more effective when teachers are actively engaged in shaping professional development systems, training content, and support mechanisms.[100] The STG program therefore incorporates structured consultation and participatory design processes with teachers, teacher educators, and school leaders during policy development, framework design, and pilot implementation. Feedback mechanisms during pilot phases will ensure that lessons from classroom practice inform the refinement and scaling of reforms, strengthening both the relevance and sustainability of teacher professionalization efforts.

- ***Institutional ownership and coordination are essential for sustainable reform.*** Past reform experience shows that initiatives driven primarily through externally supported projects are less likely to be sustained unless embedded within national institutions, policies, and sector planning processes. The lesson reflected in the STG design is that sustainable reform requires strong government ownership and institutional coordination across ministries, training institutions, and regulatory bodies. The program therefore emphasizes institutional arrangements, validation processes, and integration of reforms into sector plans such as PEDP 5 and institutional plans of key national agencies.

- ***Long-term impact requires predictable domestic financing.*** Sector analyses and the Enabling Factors Analysis highlight that many teacher development initiatives in Bangladesh have relied heavily on project financing and have not always been fully integrated into long-term government budgeting frameworks. The STG program therefore includes a dedicated focus on strengthening sustainable national financing for teacher professionalization, to ensure that pre-service and in-service teacher development and support are maintained, scaled, and institutionalized beyond the project period. Output 4.4 specifically addresses long-term sustainable national financing of priority reform.

Effective reform requires communication, awareness, and stakeholder engagement. Past reform experience has shown that a lack of awareness-raising among relevant stakeholders, particularly those who are the users and receivers of the reform, creates mistrust and lower buy-in for transformative initiatives. For instance, the curriculum reform in 2021 was not consistently supported by the stakeholders, especially by the teachers and parents. One of the main reasons behind it was inadequate communication, sharing, awareness-building, absence of campaigns, etc. ESA 2025 notes that rapid reforms can place pressure on teachers and schools if system capacity and understanding are not sufficiently built.

[100] UNESCO. *Teacher Policy Development Guide.* Paris: UNESCO, 2015.

Considering this experience, the STG includes a participatory development process that involves consultation with key stakeholders, along with awareness raising, campaign and advocacy-related activities, including wide dissemination of new policies and programs as core components of implementation, ensuring stronger buy-in among teachers, school leaders, communities, and education institutions.

5. THEORY OF CHANGE

The Theory of Change (ToC) for the STG program can be summarized as follows:

IF teaching is established as profession supported by enabling policy environment and regulatory frameworks,

IF pre-service teacher education is established, aligned with improved, equitable teacher recruitment and deployment,

IF teachers are supported with updated, data-driven in-service professional development, and

IF teachers are supported with adequate gender-responsive school-based instructional and wellbeing support, quality training facilities and sustainable financing,

THEN a greater, more equitable supply of skilled professional teachers will enter and stay in the workforce,

LEADING TO improved effective teaching-learning processes that will enhance learning outcomes of all school-aged children.

ASSUMPTIONS:

- Political and institutional commitment to system-wide policy reform remains strong.
- Continued alignment with national policy.
- Coordination across sub-sectors and directorates is effective.
- Available technical expertise.

Theory of Change: Tabular Format

Issues Addressed	Inputs/ Activities	Outputs	Outcomes	Impact
Lack of a coherent national framework for teacher policy; Fragmented institutional governance of the teaching profession	**Activity 1.1.1.** Development of Teacher Policy Guideline **Activity 1.1.2.** Development of phased operational roll-out plans for Teacher Policy Guideline, including monitoring plans **Activity 1.1.3.** Establishment of implementation arrangements for phased implementation of the Teacher Policy Guideline per roll-out plans **Activity 1.1.4.** Dissemination of Teacher Policy Guideline and roll-out plans to stakeholders **Activity 1.1.5.** Capacity strengthening of policymakers and implementing agencies' staff for Teacher Policy Guideline implementation	***Output 1.1:*** *System is prepared for phased roll-out of a comprehensive gender-responsive Teacher Policy Guideline*	**Outcome 1:** An integrated, coherent, and operationalized policy environment is supported that aims to achieve an equitable, accountable, and professional management of the teaching workforce across primary and secondary education	The teaching profession in Bangladesh is transformed into a coherent, equitable, and high-performing system that supports quality teaching for improved student learning outcomes.
Lack of unified teacher standards, a structured performance appraisal framework and clear professional growth pathways	**Activity 1.2.1.** Development of phased operational roll-out plans for TPDF **Activity 1.2.2.** Establishment of implementation arrangements for phased implementation of TPDF per roll-out plans **Activity 1.2.3.** Dissemination of TPDF and roll-out plans to stakeholders **Activity 1.2.4.** Capacity strengthening of policymakers and implementing agencies' staff for TPDF implementation	***Output 1.2:*** *System is prepared for phased roll-out of Teacher Professional Development Framework (TPDF)*		

Issues Addressed	Inputs/ Activities	Outputs	Outcomes	Impact
Absence of a defined national model for pre-service teacher education across primary and secondary education	**Activity 2.1.1.** Review of existing national policies, frameworks, strategies, curricula, mapping of institutions and international best practices for pre-service teacher education **Activity 2.1.2.** Development of phased operational roll-out plan for pre-service education model development, piloting or scaling-up **Activity 2.1.3.** Dissemination of pre-service education model roll-out plans to stakeholders	***Output 2.1:*** *Pre-service education model is ready for piloting and scaling*	**Outcome 2:** A pre-service teacher education model is introduced to promote teaching as a career choice and ensure skilled persons enter the profession	
Lack of institutional partnerships, program structures, and curricula required to implement pre-service teacher education.	**Activity 2.2.1.** Preparing institutional arrangement and partnership for pre-service implementation, certification and accreditation **Activity 2.2.2.** Preparing the provision of pre-service curricula, contents and materials **Activity 2.2.3.** Piloting of the pre-service institutional arrangement/partnership, curricula and materials in primary and secondary education	***Output 2.2.*** *Pre-service education provision (including institutional arrangements, curricula, and materials) is developed and piloted*		
Weak governance, quality assurance mechanisms, and institutional capacity to manage and sustain pre-service teacher education programs	**Activity 2.3.1.** Development of guidelines for institutions for delivering pre-service, including quality assurance mechanism **Activity 2.3.2.** Development of pre-service education management system that connects all stakeholders for smooth and coordinated management	***Output 2.3:*** *Institutional capacity is developed, and stakeholders' awareness is raised to support the scale-up of pre-service education*		

Issues Addressed	Inputs/ Activities	Outputs	Outcomes	Impact
	Activity 2.3.3. Preparing teacher educators/trainers and officials to support pre-service education scale-up **Activity 2.3.4.** Raising awareness of the stakeholders on pre-service education			
Fragmented and insufficiently structured in-service teacher professional development provision	**Activity 3.1.1.** Design of in-service teacher professional development mechanisms/arrangements based on a comprehensive review of the existing in-service professional development system and international best practices **Activity 3.1.2.** Upgrading of existing CPD courses, considering blended modality **Activity 3.1.3.** Design of new CPD courses, considering blended modality **Activity 3.1.4.** Capacity development of teacher-educators/trainers and officials to deliver new/upgraded CPD courses **Activity 3.1.5.** Pilot and targeted implementation of new/ upgraded CPD provision	***Output 3.1:*** *In-service teacher professional development courses and delivery arrangements are developed, and staff are equipped to implement them*	**Outcome 3:** A comprehensive in-service teacher professional development system is operationalized and in use, designed to provide equitable, needs-based and applied professional development opportunities	
Fragmented and weakly integrated Teacher Learning Management Systems (TLMS) for managing in-service	**Activity 3.2.1.** Upgrading of teacher learning management systems **Activity 3.2.2.** Creating integrated dashboard to connect all the teacher learning management systems	***Output 3.2.*** *Teacher learning management systems are upgraded and integrated, and staff*		

Issues Addressed	Inputs/ Activities	Outputs	Outcomes	Impact
professional development.	**Activity 3.2.3.** Capacity development of teacher-educators/trainers and officials on the use of updated integrated teacher learning management systems	*are equipped to use them effectively*		
Inadequate and insufficiently gender-responsive and inclusive infrastructure in Teacher Training Institutions (TTIs), creating barriers to equitable participation in teacher training	**Activity 4.1.1.** Development of teacher-training facility improvement plan, based on comprehensive facility assessment (including factors such as safeguarding, gender-responsiveness, inclusion, technology integration, global best practice etc.) **Activity 4.1.2:** Upgrading of teacher-training institutes with technology-enabled, inclusive and interactive classrooms, inclusive WASH and daycare facilities with maintenance (focus on female-, disabled- and mother teacher- friendly)	***Output 4.1:*** *Facilities for teacher training are upgraded as gender-responsive, inclusive and disability-friendly*	**Outcome 4:** The teacher management and support systems are strengthened to enhance teacher motivation, retention and continuous professional growth, supported by sustainable national financing	
Inequitable teacher deployment, particularly shortages of qualified teachers in rural and hard-to-reach areas, and weak school-based systems for teacher support, supervision, and motivation	**Activity 4.2.1.** Designing and introducing equitable teacher deployment and transfer process for primary and secondary school teachers **Activity 4.2.2.** Development of teacher motivation and well-being support processes for primary and secondary schools **Activity 4.2.3.** Strengthening school-based academic supervision and mentorship. **Activity 4.2.4.** Piloting of teacher support systems (academic supervision and mentoring, teacher wellbeing and motivation) in selected schools	***Output 4.2:*** *Equitable teacher deployment and school-based support systems are established in primary and secondary education*		

Issues Addressed	Inputs/ Activities	Outputs	Outcomes	Impact
Lack of sustainable financing for teacher professionalization, with heavy reliance on donor-funded or project-based initiatives	**Activity 4.3.1.** Carrying out a study of the financing and investment needs of the teacher professionalization reform **Activity 4.3.2.** Developing sustainable financing roadmap for teacher professionalization	***Output 4.3:*** *Sustainable national financing for teacher professionalization interventions is strengthened*		

6. PRINCIPLES OF PROGRAM DESIGN

6.1. Gender and inclusion hardwiring

The STG program will mainstream Gender Equality and Social Inclusion (GESI) across all components, with a strong emphasis on transforming the teacher development system to ensure equitable access to quality education and professional growth for all, particularly women, young mothers and individuals from marginalized and vulnerable communities.

Equity and teacher participation are embedded as core principles in the design and implementation of the teacher professionalization reforms supported by the STG program. Recognizing that disparities in teacher quality and professional support disproportionately affect schools serving disadvantaged populations—including those in rural, char, haor, hill tract, and other hard-to-reach areas—the program prioritizes equitable access to teacher preparation, professional development, and mentorship opportunities. Gender-responsive considerations are integrated throughout the reform process to address disparities in the teaching workforce and strengthen inclusive classroom practices that support diverse learners.

The reform process will also actively involve teachers and school leaders through structured consultations, participatory design processes, and feedback mechanisms during pilot implementation, ensuring that teacher policy, pre-service education, and continuous professional development systems are grounded in classroom realities and respond to teachers' professional needs.

Gender equity will guide all teacher-related reforms, including pre-service training, recruitment, continuous professional development, deployment, transfer, mentoring, appraisal, leadership development, supervision, and career advancement. Targeted support measures—such as childcare provisions, flexible training schedules, and safe mobility options—will enhance retention, motivation, and career progression for women teachers, particularly young mothers. Intersectional barriers affecting teachers from rural areas, ethnic minority groups, or with disabilities will also be addressed to ensure equitable access to professional growth and leadership opportunities. Additionally, various assessments planned under different program outcomes will analyze gender disparities to inform evidence-based actions and track progress toward equity.

The aim is to build a diverse, inclusive teaching workforce that reflects and responds to the varied needs of learners. The STG program will also work on establishing support mechanisms for young mother teachers so that they can continue their teaching and take part in the professional development opportunities with proper motivation and concentration. In addition to that, the program will work on increasing supply to females in teaching and female teachers in school leadership roles.

To achieve this, the STG program will align with international frameworks such as the UN System-wide Action Plan on Gender Equality (UN-SWAP) which will guide the development of gender-responsive and inclusive teacher policies, frameworks, competency standards, and training guidelines. A key focus will be the systematic collection and use of sex- and equity-disaggregated data to identify disparities in recruitment, professional development, and

leadership. These insights will drive evidence-based planning, budgeting, and monitoring to address structural barriers and promote equitable outcomes.

In line with SDG targets 4.5 and 5, STG interventions will foster a gender-responsive and inclusive teaching profession that champions equitable learning environments and supports transformative change across the education system of Bangladesh.

6.2. Political sensitivity

It is important to consider the political economy of the country while designing a transformative program. Bangladesh recently held national elections (February 2026), and a new government has assumed office. Although political transitions can sometimes lead to adjustments in sector priorities, consultations with the relevant ministries indicate continued commitment to teacher quality[101], strengthening the teaching profession and advancing teacher professionalization reforms. Many of the key institutional actors involved in the development of this program remain engaged in their roles, supporting continuity in policy dialogue and reform planning.

Nevertheless, the early phase of a new administration may involve administrative adjustments and internal alignment of priorities across ministries and agencies. Such processes can affect the timing of policy approvals and inter-institutional coordination required for system-level reforms. This is particularly relevant for reforms related to teacher professionalization, which involve multiple institutions across the primary and secondary education systems.

To accommodate this context, the program design sequences implementation activities strategically. Initial phases emphasize preparatory and operational activities, while allowing sufficient time for policy development, consultation, and formal approval processes. The program also incorporates extensive stakeholder engagement throughout implementation to ensure broad ownership and sustained institutional commitment. This approach supports continuity of reform while allowing the program to align effectively with government priorities as the new administration consolidates its policy agenda.

6.3. Coherence, complementarity and alignment

The project has been designed with a strong emphasis on coherence, complementarity, and alignment across all sub-components (outcomes) and activities. The four outcomes form a coherent reform package in which policy development and system implementation reinforce one another. Outcome 1 establishes the policy and strategic foundation for teacher professionalization through an integrated teacher policy guideline and the Teacher Professional Development Framework (TPDF). Outcomes 2, 3, and 4 operationalize this framework by strengthening key components of the teacher development system: structured pre-service preparation for new teachers, a coherent in-service CPD system, and strengthened teacher management and support mechanisms. In particular, the school-based mentoring and supervision introduced under Outcome 4 complements the CPD reforms under Outcome 3 by supporting the application of newly acquired skills in classroom practice. Finally, the development of a financing roadmap under Outcome 4 will underpin the scaling and sustainability of all reforms by enabling the long-term institutionalization of teacher professionalization policies and systems.

[101] Teacher quality was presented as a priority agenda in the elected government's election manifesto.

Interventions are sequenced so that each activity builds on preceding steps (as reflected in the implementation plan), ensuring that reforms reinforce one another rather than operate as isolated initiatives. This approach aims to drive system transformation, with reforms in one area supporting and amplifying progress in others.

Particular attention has been given to coherence and alignment between the primary and secondary education sub-sectors, recognizing the importance of bridging across the two ministries and harmonizing policies, standards, and practices. Several activities are designed to be carried out by the ministries jointly or guided by common principles, to ensure consistency while respecting institutional distinctions. Where activities are implemented separately, they are aligned through common principles, frameworks, approaches or tools – for example, through the use of shared platforms, interoperable data systems that allow for future integration, and coordinated approaches to teacher development, quality assurance and monitoring.

The program design also emphasizes evidence-based planning and adaptive implementation. Data from national assessments, teacher management information systems, and monitoring tools will inform ongoing adjustments and improvements throughout implementation. Capacity-building of institutional staff is integrated across components to strengthen implementation and sustainability. Together, these elements position the program to support long-term, sector-wide transformation, rather than fragmented project-based initiatives, creating a foundation for scalable and sustainable improvements in teaching quality and student learning outcomes.

6.4. Shared ownership and responsibility of the two Ministries

The STG program has been designed to foster alignment and coherence across primary and secondary education, ensuring that system transformation is driven by the joint leadership of both the Ministry of Primary and Mass Education (MoPME) and the Ministry of Education (MoE). The program explicitly reflects the shared ownership of reform through joint development of key policy instruments—such as the Teacher Policy Guideline (TPG), the Teacher Professional Development Framework (TPDF), and the financial roadmap—which will serve as common reference points for both ministries. Both ministries will jointly oversee cross-cutting reforms under Outcome 1, including the operationalization and phased roll-out of the TPG and TPDF, ensuring policy coherence across the system. Similarly, under Outcome 4, both ministries will collaborate to design and implement equitable teacher deployment and transfer processes, strengthen teacher support systems, and jointly develop a sustainable financing roadmap for teacher professionalization.

At the same time, the program envisions complementary responsibilities that respect the unique contexts of each sub-sector. This approach ensures that while each ministry is directly responsible for delivering activities and outputs within its mandate, ownership is shared through collective development of key frameworks, joint accountability for system-level results, and alignment of activities that cut across both primary and secondary education. The design thus strengthens inter-ministerial collaboration, and ensures coherence in the transformation of Bangladesh’s teacher professionalization.

6.5. Non-duplication with existing and upcoming programs

A program mapping exercise was done among PEDP4, PEDP5, Multiplier Grant,

NextGenEdu, SEDP, LAISE and other big projects to identify duplications. These were analyzed during the stage of STG program design to ensure that all duplication was eliminated and the activities designed in a way that complements the other projects. For instance, the Multiplier will support the development of digital contents for students, while the STG will support the development of digital contents for teachers. During a coordination meeting, it was agreed that where the Multiplier will develop digital contents for teachers on certain areas/ subjects/ issues, it will be ensured that the STG content development will focus on other areas. There will be complementarity and cumulative benefit, not duplication. Likewise, the Multiplier will support development of an interactive learning management system, while STG funds will be used to upgrade existing learning management systems for teachers and connect them through an interactive dashboard.

In addition to this analysis and arrangement, a coordination mechanism between large donor-supported projects (mentioned above) has been proposed and is currently under consideration of the two education ministries. A coordination unit (with the representation of all the large projects, government implementing agencies, GPE, the coordinating agency and grant agents) has been proposed to review project activities and avoid overlapping. This mechanism, which is expected to be approved soon, will help avoid duplication and ensure complementarity.

7. MONITORING, EVALUATION AND LEARNING

7.1. Operational Evidence and Approach to Learning and Adapting

Operational evidence will be generated through systematic monitoring of policy readiness, institutional capacity, and pilot implementation across pre-service, in-service, and teacher support reforms. Evidence will be drawn from situation analyses/ reviews, system data (TLMS/ PSEMS), training results, pilot evaluations, and teacher and trainee performance, with disaggregation to assess equity and reach among marginalized groups.

A structured learning and adaptation approach will be embedded throughout implementation. Each pilot (pre-service model, CPD reforms, TLMS upgrades, and school-based teacher support systems) will follow a design–test–review–refine cycle, supported by clear feedback loops with ministries, directorates, and training institutions. The embedded monitoring and evaluation processes will assess the effectiveness, feasibility, and institutional requirements of each piloted intervention. Findings from these pilots will inform iterative improvements and guide decisions on scaling effective approaches within national systems. Regular reflection forums, joint technical reviews, and annual learning briefs at national and subnational levels will synthesize lessons learned from ongoing data collection, and inform iterative improvements to policies, guidelines, curricula, digital systems, institutional arrangements, rollout sequencing, and financing decisions prior to scale-up. This adaptive implementation approach ensures that reforms at scale are grounded in operational evidence and aligned with the realities of Bangladesh’s education system.

7.2. Progress evaluation and reporting

A well-functioning monitoring and evaluation system will be established to track the implementation of the STG program. The program results and indicators will be embedded within existing sub-sector monitoring frameworks, review mechanisms and coordination

forums, which will be utilized to regularly monitor and evaluate progress. In the primary education sub-sector, this will include integration with the PEDP5 results matrix and periodic review processes such as the Annual Joint Action Review Mission, as well as coordination platforms including the Development Partners Consortium for PEDP5 and the teacher professional development thematic group. In the secondary education sub-sector, progress will be monitored through a coordination mechanism established under the GPE grant framework for the Multiplier and STG grants, led by the DSHE under the supervision of the MoE. Additional coordination and monitoring will be supported by STG Program Coordination and Support Units (PCSU) established within the DPE and DSHE.[102]

Ministries, implementing agencies and GAs will regularly consult with ELCG to present progress, challenges and seek support and guidance where needed. During these consultations, they will also discuss policy-related issues from the implementation of the program. The consultative process within the ELCG is particularly critical in identifying areas to be supported by GPE and other Development Partners' (DP) grants, as well as in reporting on how the grants have reinforced system transformation for teacher professionalization and calibrating implementation, based on the current sector context. This consultation and sharing of updates with the ELCG will be done at least twice a year.

In addition to this, a mid-term review will be done approximately two years into the implementation of the STG program. This mid-term review will include assessment of the progress and ongoing coherence between the STG and other actions taken to reinforce teacher professionalization in Bangladesh. As mentioned earlier, the indicators of the program will be embedded in existing results frameworks of the sub-sectors, so reporting will also be integrated in joint sector reviews within the broader sector monitoring.

Finally, a completion report on STG program and a final evaluation of the grant will be done to assess the results and impact of the program and shared with the ELCG, reflecting on how it addressed bottlenecks and brought transformation to teacher professionalization, and to explore how these lessons can be incorporated and applied to future actions.

On the other hand, the ministries, implementing agencies and GAs will arrange joint field missions as part of sector review which will be used as a platform to monitor the program activities on the ground. Moreover, GAs will undertake monitoring and evaluation of their respective activities using their allocated budget, per their respective progress monitoring mechanisms, and share the findings with ELCG.

A thorough M&E (Results) Framework will be used to track the progress against program targets annually. The M&E Framework is attached in ***Appendix 2***.

8. FINANCING AND DISBURSEMENT

8.1. Program budget

The below table presents the STG budget, organized by outcome and output. The budget includes country-specific grant agents' grant management, administrative and operational

[102] These mechanisms will operate alongside national coordination platforms involving government and development partners, which regularly review education sector progress and the implementation of GPE-supported programs.

support cost as well as technical assistance, coordination, quality assurance and program management cost. The detailed budget is attached in ***Appendix 3***.

Budget Line	Total Budget (in USD)
Outcome 1: An integrated, coherent, and operationalized policy environment is supported that aims to achieve an equitable, accountable, and professional management of the teaching workforce across primary and secondary education	2,297,200
Output 1.1: System is prepared for phased roll-out of a comprehensive gender-responsive Teacher Policy Guideline	1,290,600
Output 1.2: System is prepared for phased roll-out of Teacher Professional Development Framework (TPDF)	1,006,600
Outcome 2: A pre-service teacher education model is introduced to promote teaching as a career choice and ensure skilled persons enter the profession	**5,065,381**
Output 2.1: Pre-service education model is ready for piloting and scaling	858,581
Output 2.2. Pre-service education provision (including institutional arrangements, curricula, and materials) is developed and piloted	2,831,500
Output 2.3: Institutional capacity is developed, and stakeholders' awareness is raised to support the scale-up of pre-service education	1,375,300
Outcome 3: A comprehensive in-service teacher professional development system is operationalized and in use, designed to provide equitable, needs-based and applied professional development opportunities	**11,032,100**
Output 3.1: In-service teacher professional development courses and delivery arrangements are developed, and staff are equipped to implement them	9,985,500
Output 3.2. Teacher learning management systems are upgraded and integrated, and staff are equipped to use them effectively	1,046,600
Outcome 4: The teacher management and support systems are strengthened to enhance teacher motivation, retention and continuous professional growth, supported by sustainable national financing	**20,374,719**
Output 4.1: Facilities for teacher training are upgraded as gender-responsive, inclusive and disability-friendly	12,292,000
Output 4.2: Equitable teacher deployment and school-based support systems are established in primary and secondary education	7,848,719
Output 4.3: Sustainable national financing for teacher professionalization interventions is strengthened	234,000
Program monitoring and evaluation	**606,000**
Regular program monitoring by government	56,000
Program evaluation	550,000
Program Implementation and Coordination Cost	**681,600**

Budget Line	Total Budget (in USD)
Program coordination and support unit at DPE and DSHE	340,000
Program steering committee at MoPME and SHED	56,000
Program implementation committee at DPE and DSHE	84,000
Grant agents' technical assistance and quality assurance cost	5,862,000
Grant agents' management, administration and operational support cost	2,931,000
Grand Total	**48,850,000**

The above budget includes technical assistance by grant agents, national and international consultants, experts, national task teams, working groups, third party consulting agencies, etc. Consultants include individuals and firms, national and international. However, the nature and types of consultants may vary during implementation.

In consultation between the ministries and grant agents, consultants will be recruited following GoB's rules and regulations or grant agents' systems. The need for consultants and their ToRs will be identified during preparation of Technical Assistance Project Proforma (TAPP) jointly with ministries and grant agents. In the TAPP, detailed breakdown of budget allocation/ man-month requirements and types and nature of consultants, their TOR and reporting mechanism may be adjusted or rearranged based on consultation between the implementing agencies and the grant agents.

National consultants (experts, working groups and firms) will be given priority during selection. International consultants and firms will be recruited where necessary and if no such expertise is found available in Bangladesh.

8.2. Financing modalities

The STG program will be implemented through the Technical Assistance Project Proforma (TAPP) modality of Bangladesh Government, under which the Grant Agents will channel the required funds for the delivery of planned/ agreed-upon activities. Disbursement will follow an activity-linked schedule, with funds released in advance to enable implementation. Upon completion of the designated activities and confirmation of fund utilization, the next tranche will be disbursed to support the subsequent set of activities, thereby ensuring a structured and accountable financing flow aligned with program progress.

The STG program will not directly provide financing to any private/ for-profit institutions such as schools, teacher training institutes or universities. The STG interventions will support not-for-profit non-government schools (i.e., secondary MPO schools) that are run under the government's regulatory framework and that comprise the absolute majority of the secondary-education subsector especially.

8.3. Top-up Triggers

The top-up triggers approved by the GPE board are given below.

Trigger 1 **Part I: Trigger description** Parts I-III to be completed by QA Focal Point	
Country	Bangladesh
Date of midterm review	TBD
Partnership Compact	Bangladesh Partnership Compact
Enabling Factor**	Gender-responsive planning, policy and monitoring
Trigger Name**	Teacher professional development framework for primary and secondary education developed and endorsed by government, MoPME and MoE, June 2027.
Amount Allocated**	$2,442,500
Requirements for the trigger to be met and the funding released?	Steps: 1. Per the compact, elements / definition of the TPDF include: overall vision for teacher development, expected teacher competencies, approaches (pre-service, in-service) to professional development, teachers' career pathways, and quality assurance mechanism. 2. Achievement is: i) TPDF for primary and secondary education is developed in accordance with the above definition and ii) government endorses and approves the TPDF for further implementation
Date a revision request becomes retroactive[103]	June 2027
Date of target attainment	June 2027
Part II: Means of Verification	
Verification Steps	Approved TPDF document with endorsement and approval letter by ELCG Chair (MoPME/MoE). [Endorsement of the document by both ministries, MoPME and MoE, is required].
Responsible agency	MOE, MoPME, and ELCG
Data source	TPDF document and endorsement letters
Verification support recommended?	No

**These fields should be a direct copy and paste from the Board Decision

The program activities that are linked with (planned to be funded by) this top-up amount, if released, are activities 1.2.2, 1.2.3, 1.2.4, 2.1.2, 2.1.3, 2.3.2 and 5.5% amount of 4.1.2.

[103] In some instances the trigger achievement date is later than the actual date when it would be clear whether or not the target is achieved. For triggers linked to country budget cycles, once the government action has been completed, any request to revise the target is considered retroactive.

Trigger 2 **Part I: Trigger description** Parts I-III to be completed by QA Focal Point	
Country	Bangladesh
Date of midterm review	TBD
Partnership Compact	Bangladesh Partnership Compact
Enabling Factor**	Gender-responsive planning, policy and monitoring
Trigger Name**	Pre-service teacher education framework for primary and secondary education developed and endorsed by government, MoE and MoPME, June 2028
Amount Allocated**	$2,442,500
Requirements for the trigger to be met and the funding released?	Steps 1. Pre-service teacher education framework is comprised of / defined as: Overview of the courses delivered, Description of eligible courses, professional qualifications developed and defined, partnership with education institutions defined, roll-out plan, and quality assurance mechanisms 2. Achievement is: when MoPME and MoE i) develop a preservice education framework per the above definition and ii) endorse and approve it for rollout
Date a revision request becomes retroactive[104]	June 2028
Date of target attainment	June 2028
Part II: Means of Verification	
Verification Steps	Approved pre-service framework document with endorsement and approval letter by ELCG Chair (MoPME/MoE). [Endorsement of the document by both ministries, MoPME and MoE, is required].
Responsible agency	MOE, MoPME, and ELCG
Data source	See above. Pre-service framework document, with relevant letters / endorsements
Verification support recommended?	No

**These fields should be a direct copy and paste from the Board Decision

The program activities that are linked with (planned to be funded by) this top-up amount are activity 1.1.3, 1.1.4, 1.1.5, 2.3.1, 4.3.2 and 70% amount of 3.1.2.

[104] In some instances the trigger achievement date is later than the actual date when it would be clear whether or not the target is achieved. For triggers linked to country budget cycles, once the government action has been completed, any request to revise the target is considered retroactive.

Trigger 3 **Part I: Trigger description** Parts I-III to be completed by QA Focal Point	
Country	Bangladesh
Date of midterm review	TBD
Partnership Compact	Bangladesh Partnership Compact
Enabling Factor**	Volume, Equity, and Efficiency of Domestic Public Expenditure on Education
Trigger Name**	New equitable school level improvement plan (SLIP) funding allocation methodology approved. SLIP budget allocation increased by 10% in FY28 (2027-28) compared to FY27 (2026-27).
Amount Allocated**	$4,885,000
Requirements for the trigger to be met and the funding released?	Trigger achievement is based on completion of two steps: 1. The methodology of calculating direct per-school funding is ***revised*** and ***updated*** to an equity-based formula and approved by MoPME, and 2. At least 10% increase of total direct school fund allocated in FY28 compared to the previous budget year (FY27). The calculation methodology: *Total allocation of direct school fund of FY 2027-28 ≥ Total allocation of direct school fund of FY 2026-27 + (10% of the total allocation of direct school fund of FY 2026-27).* Note: This is a DOMESTIC FINANCING trigger – the focus is on government spending.[105] Note the fiscal year is from July-June, meaning FY28 is from July 2027-June 2028, with the budget approved before the beginning of the FY. FY does not align to the school year.
Date a revision request becomes retroactive[106]	Date of FY28 budget approval
Date of target attainment	June 2027
Part II: Means of Verification	
Verification Steps	3. MoPME approval letter including the revised/ updated guideline for direct school level improvement fund; 4. Government approved budgets for FY27 and FY28 budget years 5. Approved financial report that contains data on direct school funding allocation of FY27 and FY28 (if needed).
Responsible agency	MoPME
Data source	Government budget and financial reports, MoPME approval letters
Verification support recommended?	No

[105] At the time of trigger assessment, the submission confirmed that government resources accounted for 85% of SLIP funding.
[106] In some instances the trigger achievement date is later than the actual date when it would be clear whether or not the target is achieved. For triggers linked to country budget cycles, once the government action has been completed, any request to revise the target is considered retroactive.

Part III: Reviewer Notes
The trigger submission provides some discussion on the likely formula, noting: The current uniform, slab-based formula for SLIP allocations does not adequately capture the diverse and context-specific needs of schools across Bangladesh. Institutions located in geographically disadvantaged, poverty-affected, or climate-vulnerable areas often require additional resources simply to maintain basic standards. It is important that the programme adopts a differentiated, needs-based allocation model. This could involve assessing factors beyond the number of students and involve addressing socio-economic conditions and geographic hardship, with provisions for supplementary allocations in exceptional cases—such as very large schools or those situated in disaster-prone regions A need-based and equitable methodology for allocating SLIP funding is essential to ensure that resources are directed toward schools with the greatest needs, particularly those serving marginalized children.

**These fields should be a direct copy and paste from the Board Decision

The program activities that are linked with (planned to be funded by) this top-up amount is 41% amount of the activity 4.1.2.

Trigger 4 **Part I: Trigger description** Parts I-III to be completed by QA Focal Point	
Country	Bangladesh
Date of midterm review	TBD
Partnership Compact	Bangladesh Partnership Compact
Enabling Factor**	Volume, Equity, and Efficiency of Domestic Public Expenditure on Education
Trigger Name**	Implementation of the equity-based formula of the School Level Improvement Plan (SLIP) funding disbursement in FY 2028
Amount Allocated**	$4,885,000
Requirements for the trigger to be met and the funding released?	Trigger achievement is based on completion of two steps: 1. MoPME official order on implementation of new equity-based SLP guidelines is published 2. Application of the new equity formula to FY28 school SLIP disbursements Note: As with Trigger 3, this is a DOMESTIC FINANCING trigger – the focus is on government spending.
Date a revision request becomes retroactive[107]	Date when the last tranche of FY28 school SLIPs are disbursed.
Date of target attainment	June 2028
Part II: Means of Verification	
Verification Steps	- The official order will be published - Country will need to identify an approach to verifying application of the equity formula to SLIP disbursements.
Responsible agency	MoPME
Data source	- Published official order by MoPME to follow new equity-based SLIP guideline for implementation; - Evidence the formula has been applied to school SLIP disbursement in FY28.
Verification support recommended?	No
Part III: Reviewer Notes	
The CA confirms that trigger achievement is based on application of the equity formula to the ***disbursement*** of SLIP funds in FY28. Subsequent correspondence with the CEL confirmed government and local education group endorsement of this definition of trigger achievement.	

**These fields should be a direct copy and paste from the Board Decision

The program activities that are linked with (planned to be funded by) this top-up amount is 41% amount of the activity 4.1.2.

[107] In some instances the trigger achievement date is later than the actual date when it would be clear whether or not the target is achieved. For triggers linked to country budget cycles, once the government action has been completed, any request to revise the target is considered retroactive.

9. IMPLEMENTATION ARRANGEMENTS

Effective implementation arrangements are essential for the STG to enable strong coordination, transparent management, and rigorous monitoring of the reform priorities outlined in the partnership compact. Aligned with the principle of integration, the STG program will not create any new institutions. Instead, existing structures will be leveraged and strengthened to ensure long-term sustainability.

The project will be implemented using both government and grant agents' systems for implementation, oversight, financial management, procurement, safeguards, monitoring and evaluation, and reporting arrangements. The project will be implemented following the development-project modality of GoB with two Project Coordination and Support Units (PCSU) under overall supervision of Directorate of Primary Education (DPE) and Directorate of Secondary and Higher Education (DSHE). The DPE will be the lead implementing agency for implementing the project in primary education and the DSHE will be the lead implementing agency for implementing the project in secondary education. Moreover, the National Academy for Primary Education (NAPE) and other relevant agencies under the Ministry of Primary and Mass Education (MoPME) will be the co-implementing agencies of DPE for implementing the project in primary education. On the other hand, the National Academy of Educational Management (NAEM), Bangladesh Bureau of Educational Information and Statistics (BANBEIS) and other relevant agencies under Secondary and Higher Education Division of Ministry of Education (MoE) will be co-implementing agencies in secondary education. The co-implementing agencies will act as cost centers for spending budgets and receiving funds. The Grant Agents will also take part in implementing the project and use their systems for spending budgets to implement activities and provide technical assistance. Two Technical Assistance Project Proforma (TAPP) will be signed between MoPME and Grants Agents and between SHED and Grant Agents with specifying activities for Grant Agents, implementing and co-implementing agencies.

The PCSUs will coordinate with the Grant Agents focusing on the implementation activities and achievement of the project deliverables to be managed by all the implementing agencies. The PCSUs will be formed at DPE and DSHE headed, respectively, by two Programme Directors (PD) supported by two Program Coordinators and necessary officers. Besides the two PCSUs under government structure, four high level committees will be formed by both MoPME and SHED for overall supervision and monitoring of the program. Two Program Steering Committees (PSC) will be formed at MoPME and SHED headed by the Secretaries of both the ministries. These PSCs will play an advisory role and provide overall policy guidance, monitor progress and challenges and solve issues. The PSCs will also facilitate policy formulation, upgradation and institutional arrangement related decisions and guide operationalization of the policies. On the other hand, two Program Implementation Committees (PIC) will be formed at DPE and DSHE level headed by the Director Generals of both the implementing agencies. The PICs will supervise and monitor program implementation at activity level day to day and play a bridging role between policy and implementation units. Besides, the PCSUs will form different Task Teams for different activities to ensure technical requirements and insights are occasionally provided to the technical team (grants agents, national and international consultants) and necessary technical reviews are done from the government side on time before approval by the ministries. These task teams will ensure necessary technical reviews of the deliverables from the government. Detailed roles and

responsibilities of the PCSUs, PSCs, PICs, Task Teams and Grant Agents are given in the relevant sections below.

Funds will flow to the implementing agencies (DPE, DSHE and their PCSUs) through Grant Agents. Funds can be allocated to the co-implementing agencies from the code of their respective PCSU. The Controller General of Accounts (CGA) will be responsible for maintaining the program accounts and reporting through Integrated Budget and Accounting System (iBAS) and strengthening field-level capacity in financial accounting and reporting. The program audit responsibility will lie with the Office of the Comptroller and Auditor General (OCAG) as per audit rules of GoB.

Besides this, the Education Local Consultative Group (ELCG) - chaired by the Secretary, MoPME and Co-chaired by the Foreign, Commonwealth and Development Office (FCDO) - will play a central role in guiding and overseeing the implementation of the STG program. As an overarching sector coordination platform comprising government representatives, development partners, civil society, and other stakeholders, the ELCG will ensure that the STG program remains aligned with national priorities, is implemented effectively, and delivers measurable outcomes. Through strategic dialogue, coordination, and regular monitoring, the ELCG will support transparency, mutual accountability, and a coherent approach to sector-wide education reforms. Moreover, the ELCG will be responsible for approving and communicating any revisions or changes to the program activities/ budget/ timeline to GPE.

Furthermore, as the Coordinating Agency (CA) and co-chair of the ELCG, FCDO will support in fostering effective collaboration, communication, and alignment among all key stakeholders. The CA will ensure that the implementation of the STG is supported by a harmonized and inclusive development-partner community. By serving as a liaison between the education ministries, development partners, and the GPE Secretariat, the CA will help maintain coherence in policy dialogue, oversight, and accountability mechanisms essential for delivering STG.

9.1. Program Steering Committee (PSC-SHED) at the Secondary and Higher Education Division (SHED), Ministry of Education (MoE)

A Program Steering Committee (PSC-SHED) headed by the Secretary, Secondary and Higher Education Division (SHED), Ministry of Education (MoE) will be established comprising representatives of SHED/MoE, Planning Commission , Economic Relations Division (ERD), Finance Division of Ministry of Finance (MoF), Implementation Monitoring and Evaluation Division (IMED) of Ministry of Planning, Directorate of Secondary and Higher Education (DSHE), National Academy for Educational Management (NAEM), National Curriculum and Textbook Board (NCTB), Bangladesh Bureau of Educational Information and Statistics (BANBEIS), and any other relevant Ministries/ Divisions. The composition of PSC-SHED is as follows:

S/N	Composition	Role
1	Secretary, SHED, MoE	Chairperson
2	Director General, DSHE	Member
3	Additional Secretary (all), SHED	Member
4	Additional Secretary (Development), MoPME	Member
5	Director General, NAEM	Member
6	Chairman, NCTB	Member
7	Chairman, NTRCA	Member
8	Chairman, Bangladesh Accreditation Council	Member
9	Director, IER, Dhaka University	Member
10	Vice-chancellor/Pro-vice chancellor (academic), National University	Member
11	Director General, BANBEIS	Member
12	Director General (Education), IMED, Ministry of Planning	Member
13	Joint Secretary (Planning), SHED, MoE	Member
14	Joint Secretary (Development), SHED, MoE	Member
15	GPE Focal, MoPME	Member
16	Representative of Finance Division, MoF	Member
17	Representative of NEC & ECNEC Wing, Planning Commission	Member
18	Representative of Education Wing, Socio-Economic Infrastructure Division, Planning Commission	Member
19	Representative of Programming Division, Planning Commission	Member
20	Representative of General Economic Division (GED), Planning Commission	Member
21	Representative of UN Wing, ERD, Planning Commission	Member
22	Directors (Planning & Development, Training, Secondary), DSHE	Member
23	Program Director – STG, DPE	Member
24	Representative, UNICEF (STG grant agent)	Member
25	Representative, UNESCO (STG grant agent)	Member
26	Deputy Secretary (Planning), SHED	Member Secretary

Terms of Reference (ToR) of the PSC-SHED:

- Review the progress, challenges/issues and recommendations of the program related to secondary education.
- Provide guidance and decisions to the Program Implementation Committee (PIC) to address program challenges/issues/problems related to secondary education.
- Provide guidelines or formulate policies required for implementing program activities in secondary education.
- Endorse and approve high level institutional policy framework and policy guidelines for the implementation of the program in secondary education.
- Lead, guide and provide support for necessary institutional arrangement for policy operationalization and transformation for secondary education.

- Accelerate and follow-up on the decision-making processes at relevant ministries.
- Address critical inter-ministerial policy and implementation issues.
- Any other matter related to program implementation in secondary education.
- The Committee may co-opt members, if necessary.
- The Committee will meet at least once in every three months.

9.2. Program Steering Committee (PSC-MoPME) at the Ministry of Primary and Mass Education (MoPME)

A Program Steering Committee (PSC-MoPME) headed by the Secretary, Ministry of Primary and Mass Education will be established comprising representatives of MoPME, Planning Commission, Economic Relations Division (ERD), Finance Division of Ministry of Finance (MoF), Implementation Monitoring and Evaluation Division (IMED) of Ministry of Planning, Directorate of Primary Education (DSHE), National Academy for Primary Education (NAPM), National Curriculum and Textbook Board (NCTB) and any other relevant Ministries/ Divisions. The composition of PSC-MoPME is as follows:

S/N	Composition	Role
1	Secretary, MoPME	Chairperson
2	Director General, DPE	Member
3	Additional Secretary (all), MoPME	Member
4	Additional Secretary (Development), SHED	Member
5	Additional Director General - PEDP5, DPE	Member
6	Director General, NAPE	Member
7	Chairman, Bangladesh Accreditation Council	Member
8	Director, IER, Dhaka University	Member
9	Vice-chancellor/Pro-vice chancellor (academic), National University	Member
10	Director General (Education), IMED, Ministry of Planning	Member
11	Joint Secretary (Planning), MoPME	Member
12	Joint Secretary (Development), MoPME	Member
13	GPE Focal, SHED	Member
14	Representative of Finance Division, MoF	Member
15	Representative of NEC & ECNEC Wing, Planning Commission	Member
16	Representative of Education Wing, Socio-Economic Infrastructure Division, Planning Commission	Member
17	Representative of Programming Division, Planning Commission	Member
18	Representative of General Economic Division (GED), Planning Commission	Member
19	Representative of UN Wing, ERD, Planning Commission	Member
20	Directors (Planning & Development, Training), DPE	Member
21	Program Director – STG, DSHE	Member
22	Representative, UNICEF (STG grant agent)	Member
23	Representative, UNESCO (STG grant agent)	Member
24	Deputy Secretary (Planning), MoPME	Member Secretary

Terms of Reference (ToR) of the PSC-MoPME:

- Review the progress, challenges/issues and recommendations of the program related to primary education.
- Provide guidance and decisions to the Program Implementation Committee (PIC) to address program challenges/issues/problems related to primary education.
- Provide guidelines or formulate policies required for implementing program activities in primary education.
- Endorse and approve high level institutional policy framework and policy guidelines for the implementation of the program in primary education.
- Lead, guide and provide support for necessary institutional arrangement for policy operationalization and transformation for primary education.
- Accelerate and follow-up on the decision-making processes at relevant ministries.
- Address critical inter-ministerial policy and implementation issues.
- Any other matter related to program implementation in primary education.
- The Committee may co-opt members, if necessary.
- The Committee will meet at least once in every three months.

9.3. Program Implementation Committee (PIC-DSHE) at the Directorate of Secondary and Higher Education (DSHE)

For smooth and coordinated implementation of the STG program, a Program Implementation Committee (PIC-DSHE) will be constituted headed by the Director General, DSHE, comprising all wing Directors of DSHE, representatives of SHED, MoE, Planning Commission, ERD, IMED, NAEM, NCTB, BANBEIS. The formation of PIC-DSHE is as follows:

S/N	Composition	Role
1	Director General, DSHE	Chairperson
2	Director General, NAEM	Co-Chair
3	Joint Secretary (Planning), SHED, MoE	Member
4	Joint Secretary (Development), SHED, MoE	Member
5	Directors (all), DSHE	Member
6	Deputy Secretary/Sr. Asst. Secretary, (Planning), SHED, MoE	Member
7	Deputy Secretary/Sr. Asst. Secretary, (Development), SHED, MoE	Member
8	Representative, Finance Division, MoF	Member
9	Representative, NEC/ECNEC, Planning Commission	Member
10	Representative of Education Wing, Socio-Economic Infrastructure Division, Planning Commission	Member
11	Representative, Program Division, Planning Commission	Member
12	Representative of General Economic Division (GED), Planning Commission	Member
13	Representative of UN Wing, ERD, Planning Commission	Member
14	Representative, IMED, Ministry of Planning	Member
15	Director (Planning, Training), NAEM	Member
16	Representative, BANBEIS	Member
17	Representative, NCTB	Member

18	Representative Principal, TTC	Member
19	Director, IER, Dhaka University	Member
20	Deputy Director (Planning, Training), DSHE	Member
21	Representative, UNICEF (STG grant agent)	Member
22	Representative, UNESCO (STG grant agent)	Member
23	Program Director - STG, DSHE	Member Secretary

Terms of Reference (ToR) of the PIC-DSHE:

- Provide operational oversight to ensure effective and coordinated implementation of STG activities in secondary education.
- Review implementation progress against approved plans and recommend necessary adjustments for STG interventions in secondary education.
- Identify implementation bottlenecks and take decisions for timely resolution within the existing framework of government and STG.
- Facilitate inter-agency coordination among DSHE, MoE, Planning Commission, ERD, IMED, and relevant stakeholders for smooth implementation of STG in secondary education.
- Review and endorse periodic implementation progress and key deliverables before submission to higher authorities.
- Ensure adherence to approved operational procedures, guidelines, and implementation arrangements.
- Review technical outputs and recommendations from the National Task Team, consultants, Grant Agents and partners from an implementation perspective.
- Support alignment between field-level implementation and institutional arrangements across agencies.
- Monitor risks affecting implementation and advise on mitigation measures.
- Meet regularly (at least once every two months) and co-opt members, if required.

9.4. Program Implementation Committee (PIC-DPE) at the Directorate of Primary Education (DPE)

For smooth and coordinated implementation of the STG program, a Program Implementation Committee (PIC-DPE) will be constituted headed by the Director General, DPE, comprising all wing Directors of DPE, representatives of MoPME, Planning Commission, ERD, IMED, NAPE, NCTB. The formation of PIC is as follows:

S/N	Composition	Status
1	Director General, DPE	Chairperson
2	Director General, NAPE	Co-Chair
3	Joint Secretary (Planning), MoPME	Member
4	Joint Secretary (Development), MoPME	Member
5	Directors (all), DPE	Member
6	Deputy Secretary/Sr. Asst. Secretary, (Planning), MoPME	Member
7	Deputy Secretary/Sr. Asst. Secretary, (Development), MoPME	Member
8	Representative, Finance Division, MoF	Member

9	Representative, NEC/ECNEC, Planning Commission	Member
10	Representative of Education Wing, Socio-Economic Infrastructure Division, Planning Commission	Member
11	Representative, Program Division, Planning Commission	Member
12	Representative of General Economic Division (GED), Planning Commission	Member
13	Representative of UN Wing, ERD, Planning Commission	Member
14	Representative, IMED, Ministry of Planning	Member
15	Director, NAPE	Member
16	Representative, NCTB	Member
17	Representative Principal, PTI	Member
18	Deputy Director, Training, DPE	Member
19	Representative, UNICEF (STG grant agent)	Member
20	Representative, UNESCO (STG grant agent)	Member
21	Program Director - STG, DPE	Member Secretary

Terms of Reference (ToR) of the PIC-DPE:

- Provide operational oversight to ensure effective and coordinated implementation of STG activities in primary education.
- Review implementation progress against approved plans and recommend necessary adjustments for STG interventions in primary education.
- Identify implementation bottlenecks and take decisions for timely resolution within the existing framework of government and STG.
- Facilitate inter-agency coordination among DPE, MoPME, Planning Commission, ERD, IMED, and relevant stakeholders for smooth implementation of STG in primary education.
- Review and endorse periodic implementation progress and key deliverables before submission to higher authorities.
- Ensure adherence to approved operational procedures, guidelines, and implementation arrangements.
- Review technical outputs and recommendations from the National Task Team, consultants, Grant Agents and partners from an implementation perspective.
- Support alignment between field-level implementation and institutional arrangements across agencies.
- Monitor risks affecting implementation and advise on mitigation measures.
- Meet regularly (at least once every two months) and co-opt members, if required.

9.5. Program Coordination and Support Unit (PCSU-DSHE) at DSHE

To ensure effective coordination, day-to-day management, and administrative support for the implementation of the STG program, a Program Coordination and Support Unit (PCSU-DSHE) will be established at the Directorate of Secondary and Higher Education (DSHE).

The PCSU-DSHE will be headed by a Program Director and support the Program Implementation Committee (PIC) and Program Steering Committee (PSC) in planning,

execution, monitoring, and reporting of program activities. The PCSU-DSHE will comprise the following staff members at DSHE.

S/N	Designation	Type of Staff
1	Program Director	Government official at DSHE
2	Program Coordinator	Government official at DSHE
3	Admin and Finance Officer	Government official at DSHE or Temporary recruitment by government
4	Program Associate	
5	Office Assistant	

Terms of Reference (ToR) of the PCSU-DSHE:

- Support day-to-day planning, coordination, and execution of STG program activities from the government side.
- Assist in preparation of Annual Work Plans (AWP), budgets, and detailed implementation schedules from the government side.
- Track progress of activities and maintain updated implementation records and dashboards.
- Support financial documentation, expenditure tracking, and compliance reporting from the government side as per GoB and donor requirements.
- Maintain administrative systems, filing, and documentation of all program activities and outputs from the government side.
- Arrange and provide logistical and operational support for procurement, trainings, workshops, and events organized by the government.
- Compile and consolidate data, reports, and documentation from implementing units of the government.
- Ensure timely preparation and submission of routine progress reports to relevant authorities and partners.
- Facilitate internal communication and information flow among implementing units and stakeholders.
- Support organization of meetings and follow-up of action points.

9.6. Program Coordination and Support Unit (PCSU-DPE) at DPE

The STG Program Coordination and Support Unit (PCSU-DPE) at DPE will coordinate and manage all STG activities in primary education, including planning, budgeting, monitoring, and reporting. It will also facilitate coordination among DPE wings, co-implementing agencies, and development partners, while providing administrative and logistical support. The PCSU-DPE will comprise the following staff members at DPE.

S/N	Designation	Type of Staff
1	Program Director	Government official at DPE
2	Program Coordinator	Government official at DPE
3	Admin and Finance Officer	Government official at DPE or Temporary recruitment by government
4	Program Associate	
5	Office Assistant	

Terms of Reference (ToR) of the PCSU-DPE:

- Support day-to-day planning, coordination, and execution of STG program activities from the government side.
- Assist in preparation of Annual Work Plans (AWP), budgets, and detailed implementation schedules from the government side.
- Track progress of activities and maintain updated implementation records and dashboards.
- Support financial documentation, expenditure tracking, and compliance reporting from the government side as per GoB and donor requirements.
- Maintain administrative systems, filing, and documentation of all program activities and outputs from the government side.
- Arrange and provide logistical and operational support for procurement, trainings, workshops, and events organized by the government.
- Compile and consolidate data, reports, and documentation from implementing units of the government.
- Ensure timely preparation and submission of routine progress reports to relevant authorities and partners.
- Facilitate internal communication and information flow among implementing units and stakeholders.
- Support organization of meetings and follow-up of action points.

9.7. National Task Committee/Team

National Task Committee/Teams (NTC) will be formed for implementing each STG activity, comprising minimum 5 to maximum 15 members from relevant government offices with diverse technical expertise. The NTC will lead, guide, and provide technical requirements, inputs, ensuring effective implementation, quality review, and timely feedback on activity outputs from the government side. It will maintain strong linkages between implementers and policymakers within the government system, while contributing to institutional strengthening, building government ownership, and supporting the institutional arrangement, operational roll-out, scale-up, and sustainability of interventions.

Roles/Terms of Reference (ToR) of NTC:

- Provide technical guidance, requirements, inputs, and expertise for the design and implementation of assigned STG activities.
- Review and ensure quality and timely execution of specific program activities.
- Review outputs, reports, tools, and training materials, and provide constructive feedback and recommendations.
- Maintain effective linkages between implementing agencies and policymakers within the government system.
- Support institutional strengthening, capacity building, and knowledge transfer to ensure sustainability.
- Facilitate government ownership, leadership, and preparedness for roll-out, scale-up, and replication of interventions.
- Participate in periodic meetings, workshops, and coordination forums related to their technical area.

- Document lessons learned, good practices, and recommendations for future planning and program improvement.
- Review and provide feedback on technical inputs from National and International Consultants, as well as support provided by Grant Agents, ensuring quality and relevance for effective program implementation.

9.8. Grant Agents

UNICEF and UNESCO, as Grant Agents (GAs) for the GPE STG, are entrusted with ensuring effective and accountable implementation of the grant in Bangladesh. Their role spans grant management, technical support, coordination, monitoring and quality assurance, financial and operational management, reporting, communication, and overall support to ensure that STG interventions deliver results and foster long-term impact.

The GAs will work closely with the SHED, Ministry of Education, and the Ministry of Primary and Mass Education, and other key implementing agencies to align grant-supported initiatives with national priorities and GPE objectives. They will strengthen collaboration across stakeholders, ensuring that planning, execution, and monitoring processes are coherent and contribute to sustainable system improvements.

UNICEF and UNESCO will provide targeted technical assistance and capacity-building support to government institutions and implementing agencies. This will help improve institutional efficiency, ensure timely and quality delivery of activities, and promote accountability in resource utilization. By leveraging their global expertise and local presence, the GAs will also facilitate knowledge sharing, innovation, and the application of evidence-based solutions to address education challenges. As this is a transformative program, GAs technical assistance and institutional capacity strengthening support will be crucial for ensuring quality deliverables on time. The GAs will provide the technical background works including preparation, scoping, design of the activity consulting with NTT, support PIC to guide consultants , work with consultants as one technical team, provide technical inputs, review drafts, follow-up with NTT and other committees and units for their review and timely feedback, coordinate with government, facilitate consultations, prepare background technical notes, presentations, briefs, manage and supervise vendors, carry over the activity interventions until program closure and handover to government, advocacy for sustainability, etc.

Through this multifaceted role, UNICEF and UNESCO will ensure that the STG contributes to meaningful system transformation, advancing Bangladesh’s goal of providing inclusive, equitable, and quality education for every learner.

10. RISK MANAGEMENT

Risks associated with the STG program and their corresponding mitigation measures are listed in the table below.

Major Risks	Risk Level	Mitigation Strategy
Bangladesh held national elections in February 2026 and a newly elected government has assumed office. Although consultations with the relevant ministries indicate continued commitment to strengthening the teaching profession and advancing teacher professionalization reforms, transitions to new political leadership may involve administrative adjustments and internal alignment of policy priorities across institutions. Such processes can affect the timing of policy approvals and coordination among agencies responsible for teacher management and development. As a result, certain policy-related activities under the STG program may require additional time for consultation, validation, and formal approval during the early phase of implementation.	Moderate	Grant agents (GAs) will work closely with the MoE and MoPME to ensure that all programmatic decisions remain aligned with national education policies, legal frameworks, and sector reform priorities. The program design emphasizes institutional ownership and system strengthening, with reforms developed through existing government structures and consultation mechanisms. This approach will support continuity of implementation while allowing flexibility to align with evolving policy directions of the new administration. Clear documentation of program processes and regular engagement with sector coordination platforms will help maintain transparency, support institutional memory, and facilitate timely policy dialogue and decision-making.
Frequent changes and transfers of officials across ministries and departments may cause delays in government approvals and decision-making processes. Such disruptions can slow down the timely implementation of planned activities.	Medium	Grant agents, along with the Coordinating Agency and Co-chair of ELCG will organize frequent consultation meetings with relevant Ministry entities. GAs jointly with CA will conduct periodic analysis of the situation, and if it is anticipated that the work cannot be completed on time/as scheduled, GAs and CA will request an extension of the timeframe to accommodate the processes. Approval processes will be initiated in ample time to allow for potential delays.
Limited institutional capacity of Government stakeholders might hamper their understanding of and timely support for the planned activities, leading to delays in implementation.	High	GAs have engaged government stakeholders in every stage of STG program design. Further, they will stay alongside the Government continuously through progress meetings, workshops, etc. and share evidence to support the Government with timely informed decisions.

Major Risks	Risk Level	Mitigation Strategy
		GAs will also provide technical and capacity strengthening support to the Government with developing program plans, documents, presentations, and realizing key reform agenda. Besides, GAs will share national and international best practices with the Government.
Complex bureaucratic procedures across the two ministries and other stakeholders, coupled with frequent changes in leadership and perception-driven decision making, may hinder effective collaboration and slow progress in program implementation.	Medium	Targets for program activities have been set jointly with MoE and MoPME, taking into consideration the unique status of priority reform in both sub-sectors. For frameworks and guidelines, unified documents are envisioned. For new practices, aligned approaches are proposed to ensure complementarity and non-contradiction, as well as possibility for future integration. All programs have been positioned within national strategic priorities, and build institutional arrangements that are more sustainable than individual-based ones.
Delays in government procurement approvals and tendering procedures may affect the timely initiation of STG activities, particularly those dependent on external vendors and service providers.	High	GAs will emphasize and support preparing early procurement planning and progress tracking mechanism, timely preparation of TORs, bid documents, and evaluations. Engagement of the Central Procurement Technical Unit (CPTU) in the relevant areas will also be considered. Where feasible, GA's established procurement mechanisms and Long-Term Agreements (LTAs) will be leveraged to fast-track contracting of services and specialized inputs. In cases of significant delays, issues will be escalated through the STG steering committees to senior leadership for expedited action.
The high frequency and intensity of emergencies, including flood, cyclone, and heat wave continue to disrupt the system and lead to delay in program implementation.	Medium	In such scenarios, GAs will undertake an assessment to forecast the potential impact on program 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, GAs

Major Risks	Risk Level	Mitigation Strategy
		will formulate a contingency plan while also aligning with the Value for Money (VfM) Framework. Simultaneously, the program team of both agencies will collaborate closely with the government counterparts and DPs to prepare the most feasible plan that contributes to minimizing the delay and disruptions in achieving the expected outcomes.
Sexual exploitation, abuse, and harassment (of both children and adults) by officials, consultants, and contractors may occur in the course of carrying out program activities. Further, participants in different activities under STG might not be aware of what constitutes sexual harassment and exploitation, and what actions they can take if they face such issues. This can result in a lack of recognizing, preventing, and responding to SEAH.	Low	GAs' policies, strategies and reporting mechanisms regarding preventing SEA and SH will be shared with all the participants during their engagement in STG activities, e.g., workshops, consultations, events, etc. UNICEF and UNESCO consider SEAH risks very seriously. Thus, they will conduct the SEAH risk assessment at regular intervals. In addition, thorough due diligence will be conducted when selecting contractors and service providers, including requesting reference checks from previous organizations to support applications and reviewing PSEA self-assessments submitted by implementing partners before signing any agreements. If any concerns are found, they will be included in the risk template, and necessary mitigation measures will be planned.
Discretionary and non-transparent teacher deployment and transfer processes may enable coercion, harassment, or sexual exploitation and abuse, particularly affecting female teachers, as individuals in positions of authority may misuse their influence to pressure or harass teachers in exchange for favorable postings or to avoid difficult assignments.	Medium	Transparent, standardized deployment and promotion criteria will be developed, supported by digital tracking through teacher management information systems. Grievance redress mechanisms will be strengthened (including anonymous grievance submissions) and made accessible to teachers.
Hierarchical relationships within school-based mentoring and supervision systems may enable abuse of authority, harassment, or	Medium	The program will introduce codes of conduct, mandatory SEAH awareness training for mentors and school leaders, structured mentoring protocols, and confidential feedback mechanisms to reduce risks

Major Risks	Risk Level	Mitigation Strategy
other forms of inappropriate or exploitative conduct.		associated with power imbalances in hierarchical relationships and ensure safe professional interactions.
Inadequate structure and transparency in incentivization and motivation processes may enable sexual favoritism, discrimination, or abuse of authority.	Medium	Mitigation measures will include the establishment of transparent, rule-based promotion and incentive frameworks, panel-based decision-making processes, and documented scoring and audit mechanisms to reduce discretion and prevent abuse of authority. These will be complemented by accessible grievance redress mechanisms, including confidential reporting channels.
Participation in centralized and residential training programs may increase exposure to sexual harassment and exploitation where safeguards in accommodation, transport, and training environments are inadequate.	Medium	The program will invest in gender-responsive measures including safe accommodation, transport arrangements, childcare facilities, and designated safeguarding focal points at training venues, alongside clear reporting mechanisms.
Expansion of digital teacher management systems may create risks of data privacy breaches, unauthorized access, or misuse of personal information.	Medium	Data protection protocols will be developed and enforced, including role-based access controls, secure system design, and restrictions on access to sensitive personal data. System users will be trained on ethical data use and confidentiality, and mechanisms for reporting and addressing data misuse will be established. These measures will be integrated into system development and implementation to ensure that digital tools strengthen accountability without creating new risks.
Efforts to promote gender equality and women's participation in teacher professional development may face resistance in some contexts due to prevailing sociocultural norms regarding women's mobility, caregiving roles and professional roles.	Low	The program will incorporate community engagement and communication strategies aimed at promoting awareness of the benefits of gender-inclusive teacher professionalization. Engagement with school leaders, local education authorities, and communities will help build support for women's participation in training and leadership pathways. Beyond general community engagement, the

Major Risks	Risk Level	Mitigation Strategy
		consultation processes envisaged for the various interventions will specifically discuss gender disparities and seek buy-in from key stakeholders at national, regional, and community levels on the measures proposed to address them, thereby reducing the risk of backlash. These measures will help foster broader acceptance of reforms while supporting the participation and advancement of female teachers.
Nominations of the participants in different activities under STG can be biased in terms of positions, power and gender orientation.	Medium	GAs will collaboratively advocate to the Government for fair nominations of the participants in different activities through meetings.
Some of the program activities are not funded because the top-up trigger indicators are not fulfilled.	Low	Both Ministries have expressed commitment to fund all program activities using the government budget should the top-up trigger indicators not be met.
Bangladesh held national election in February 2026 and a newly elected government has assumed office. The new political government planned to revise the school curriculum in 2027 and already started revision related preparatory activities (such as discussions including preparatory meetings and dialogues). Though the STG focuses on teacher professionalization, the revision of school curriculum might affect the relevance and uptake of teacher professionalization guidelines and materials.	Low	i) The program will maintain continuous coordination with the relevant authorities responsible for school curriculum development (e.g., NCTB and MoE/MoPME). Formal mechanisms, such as joint technical task teams/groups and periodic review checkpoints, will be established to ensure that teacher education guidelines, as well as pre-service and in-service training content, remain closely aligned with evolving curriculum priorities. The Government's plan to revise the school curriculum is well aligned with the STG timeline, particularly the initial two-year design and development phase. This creates a strategic opportunity to synchronize curriculum revision and the development of teacher professionalization related guidelines and materials, thereby enhancing their long-term relevance and reducing the risk of misalignment. ii) Given that the first two years of the STG focus on design and

Major Risks	Risk Level	Mitigation Strategy
		development, this phase will be used strategically to track curriculum revisions, integrate emerging directions into teacher training, and adjust and validate content before rollout. This phased approach will significantly reduce the risk of producing materials that may become outdated or misaligned with national priorities. iii) Moreover, teacher professional development and standards will emphasize the strengthening of pedagogical competencies through a competency-based approach. In addition, training programs and courses will be designed using a modular structure. This will allow specific components to be updated, adapted, or replaced without requiring a complete redesign of the system, thereby ensuring flexibility and sustainability. iv) In addition, the in-service teacher development system will incorporate blended learning modalities, enabling continuous professional development through both face-to-face and digital platforms. This approach will facilitate timely updates and refresher training, ensuring that teachers can be efficiently reoriented in response to any curriculum changes introduced during or after the STG implementation period.

11. SUSTAINABILITY AND AID EFFECTIVENESS

11.1. Sustainability

The STG program has been designed and planned in close consultations with the ministries (MoPME and MoE), ELCG, development partners and CSOs including after the general election and establishment of the new government in 2026. During these consultations, ownership of the ministries and their implementing agencies of teacher professionalization reform has been developing. There is political will to embed STG program interventions in the government sub-sector programs such as PEDP5 and SEDP, as discussed above. This will increase sustainability of the program beyond the STG program duration.

Moreover, during program implementation, several activities will focus on strengthening institutional arrangements for teacher professionalization. These include the development of the teacher policy guideline, preparation of a teacher policy guideline rollout plan, establishing a TPDF rollout plan, clarifying institutional responsibilities and establishing inter-institution mechanisms for key functions such as pre-service teacher education, teacher competency assessment, certification, etc. Embedding these functions within the mandates and operational plans of relevant institutions will help ensure the sustainability of the program.

National ownership is central to STG's approach. The Government of Bangladesh, particularly the MoPME and MOE will lead the program implementation and managing resources for institutional setup. This ensures that the program remains fully embedded in local leadership and systems. Alignment with national policies, including PEDP5 and SEDP, ensures that STG interventions reinforce existing reform trajectories.

On the other hand, the STG program includes capacity strengthening activities for institutions related to teacher professionalization which will ensure sustainability by embedding the building up of technical expertise and leadership within both national and sub-national education systems.

In addition, the tools, frameworks, and institutional processes developed under the STG, particularly those supporting teacher policies, standards, CPD structures, and accountability mechanisms, will be documented, institutionalized, and scaled. This will create a lasting resource base for future reforms, while also ensuring that key lessons inform the next cycle of sector planning and implementation.

11.2. Aid effectiveness

In line with the broader results-based sector-wide approach (SWAp), partners are actively investing in various areas of education system transformation. The Development Partners (DPs) are pooling their resources with the Government of Bangladesh's primary and secondary education sub-sectors. The DPs have provided financial resources and technical expertise, while national civil society organizations have worked both at the systems level as well as at the grassroot level to introduce innovative education provision. Their proven track record of collaboration under a shared strategic direction allows teacher professionalization to leverage the strengths of partners with a significant development presence in the education sector.

The STG program interventions will be included in the primary and secondary education sub-sector programs as much as possible so that there is no duplication of efforts between STG and government programs. This will also ensure government ownership of the STG program interventions.

Moreover, regular consultations with ELCG, development partners and civil society organisations will be continued to share STG program planning and progress so that duplication is avoided. During the implementation of the program, a program coordination unit and technical team will be formed who can coordinate and monitor for avoiding duplication of effort.

All these efforts will ensure alignment with sector strategies, harmonization of partner efforts, transparency, and mutual accountability.

Harmonization of partner efforts will be achieved through joint planning, monitoring, and evaluation mechanisms. This will create a coordinated front for education reform, reduce parallel programming, and promote more efficient use of donor and government resources.

As joint Grant Agents, UNICEF and UNESCO will work closely with MoPME, MoE and relevant agencies to integrate STG activities within national systems, financing mechanisms, and institutional processes. Where feasible, the program will rely on country systems for procurement, financial management, and results monitoring, further reinforcing national capacity and ownership.

12. LIST OF APPENDICES:

Appendix 1: Detailed Implementation Schedule

Appendix 2: M&E Framework

Appendix 3: Detailed Budget

Appendix 4: References

Appendix 1: DETAILED IMPLEMENTATION SCHEDULE

Attached in a separate Excel file. Please see the Appendix 1 document.

Appendix 2: M&E FRAMEWORK

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
Outcome 1: An integrated, coherent, and operationalized policy environment is supported that aims to achieve an equitable, accountable, and professional management of the teaching workforce across primary and secondary education						
	Output 1.1: System is prepared for phased roll-out of a comprehensive gender-responsive Teacher Policy Guideline		1.1. System preparedness for phased roll-out of Teacher Policy Guideline achieved (policy guideline approved, plans endorsed, arrangements established, and stakeholders trained)	(1) Composite verification through Policy Guideline, rollout plans, TORs, dissemination and training records; (2) Roadmap copy	*Baseline*: system is not prepared (no elements in place) *End targets*: (1) system is prepared for Teacher Policy Guideline roll-out (all key elements are in place in both ministries: policy guideline approved, plans endorsed, arrangements established, and staff trained); (2) roadmap is developed toward national Teacher Policy approval *Intermediate targets:* Achievement of activity targets	Year 4
		1.1.1. Development of Teacher Policy Guideline	1.1.1. Availability of a Teacher Policy Guideline	Copies of Guideline documents; official approval notifications (meeting minutes, agreements, etc.)	*Baseline*: No endorsed teacher policy guidelines *End target*: 1 approved Guideline (with 2 parts: for primary under MoPME and for secondary under MoE),	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					aligned in vision and principles *Yearly targets*: Year 1 - Guideline drafts developed Year 2 - Guideline finalized and submitted for approval	
		1.1.2. Development of phased operational roll-out plans for Teacher Policy Guideline, including monitoring plans	1.1.2. Number of phased operational roll-out and monitoring plans developed, segregated by sub-sector (primary and secondary)	Copies of rollout plans; official approval notifications (meeting minutes, agreements, etc.)	*Baseline*: No rollout plans for teacher policy guidelines *End target*: 2 rollout plans (1 for primary, 1 for secondary), validated and endorsed by respective Ministries *Yearly targets*: Year 2 – Rollout plans drafts developed Year 3 – Rollout plans submitted for approval	Year 3
		1.1.3. Establishment of implementation arrangements for phased implementation of the Teacher Policy Guideline per roll-out plans	1.1.3. Presence of implementation arrangements at both Ministry- and directorate-level, with clear TORs	TOR documents; Coordination documentation (meeting minutes, agreements, etc.)	*Baseline*: No dedicated implementation arrangements in place *End target*: TORs and documented coordination mechanisms developed under both Ministries *Yearly targets*: N/A	Year 3

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		1.1.4. Dissemination of Teacher Policy Guideline and roll-out plans to stakeholders	1.1.4. Number of stakeholders reached through dissemination events	Dissemination event reports; participant registers	*Baseline*: 0 stakeholders *End target*: At least 103,647 stakeholders reached directly across national, sub-national, and institutional levels (including policymakers, regional and institutional authorities, representatives of teacher organizations, as well as ELCG members), of which 40% will be women (approximately 41,459). *Yearly targets*: N/A	Year 3
		1.1.5. Capacity strengthening of policymakers and implementing agencies' staff for Teacher Policy Guideline implementation	1.1.5. Percentage of targeted policymakers and implementing agency staff trained on the Teacher Policy Guideline and roll-out plans (disaggregated by sex)	Training reports; attendance sheets; participant lists (with sex-disaggregation)	*Baseline*: 0% *End target*: At least 80% of identified staff trained (e.g., ~400 staff across MoPME, MoE, DPE, DSHE, NAPE, NAEM, PTI, TTC, LTC, NTRCA, NCTB, BANBEIS), 30% female *Yearly targets*: N/A	Year 4
	Output 1.2: System is prepared for phased roll-out of Teacher Professional Development Framework (TPDF)		1.2. System preparedness for phased roll-out of TPDF achieved (plans endorsed, arrangements	Composite verification through Policy Guideline, rollout plans, TORs,	*Baseline*: system is not prepared (no elements in place) *End target*: system is prepared for TPDF roll-out	Year 4

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
			established, and stakeholders trained)	dissemination and training records	(all key elements are in place in both ministries: policy approved, plans endorsed, arrangements established, and staff trained) *Intermediate targets:* Achievement of activity targets	
		1.2.1. Development of phased operational roll-out plans for TPDF	1.2.1. Number of phased operational roll-out and monitoring plans for TPDF developed, disaggregated by sub-sector (primary and secondary)	Copies of TPDF rollout plans; official approval notifications	*Baseline*: No rollout plans for TPDF *End target*: 2 TPDF rollout plans (1 for primary, 1 for secondary), validated and endorsed by respective Ministries *Yearly targets*: N/A	Year 3
		1.2.2. Establishment of implementation arrangements for phased implementation of TPDF per roll-out plans	1.2.2. Presence of TPDF implementation arrangements at Ministry- and directorate-level	TOR documents; Coordination documentation (meeting minutes, agreements, etc.)	*Baseline*: No dedicated implementation arrangements in place *End target*: TORs and documented coordination mechanisms developed under both Ministries *Yearly targets*: N/A	Year 3
		1.2.3. Dissemination of TPDF and roll-out plans to stakeholders	1.2.3. Number of stakeholders reached through dissemination events	Dissemination event reports; participant registers	*Baseline*: 0 stakeholders *End target*: At least 103,647 stakeholders reached across national, sub-national, and	Year 3

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					institutional levels (including policymakers, regional and institutional authorities, representatives of teacher organizations, as well as ELCG members), of which 50% will be women (approximately 41,459). *Yearly targets*: N/A	
		1.2.4. Capacity strengthening of policymakers and implementing agencies' staff for TPDF implementation	1.2.4. Percentage of targeted policymakers and implementing agency staff trained on the TPDF and roll-out plans (disaggregated by gender)	Training reports; attendance sheets; participant lists (with sex-disaggregation)	*Baseline*: 0% *End target*: At least 80% of identified staff trained (e.g., ~400 staff across MoPME, MoE, DPE, DSHE, NAPE, NAEM, PTI, TTC, LTC, NTRCA, NCTB, BANBEIS), 30% female *Yearly targets*: N/A	Year 4
Outcome 2: A pre-service teacher education model is introduced to promote teaching as a career choice and ensure skilled persons enter the profession						
	Output 2.1: Pre-service education model is developed and ready for piloting and scaling		2.1. Pre-service education models prepared for piloting and phased scaling (policies reviewed, rollout plans developed, and disseminated to stakeholders)	Review reports, operational roll-out plans (primary and secondary), dissemination records	*Baseline*: No pre-service education model developed or ready for piloting and phased scaling *End target*: Models developed and prepared for piloting and phased scaling (all key elements are in place	Ready for piloting: Year 3; Ready for phased

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					in both ministries: review completed, plans endorsed and disseminated to stakeholders) *Intermediate targets:* Achievement of activity targets	scaling: Year 4
		2.1.1. Review of existing national policies, frameworks, strategies, curricula, mapping of institutions and international best practices for pre-service teacher education	2.1.1. Number of comprehensive situation analyses and institutional mapping (including gender perspectives) reports on pre-service education for primary and secondary sub-sectors completed and validated	Final review reports; minutes of validation workshops; official notifications of acceptance by MoE and MoPME	*Baseline*: No consolidated reviews or institutional mappings for pre-service in place *End target*: 2 aligned validated reports completed (1 for primary, 1 for secondary), with analysis of policies, institutional capacities, gaps, and international best practices documented *Yearly targets*: N/A	Year 1
		2.1.2. Development of phased operational roll-out plan for pre-service education model piloting and scaling-up	2.1.2. Number of phased operational roll-out plans for pre-service education developed for both primary and secondary sub-sectors, endorsed by respective Ministries	Copies of roll-out plans; official approval/endorsement notifications by MoE and MoPME	*Baseline*: No operational roll-out plans for pre-service teacher education in place *End target*: 2 rollout plans validated and endorsed *Yearly targets*: N/A	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		2.1.3. Dissemination of pre-service education model roll-out plans to stakeholders	2.1.3. Number of stakeholders reached through dissemination events	Dissemination event reports; participant registers	*Baseline*: 0 stakeholders *End target*: At least 128,000 stakeholders reached across national, sub-national, and institutional levels (including policymakers, regional and institutional authorities, representatives of training institutions, universities, as well as ELCG members), of which 40% will be women (approximately 51,200). *Yearly targets*: N/A	Year 4
	Output 2.2. Pre-service education provision (including institutional arrangements, curricula, and materials) is developed and piloted		2.2. Pre-service education provision developed and piloted: institutional arrangements, curricula, and materials established and tested in both primary and secondary education	Composite verification through: institutional arrangement guidelines/ partnership agreements; curricula and materials; pilot evaluation reports, for primary and secondary, respectively	*Baseline*: No pre-service education system in place *End target*: Institutional arrangements established; curricula and materials developed and piloted; recommendations produced for scale-up *Intermediate targets:* Achievement of activity targets	Year 4
		2.2.1. Preparing institutional arrangement and partnership for pre-service implementation,	2.2.1. Presence of institutional arrangements and partnership for pre-	Institutional arrangement documents (TORs, partnership	*Baseline*: No institutional arrangements or partnership in place for pre-service certification/ accreditation	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		certification and accreditation	service teacher certification and accreditation	agreements); official approval/ endorsement letters from MoE (TTCs & NAEM) and MoPME (NAPE, DPE, PTIs).	*End target*: Institutional arrangements for pre-service certification/accreditation endorsed in primary and secondary education *Yearly targets*: N/A	
		2.2.2. Preparing the provision of pre-service curricula, contents and materials	2.2.2. Availability of p re-service curricula and instructional materials , disaggregated by sub-sector	Draft and final curricula, training materials and TOT package; Meeting minutes/ records of consultation with relevant stakeholders.	*Baseline*: No standardized curricula, materials, or guidelines for pre-service teacher education *End target*: Inclusive and gender-sensitive p re-service curriculum, contents, materials, and TOT package developed and ready for pilot for primary and secondary education *Yearly targets*: Year 2 - draft curricula and materials for primary and secondary education	Year 3
		2.2.3. Piloting of the pre-service institutional arrangement/ partnership, curricula and materials in primary and secondary education	2.2.3.1 Availability of a piloted pre-service teacher education model and provisions . 2.2.3.2 Percentage of pre-service teacher trainees in pilot	Pilot implementation reports; Institutional partnership and certification framework documents; Monitoring reports on practicum implementation; Pre-	*Baseline*: No integrated pre-service teacher education model (including institutional arrangements, curricula, materials, practicum) piloted in teacher education institutions.	Year 4

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
			institutions successfully completing the pre-service teacher education program and demonstrating improvement in teaching knowledge and competencies, based on pre- and post-program assessments (disaggregated by sex).	and post-program trainee competency assessments; Teaching practicum observation tools; Instructor evaluation rubrics; Gender-disaggregated trainee participation and completion data; Final pilot evaluation report with recommendations	*End target/s*: (1) Integrated pre-service teacher education model piloted in 15 government PTIs; 4 government TTCs; 1 IER, with evaluation completed and evidence-based recommendations on institutional arrangements, curriculum, materials, practicum model/s and certification/accreditation mechanisms for national scale-up. (2) At least 70% of pre-service teacher trainees enrolled in the pilot institutions successfully complete the program (50% of them female). At least 60% of trainee teachers participating in the pilot demonstrate improvement in teaching knowledge and competencies (including competency-based pedagogy, inclusive and	

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					gender-responsive teaching practices, subject-specific instructional strategies, and formative assessment). *Yearly targets*: Year 3 – Pilot institutions selected; Institutional partnership arrangements established; Pilot implementation methodology finalized. Year 4 – pilot launched in in 15 PTIs, 4 TTCs and 1 IER; pilot evaluation tools designed, including pre-service trainee knowledge and competency assessment tools	
	Output 2.3: Institutional capacity is developed, and stakeholders' awareness is raised to support the scale-up of pre-service education		2.3. Institutional capacity and stakeholder awareness strengthened for effective pre-service education delivery (guidelines, management system, capacity-building, and awareness initiatives in place)	Institutional guidelines; PSEMS documentation; training reports; awareness campaign materials and reports	*Baseline*: No institutional guidelines, management systems, training programs, and awareness initiatives for pre-service education in place *End target*: Guidelines for pre-service institutions developed; PSEMS operational; primary and	Year 4

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					secondary sub-sectors' teacher educators, trainers, and officials capacitated; stakeholder (including UGC, public and private universities) awareness initiatives implemented *Intermediate targets:* Achievement of activity targets	
		2.3.1. Development of guidelines for institutions for delivering pre-service, including quality assurance mechanism	2.3.1. Availability of guidelines for institutions delivering pre-service education	Final guidelines; validation workshop minutes; official approval letters (MoE/MoPME)	*Baseline*: No guidelines for pre-service institutions in place *End target*: Comprehensive guidelines for pre-service institutional delivery in primary and secondary education validated and endorsed *Yearly targets*: N/A	Year 3
		2.3.2. Development of pre-service education management system that connects all stakeholders for smooth and coordinated management	2.3.2. Availability of a Pre-Service Education Management System (PSEMS) for primary and secondary schools, integrated with other teacher-management systems	PSEMS design and operational documentation; system user manuals; integration records with teacher management systems or related databases	*Baseline*: No management system exists to track or coordinate pre-service education *End target*: PSEMS for primary and secondary education established and piloted, with integration into	Year 3

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					national systems and data-sharing protocols operationalized *Yearly targets*: N/A	
		2.3.3. Preparing teacher educators/trainers and officials to support pre-service education scale-up	2.3.3. Number of teacher educators, trainers, and officials capacitated to deliver and manage pre-service education for the primary and secondary education sub-sectors (disaggregated by sex)	Training curricula and materials; participant registers; post-training reports and evaluations	*Baseline*: No teacher educators or officials capacitated on new pre-service education framework *End target*: At least 1,500 teacher educators and officials trained on pre-service framework and processes (e.g., staff across PTIs, TTCs, DPE, DSHE, NAPE, NAEM, NTRCA, BAC, NCTB, BANBEIS), 30% female *Yearly targets*: N/A	Year 4
		2.3.4. Raising awareness of the stakeholders on pre-service education	2.3.4. Number of stakeholders reached through awareness and advocacy campaigns on pre-service education	Awareness and advocacy campaign materials (audio, video, print); social media campaign, radio-tv campaign, event reports, etc.	*Baseline*: 0 stakeholders *End target*: At least 1,000,000 stakeholders reached across national, sub-national, and institutional levels (including UGC, public and private universities, training institutes, professional associations, government. officials,	Year 4

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					trainers, teacher educators, community representatives, existing and potential teachers). *Yearly targets*: N/A	
Outcome 3: A comprehensive in-service teacher professional development system is operationalized and in use, designed to provide equitable, needs-based and applied professional development opportunities						
	Output 3.1: In-service teacher professional development courses and delivery arrangements are developed, and staffs are equipped to implement them		3.1. In-service professional development for primary and secondary education strengthened through: (1) design of delivery arrangements, (2) upgraded and new CPD courses, and (3) staff capacity building	In-service professional development system review report; CPD course packages (upgraded and new); training reports	*Baseline*: Current in-service PD system fragmented, low in relevance, with limited blended learning options and weak delivery arrangements. *End target*: Delivery arrangements designed; upgraded and new CPD courses developed; at least 1,500 teacher educators/trainers capacitated to deliver courses. *Intermediate targets*: Achievement of activity-level indicators	Year 4
		3.1.1. Design of in-service teacher professional development mechanisms/	3.1.1. Teacher professional development (TPD) review carried out; In-service TPD	Review report; TPD mechanism design document; official approval/endorsement records	*Baseline:* No comprehensive in-service TPD arrangements in place. *End target*: Mechanism and delivery arrangements	Year 1

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		arrangements based on a comprehensive review of the existing in-service professional development system and international best practices	mechanisms and delivery arrangements designed.		designed and endorsed by MoE/MoPME *Yearly targets*: Year 1 – review of TPD completed	
		3.1.2. Upgrading of existing CPD courses, considering blended modality	3.1.2. Percentage of existing CPD courses upgraded	Finalized upgraded CPD course packages; Training institute reports	*Baseline:* CPD courses mostly face-to-face and outdated/ disjointed *End target*: At least 20 existing CPD courses for primary and secondary education reviewed and upgraded (or discarded); blended modality incorporated to the extent recommended in review findings. *Yearly targets*: Year 1 – mapping of available CPD courses and their eligibility for upgrade, decided against defined criteria.	Year 2
		3.1.3. Design of new CPD courses,	3.1.3. Number of new CPD courses designed	New CPD course packages (curricula,	*Baseline***:** CPD courses in place are not consistent with in-service teacher	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		considering blended modality		materials, digital content)	professional development mechanisms/arrangements *End target*: At least 16 new CPD course packages designed; blended modality incorporated to the extent recommended in review findings. *Yearly targets*: Year 1 – criteria for CPD courses consistent with the TPDF principles	
		3.1.4. Capacity development of teacher-educators/ trainers and officials to deliver new/ upgraded CPD courses	3.1.4. Number of teacher educators, trainers, and officials capacitated to deliver/ support new and upgraded CPD courses for the primary and secondary sub-sectors (disaggregated by sex)	Training curricula and materials; participant registers; post-training reports and evaluations	*Baseline*: Teacher educators or officials are not yet capacitated on new CPD courses *End target*: At least 1,500 teacher educators, trainers and officials trained to deliver/ support new and upgraded CPD courses for the primary and secondary sub-sectors, 40% female *Yearly targets*: Year 2 – training packages and materials developed	Year 3

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		3.1.5. Pilot and targeted implementation of new/ upgraded CPD provision	3.1.5.1. Presence of CPD pilot. 3.1.5.2. Number of participating teachers; percentage teacher completion and percentage of participating teachers showing improved teaching practices	CPD pilot implementation reports; Training attendance and completion records from training institutions and TLMS; Trainer performance monitoring reports; Pre- and post-training teacher knowledge assessments; Classroom observation tools and supervision/mentoring reports; Teacher feedback surveys on CPD relevance and applicability; Monitoring reports from the CPD evaluation system; Gender-disaggregated participation and completion data	*Baseline:* No upgraded CPD pilot implemented; No teachers trained through the new CPD model; No data on teacher completion rates or classroom practice changes under the new/ upgraded CPD system *End targets:* CPD pilot implemented at 384 schools (70% from rural and hard to reach areas)[108]; 30,000 primary and secondary teachers receive blended CPD provision (at least 50% female and 70% from rural and hard to reach areas); At least 70% of participating teachers complete pilot CPD courses (of them at least 50% female and at least 70% from rural and hard-to-reach areas); At least 60% of participating teachers demonstrate	Year 4

[108] Greater consideration will be given to schools with more female teachers, lower learning achievement,and coming from different geographic pockets.

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					improved knowledge and classroom practices, as evidenced through training assessments and classroom observation scores, disaggregated by sex. *Yearly targets:* Year 3 – new/upgraded CPD courses delivered to 4,000 teachers (at least 50% female) of 384 pilot schools (192 primary, 192 secondary) across 64 districts of Bangladesh, using blended modalities. Year 4 – new/upgraded CPD courses delivered to 26,000 teachers (at least 50% female) using blended modalities.	
	Output 3.2. Teacher learning management systems (TLMS) are upgraded and integrated, and staffs are equipped to use them effectively		3.2. % of teachers and education officials accessing and using upgraded and integrated TLMS platforms for professional development	System-generated usage reports; Ministry monitoring reports	*Baseline***:** Fragmented, multiple TLMS in use with limited access and no integrated monitoring *End Target***:** At least 50% of teachers and officials actively using the upgraded	Year 4

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					TLMS platforms and integrated dashboards *Intermediate targets*: Achievement of activity-level indicators	
		3.2.1. Upgrading teacher learning management systems to interactive and dynamic systems	3.2.1. Number of TLMS upgraded and operationalized with expanded capacity and accessibility features	System upgrade documentation; Technical validation reports	*Baseline*: TLMS platforms exist with limited functionalities and usefulness to teachers, teacher educators and officials *End Target*: At least 2 existing TLMS (1 for primary and 1 for secondary) upgraded and operational, with increased capacity and accessibility, based on TPDF-aligned criteria *Yearly targets*: Year 1 - criteria for TLMS platforms consistent with the TPDF principles	Year 2
		3.2.2. Creating an integrated dashboard to connect all the teacher learning management systems	3.2.2. Availability of a functional integrated dashboard for TLMS	Dashboard platform; dashboard functionality reports; MoE/MoPME monitoring records	*Baseline*: No integrated dashboards exist *End Target:* 1 integrated dashboard established and functional, enabling single-	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					entry teacher access and monitoring *Yearly targets*: N/A	
		3.2.3. Capacity development of teacher-educators/ trainers and officials on the use of updated integrated teacher learning management systems	3.2.3. Number of teacher educators, trainers, and officials trained on the updated TLMS/ ITLMS (disaggregated by sex)	Training reports; Participant lists	*Baseline*: Few staff trained to use TLMS *End Target:* At least 1,500 teacher educators/trainers/ officials trained, 30% female *Yearly targets*: Year 2 – training packages developed	Year 3
Outcome 4: The teacher management and support systems are strengthened to enhance teacher motivation, retention and continuous professional growth, supported by sustainable national financing						
	Output 4.1: Facilities for teacher training are upgraded as gender-responsive, inclusive and disability-friendly	4.1. Proportion of teacher training institutes upgraded to meet minimum standards for gender-responsive, inclusive, and disability-friendly facilities (including WASH, accessibility, daycare, and technology-enabled classrooms)	Facility assessment reports; facility upgradation reports	*Baseline:* Teacher training facilities lack inclusive infrastructure, technology integration, and gender-responsive features, including WASH *End Target:* All the government Primary Teacher Training Institutes (PTI) and government Teacher Training Colleges (TTC) are upgraded with inclusive, gender-responsive infrastructure, including WASH, daycare facilities,	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					and tech-enabled classrooms *Intermediate targets*: Achievement of activity-level indicators	
		4.1.1. Development of teacher-training facility improvement plan, based on comprehensive facility assessment (including factors such as safeguarding, gender-responsiveness, inclusion, tech integration, global best practice etc.)	4.1.1. Availability of comprehensive gender responsive teacher-training facility improvement plans, disaggregated by sub-sector	Facility assessment reports; Approved facility improvement plan;	*Baseline:* No teacher-training facility improvement plans exist *End Target:* Teacher-training facility improvement plans endorsed by both ministries (1 for primary, 1 for secondary) *Yearly targets*: Year 1 – Comprehensive facility assessment of 67 PTIs, LTC, NAPE, NAEM and 14 TTCs completed, based on criteria aligned with TPDF	Year 2
		4.1.2: Upgrading of teacher-training institutes with technology-enabled, inclusive and interactive classrooms, inclusive WASH and daycare facilities with	4.1.2. Number of teacher training institutes upgraded with inclusive WASH, daycare, and technology-enabled interactive classrooms	Procurement lists and contracts; upgradation contracts and progress reports; Infrastructure completion certificates; Monitoring	*Baseline:* Outdated training institutes with limited inclusive infrastructure (including daycare) and technology-enabled environments *End Target:* 67 PTIs, LTC, NAPE, NAEM and 14 TTCs	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		maintenance (focus on female-, disabled- and mother teacher- friendly)		and supervision reports	are upgraded with gender-responsive and disability-friendly facilities , including WASH facilities, daycare facilities and technology-equipped classrooms *Yearly targets*: Year 1 – Designs and procurement lists developed; procurement initiated Year 2 – Infrastructures upgraded	
	Output 4.2: Equitable teacher deployment and school-based support systems are established in primary and secondary education		4.2. (a) Percentage of relevant education officials using the digital teacher transfer and deployment system for data-driven teacher placement decisions. (b) Integrated teacher support system (academic supervision, mentoring, and teacher motivation and well-being mechanisms) piloted, validated, and ready for national rollout	Deployment/ transfer system usage reports; MoE/MoPME monitoring reports; Approved national guidelines and operational manuals for teacher support and incentivization; Final pilot evaluation report with recommendations for scale-up; Official MoE/MoPME endorsement notifications	*Baseline:* (a) No digital data-driven teacher deployment and transfer system operational across primary and secondary education. (b) No standardized national framework exists for school-based academic supervision, mentoring, and teacher motivation or well-being support systems in primary or secondary education. (c) Schools in disadvantaged pilot areas (e.g., rural, char, haor, hill tract) experience acute teacher shortages –	(a) Year 3 (b) Year 3 (c) Year 4

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
			in primary and secondary education. (c) Percentage decrease in teacher shortages in schools in disadvantaged pilot areas (e.g., rural, char, haor, hill tract).		precise shortage measures will be estimated at start of project. *End Target:* (a) At least 70% of relevant officials responsible for teacher transfer and deployment access and use the digital teacher transfer and deployment system. (b) Integrated teacher support system successfully piloted in 384 schools, and formally endorsed for national rollout in primary and secondary education. (c) At least 10% decreased in teacher shortages in pilot schools in disadvantaged areas. *Intermediate targets*: Achievement of activity-level indicators	

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		4.2.1. Designing and introducing equitable teacher deployment and transfer process for primary and secondary school teachers	4.2.1.1. Availability of equitable teacher deployment and transfer guidelines, supported by a digital monitoring system, operationalized for primary and secondary sub-sectors; 4.2.1.2. Number of education officials trained on equitable deployment and transfer process (disaggregated by sex)	Approved guidelines; Operational digital system; MoE/MoPME endorsement notifications; Training materials; Training reports; Participant lists	*Baseline***:** No fully functional equitable teacher deployment and transfer system supported by a digital monitoring system operational across both primary and secondary sub-sectors; 0 education officials trained on the updated equitable teacher deployment and transfer processes *End Targets:* (1) Equitable teacher deployment and transfer guidelines developed; digital monitoring system operational in both sub-sectors for tracking vacancies and transfers; (2) At least 500 education officials from MoE, MoPME, DSHE, DPE, district, and upazila levels trained on equitable teacher deployment and transfer processes, including at least 30% women. *Yearly targets*:	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					Year 1 – Equitable teacher deployment and transfer guidelines and digital system design completed for primary and secondary; Year 2 – Training materials and operational procedures for equitable teacher deployment finalized	
		4.2.2. Developing of teacher motivation and well-being support processes for primary and secondary school teachers	4.2.2. Availability of g ender-responsive guidelines and standardized processes for teacher motivation, well-being, and recognition of excellence, disaggregated by sub-sector	Guidelines and operational manuals for teacher motivation and well-being support processes; Structures and procedures for teacher incentivization and recognition of excellence; Official approval or endorsement documents from MoE/MoPME and relevant implementing agencies; Dissemination records or implementation circulars issued to	*Baseline:* No structured national framework exists for teacher motivation, well-being, and recognition of excellence in either primary or secondary education. *End Targets:* 2 sets of guidelines for teacher motivation and well-being support developed (1 for primary, 1 for secondary), including gender-responsive provisions and minimum standards for teacher-supportive workplace conditions; Standardized processes for incentivization and recognition of excellence in	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
				primary and secondary education authorities	teaching developed for both sub-sectors and prepared for piloting *Yearly targets*: Year 1 – Review of existing teacher motivation and well-being mechanisms completed; Draft guidelines for teacher motivation and well-being developed; Draft incentive and recognition processes prepared.	

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		4.2.3. Strengthening school-based academic supervision and mentorship.	4.2.3. Availability of guidelines and operational processes for school-based academic supervision and teacher mentoring, disaggregated by sub-sector	Guidelines for school-based academic supervision and mentoring; Operational manuals defining school leaders' roles in instructional support; Official approval/endorsement documents issued by MoE/MoPME and relevant agencies; Dissemination circulars to schools and education authorities	*Baseline:* No standardized national guidelines or operational framework defining the roles of school leaders in academic supervision and mentoring of teachers exist in primary or secondary education. *End target:* National guidelines and operational processes for school-based academic supervision and mentoring developed for primary and secondary education, including clearly defined roles and responsibilities of school leaders. *Yearly targets:* Year 1 – Review of existing supervision and mentoring arrangements completed.	Year 2
		4.2.4. Piloting of teacher support systems (academic supervision and mentoring, teacher wellbeing and	4.2.4.1. Number of primary and secondary schools piloting the integrated gender responsive teacher support system (school-	Pilot implementation and monitoring reports; School supervision and mentoring logs/reports; Training	*Baseline:* (4.2.4.1) No integrated system of school-based academic supervision, mentoring, and teacher support aligned with CPD is	Year 3

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		motivation) in selected schools	based academic supervision and mentoring, and teacher motivation and well-being support processes, with enabling workplace conditions) in alignment with the CPD pilot. 4.2.4.2. Percentage of participating teachers in disadvantaged pilot schools receiving regular school-based mentoring and instructional support (disaggregated by gender). 4.2.4.3. Percentage of teachers in disadvantaged pilot schools reporting improved access to professional support, and supportive working conditions (disaggregated by gender).	records for school leaders participating in the pilot; Teacher perception surveys on mentoring and support Pilot evaluation and implementation assessment reports	currently piloted in primary or secondary schools. (4.2.4.2) Teachers in disadvantaged pilot schools do not receive regular school-based mentoring and instructional support. (4.2.4.3) Teachers in disadvantaged schools have fragmented access to professional support and supportive working conditions - precise reported measures at pilot schools in disadvantaged areas will be estimated at start of project. (4.2.4.4) Retention rate in disadvantaged schools is low -- precise measures at pilot schools in disadvantaged areas will be estimated at start of project. *End Target:* (4.2.4.1) 384 pilot schools (192 primary and 192 secondary) implement the integrated teacher support system	

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
			4.2.4.4. Percentage improvement in retention rate of pilot-school teachers in disadvantaged areas (disaggregated by gender).		(70% from rural and hard to reach areas). (4.2.4.2) At least 70% of participating teachers in disadvantaged pilot schools receive regular school-based mentoring and instructional support (at least 50% of them female). (4.2.4.3) At least 70% of participating teachers in disadvantaged pilot schools report improved access to professional support, and supportive working conditions (at least 50% of them female) (4.2.4.4) At least 10% improvement in retention rate of pilot-school teachers in disadvantaged areas (at least 50% of them female). *Yearly targets*: Year 2 – schools selected for pilot; pilot implementation methodology designed; training of school leaders on academic supervision and	

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
					mentoring conducted; enabling conditions for teacher-supportive learning environments established in participating schools; operational processes linking CPD courses and school-based mentoring established and prepared for piloting; Year 3 – pilot launched at 384 schools alongside the CPD pilot.	
	Output 4.3: Sustainable national financing for teacher professionalization interventions is strengthened		4.3. National financing mechanism in place for teacher professionalization interventions across primary and secondary sub-sectors informs sector budget planning and financing	Sector planning documents referencing study and roadmap; MoE and MoPME annual budget planning	*Baseline:* No comprehensive financing roadmap for teacher professionalization *End Target:* Recommended roadmap steps integrated into sector financing frameworks (e.g., ADP, MTRD); sector budget planning and annual expenditure frameworks. *Intermediate targets*: Achievement of activity-level indicators	Year 3
		4.3.1. Carrying out a study of the financing and investment needs of	4.3.1. Completion of a financing and investment needs study	Published study; Validation workshop	*Baseline:* Broad financial analysis of teacher-related policies and practices; no	Year 2

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
		the teacher professionalization reform	for teacher professionalization reform	reports; MoE/MoPME endorsement	specific costing for teacher professionalization reform initiatives *End Target:* 1 joint study on financing and investment needs for teacher professionalization reform initiatives (with gender lens) validated by MoE/MoPME *Yearly Targets:* Year 1 – costs of projected interventions up to date compiled and estimated at scale Year 2 – costs of projected interventions updated based on new and forthcoming interventions, and estimated at scale	
		4.3.2. Developing sustainable financing roadmap for teacher professionalization	4.3.2. Availability of a sustainable financing roadmap for teacher professionalization in primary and secondary sub-sectors, with phased investment plan	Final roadmap document for MoE and MoPME; Records of stakeholder consultation workshops; Ministry budgets aligned to roadmap	*Baseline:* No dedicated financing roadmap for teacher professionalization *End Target:* 1 sustainable gender responsive financing roadmap finalized *Yearly Targets:* Year 2 – Draft roadmap developed based on	Year 3

Outcome	Output	Activity	Indicator	Means of Verification	Baseline and Target/s	Target Year
			and resource mobilization strategy		financing study findings and compiled costs of project interventions estimated at scale	

Appendix 3: DETAILED BUDGET

Attached in a separate Excel file. Please see the Annex 2 of the application package.

Appendix 4: REFERENCES

Akhter, Salma. *Diploma in Primary Education (DPEd) Effectiveness Evaluation*. Dhaka: Directorate of Primary Education (DPE), Government of Bangladesh, 2020.

Akhter, Salma. "Quality Training Crucial for Primary School Teachers." *The Daily Star*, July 2023.

Akhter, S. *"Teachers' Perceptions of the Primary School Curriculum in Bangladesh."* The Curriculum Journal 23, no. 3 (2012): 399–415.

Asadullah, S. "Effects of Teacher Training on Secondary Teachers' Mathematical Content Knowledge in Dhaka, Bangladesh." *International Journal of Innovation and Economic Development* 2, no. 5 (2018): 40-55.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS). *Bangladesh Education Statistics 2023*. Dhaka: BANBEIS, 2023.

Bangladesh Bureau of Educational Information and Statistics (BANBEIS). *Bangladesh Education Statistics 2024*. Dhaka: Ministry of Education, 2024.

Bangladesh Bureau of Statistics (BBS) and UNICEF. *Multiple Indicator Cluster Survey (MICS) 2019*. Dhaka: BBS, 2019.

Darling-Hammond, Linda, Maria E. Hyler, and Madelyn Gardner. *Effective Teacher Professional Development*. Palo Alto, CA: Learning Policy Institute, 2017. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report.

Das, S. "Pre-service Teacher Training for the College Teachers in Bangladesh." *Bangladesh Teacher Education Journal (BTEJ)* 1, no. 1 (2025).

Directorate of Primary Education (DPE). *Annual Primary School Census (2024)*. Dhaka: Ministry of Primary and Mass Education, 2024.

Directorate of Primary Education (DPE). *Annual Primary School Statistics (APSS) 2024*. Dhaka: Ministry of Primary and Mass Education, 2024.

Directorate of Primary Education (DPE). *Annual Sector Performance Report (ASPR) 2021*. Dhaka: Ministry of Primary and Mass Education, 2021.

Directorate of Primary Education (DPE). *The National Student Assessment (NSA) 2022: Grades 3 and 5*. Dhaka: DPE, 2023.

Directorate of Secondary and Higher Education (DSHE) and UNESCO. *Review of Existing Teacher Policies and Practices towards Developing a Comprehensive National Teacher Strategy*. Dhaka: DSHE, 2025 (In press).

Education Endowment Foundation. *Effective Professional Development*. London: EEF, 2021.

Global Education Evidence Advisory Panel (GEEAP). *Cost-Effective Approaches to Improve Global Learning: What Does Recent Evidence Tell Us Are "Smart Buys" for Improving Learning in Low- and Middle-Income Countries?* Washington, DC: World Bank, 2023.

Global Partnership for Education (GPE). "Education in Bangladesh." GPE. Accessed 2025. https://www.globalpartnership.org/where-we-work/bangladesh.

Global Partnership for Education (GPE). *GPE Multiplier*. Washington, DC: GPE, 2025.

Government of Bangladesh. *Education Sector Analysis (ESA) 2020*. Dhaka: Ministry of Education and Ministry of Primary and Mass Education, 2020.

Government of Bangladesh. *GPE 2025 Enabling Factor Analysis: Bangladesh*. Dhaka: Ministry of Primary and Mass Education and Ministry of Education, 2023.

Government of Bangladesh. *National Education Policy 2010*. Dhaka: Ministry of Education, 2010.

Government of Bangladesh. *Transforming Education in Bangladesh: Teacher Professionalization for Effective Teaching towards Enhanced Learning Outcomes (Partnership Compact)*. Dhaka: Ministry of Education and Ministry of Primary and Mass Education, 2025.

Hanushek, Eric A., and Steven G. Rivkin. "Generalizations about Using Value-Added Measures of Teacher Quality." *American Economic Review* 100, no. 2 (2010).

IMF. *World Economic Outlook*. Washington, DC: International Monetary Fund, 2025.

International Finance Corporation. *Tackling Childcare: The Business Benefits and Challenges of Employer-Supported Childcare in Bangladesh*. Washington, DC: International Finance Corporation, 2019.

International Finance Corporation. *Tackling Childcare: The Business Case for Employer-Supported Childcare*. Washington, DC: International Finance Corporation, 2017.

International Labour Organization. "Innovative Childcare at the Workplace Enables Women to Participate in the Labour Market in Moldova and Ukraine." June 24, 2024. https://www.ilo.org/resource/news/innovative-childcare-workplace-enables-women-participate-labour-market.

International Labour Organization (ILO). *Recommendations of the High-Level Panel on the Teaching Profession*. Geneva: ILO, 2024. https://www.ilo.org/sites/default/files/wcmsp5/groups/public/%40ed_dialogue/%40sector/documents/publication/wcms_912921.pdf.

Islam, M. T. "Teacher Development Approaches and Strategies in BRAC Nobodhara School." *International Journal of Learning & Development* 6, no. 1 (2016): 48–60. http://dx.doi.org/10.5296/ijld.v6i1.8846.

Kraft, Matthew A., David Blazar, and Dylan Hogan. "The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of the Causal Evidence." *Review of Educational Research* 88, no. 4 (2018): 547–88.

McKinsey & Company. *How the World's Best-Performing School Systems Come Out on Top*. New York: McKinsey & Company, 2008.

McKinsey & Company. *How the World's Most Improved School Systems Keep Getting Better*. New York: McKinsey & Company, 2010.

Mohammad Rahim Uddin, et al. "Work-Life Balance: A Study on Female Teachers of Private Education Institutions of Bangladesh." *European Journal of Business and Management* 5, no. 13 (2013).

Mustafa Manir Chowdhury, et al. "Work-Life Balance of Female Garment Workers in Bangladesh: An Empirical Investigation." *Global Journal of Management and Business Research: Administration and Management* 15, no. 7 (2015).

National Academy for Primary Education (NAPE). *Effectiveness Study of the Revised Diploma in Primary Education (DPEd) Programme*. Gazipur: NAPE, 2024.

National Academy for Primary Education (NAPE). *Study on the Effectiveness of Primary Teacher Training and Professional Development in Bangladesh*. Mymensingh: NAPE, 2024.

OECD. *A Flying Start: Improving Initial Teacher Preparation Systems*. Paris: OECD Publishing, 2019.

OECD. *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*. Paris: OECD Publishing, 2019.

Popova, Anna, David Evans, and Violeta Arancibia. *Training Teachers on the Job: What Works and How to Measure It*. Background Paper to the 2018 World Development Report. Washington, DC: World Bank, 2016.

Popova, Anna, David Evans, and Violeta Arancibia. *Training Teachers on the Job: What Works and How to Measure It*. Washington, DC: World Bank, 2022.

Promila Kanya. "Day care centres inside RMG factories: A blessing for female workers." *The Business Standard* (Dhaka, Bangladesh), April 13, 2021. https://www.tbsnews.net/feature/panorama/day-care-centres-inside-rmg-factories-blessing-female-workers-230938

Rab, Sk. "Inaugurating Pre-service Teacher Training in Bangladesh: A Comprehensive Approach." *International Journal of Advance Research and Innovative Ideas in Education* 10 (2025): 2266-80.

Rahman, M. A. "Effectiveness of the Teachers' Training Programs Offered in the Government Teachers' Training Colleges..." Master's thesis, University of Dhaka, 2010.

Sanders, D. "Keys to Success: How to Achieve Your Goals." *Australian Journal of Career Development* 7, no. 1 (1998).

Sanders, William L., and Joan C. Rivers. *Cumulative and Residual Effects of Teachers on Future Academic Achievement*. Knoxville: University of Tennessee Value-Added Research and Assessment Center, 1996.

Sayem, S. M., et al. "Impact of Corporate Daycare Facilities on the Productivity of Female Employees: Evidence from Bangladesh." *BUFT Journal of Business & Economics (BJBE)* 5 (2024): 381-94.

Talukder, M. M. R., C. Green, and M. Mamun-ur-Rashid. "Primary Science Teaching in Bangladesh: A Critical Analysis of the Role of the DPEd Program to Improve the Quality of Learning in Science Teaching." *Heliyon* 7, no. 2 (2021).

The Daily Star. "The Unspoken Truth: Bangladesh is Underfunding Its Children's Future." June 12, 2024.

UNESCO. *Global Education Monitoring Report 2017/18: Accountability in Education: Meeting Our Commitments*. Paris: UNESCO, 2017. https://unesdoc.unesco.org/ark:/48223/pf0000261593.

UNESCO. *Global Education Monitoring Report 2020: Inclusion and Education: All Means All*. Paris: UNESCO, 2020. https://unesdoc.unesco.org/ark:/48223/pf0000373718.

UNESCO. *Global Education Monitoring Report 2021/2: Non-state Actors in Education: Who Chooses? Who Loses?* Paris: UNESCO, 2021. https://unesdoc.unesco.org/ark:/48223/pf0000379875.

UNESCO. *Global Education Monitoring Report 2023: Technology in Education: A Tool on Whose Terms?* Paris: UNESCO, 2023. https://unesdoc.unesco.org/ark:/48223/pf0000385723.

UNESCO. *Global Education Monitoring Report 2024: Gender Report: Technology on Her Terms*. Paris: UNESCO, 2024. https://unesdoc.unesco.org/ark:/48223/pf0000391998.

UNESCO. *Teacher Policy Development Guide.* Paris: UNESCO, 2015.

UNESCO. *Teacher Policy Development Guide*. Paris: UNESCO, 2019.

UNESCO Institute for Statistics (UIS). *International Standard Classification of Education: ISCED 2011*. Montreal: UIS, 2012.

UNESCO, UNDP, UNICEF, et al. *Incheon Declaration and Framework for Action for the Implementation of Sustainable Development Goal 4*. Paris: UNESCO, 2016.

UNESCO. *World Summit of Teachers: Final Santiago Consensus*. Paris: UNESCO, 2025. https://www.unesco.org/sites/default/files/medias/fichiers/2025/08/world-summit-teachers-final-santiago-consensus-en.pdf.

UNICEF and UNESCO. *State of the World's Hand Hygiene: A Global Call to Action to Make Hand Hygiene a Priority in Policy and Practice*. New York: UNICEF and UNESCO, 2021. https://www.unicef.org/reports/state-of-worlds-hand-hygiene-2021.

World Bank. *Bangladesh Education Sector Review: Seeding Fertile Ground: Education That Works for Bangladesh*. Washington, DC: World Bank, 2013. https://openknowledge.worldbank.org/handle/10986/16768.

World Bank. "Menstrual Hygiene Management Enables Women and Girls to Reach Their Full Potential." Washington, DC: World Bank, May 25, 2019. https://www.worldbank.org/en/news/feature/2019/01/25/menstrual-hygiene-management.

World Bank. "Primary education, teachers (% female) - Bangladesh." Education Statistics (EdStats). https://databank.worldbank.org/reports.aspx?source=education-statistics-~-all-indicators.

World Bank. *World Development Report 2018: Learning to Realize Education's Promise*. Washington, DC: World Bank, 2018. https://doi.org/10.1596/978-1-4648-1096-1.

3Mpower. *Designing Blended Learning Programmes Which Impact Teaching Quality and Learning Outcomes*. Policy Brief No. 11. Milton Keynes: EdTech Hub, 2025. https://edtechhub.org/wp-content/uploads/2020/09/3Mpower-Policy-Brief-11.pdf.