COUNTRY COMMITMENTS TO EDUCATION DOMESTIC FINANCING

Education Financing Campaign

"Education Multiplies Possibilities: Investing in our future"

Country Partner Identification

Country name:	The People's Republic of Bangladesh
Ministry/Institution:	Ministry of Primary and Mass Education, Ministry of Education
Date:	15 May 2026

1.Volume commitment

1.1. Please select your areas of commitment by checking relevant boxes below (select all that apply):

☒ Increase or maintain education expenditure level as a share of national budget (excluding debt services)

☒ Increase or maintain education expenditure as a share of GDP

☐ Other (please specify)

1.2. Description of education budget perimeter

Please list all line ministries responsible *for elements included in the calculation of education expenditures. Ideally this description should identify where in the national budget relevant elements are recorded*:

Education expenditures comprise budgetary allocations under the Ministry of Primary and Mass Education (MoPME), including its Directorate of Primary Education (DPE) and the Ministry of Education (MoE), including its Secondary and Higher Education Division and Technical and Madrasa Education Division. These expenditures are reflected in the national budget through the Revenue Budget and the Annual Development Programme (ADP), constituting the full perimeter of public education spending. 12.1% of national budget; within 1.53% of GDP.

1.3. projected expenditure

2025	2026	2027	2028	2029	2030
-	-	Percentage (as a share of national budget: 14.91 % (approximate)	Percentage (as a share of national budget): 16.77% (approximate)	Percentage (as a share of national budget): 18.63% (approximate)	Percentage (as a share of national budget): 22.36% (approximate)
-	-	Percentage (as a share of GDP) : 2% (approximate)	Percentage (as a share of GDP) : 2.25% (approximate)	Percentage (as a share of GDP) : 2.5% (approximate)	Percentage (as a share of GDP) : 5.% (approximate)
-	-	Percentage (Other):	Percentage (Other):	Percentage (Other):	Percentage (Other):
-	-	Monetary value - *Currency*: *-Amount*: Approximately BDT 1,17,760 crore (approximate)	Monetary value - *Currency*: *-Amount*: Approximately BDT 1,32,473 crore (approximate)	Monetary value - *Currency*: *-Amount*: Approximately BDT 1,47,177 crore (approximate)	Monetary value - *Currency*: *-Amount*: Approximately BDT 1,76,594 crore (approximate)

Do you have plans to increase ***education expenditure per child*****:** ☒*Yes* ☐*No*
If Yes, please provide
Currency: *Bangladeshi Taka, BDT*
-Baseline: *- Target*:
- Year: *FY2023–2024* *-Year*: *FY2029-2030*
- Amount per child: *BDT 22940*[1] *- Amount per child*: *BDT 37,730*
Education expenditure per student in Bangladesh is estimated at roughly Tk 22940 per year across the public education system, according to BANBEIS, although these average masks significant variation by level of schooling. Primary education receives comparatively lower

[1] BANBEIS Bangladesh Education Statistics 2024 / Page: 396 (Table: 9.2)

spending, while secondary and tertiary education receive higher allocations due to increased costs such as subject specialization, infrastructure, and other costs.

-Indicate the policy framework or any other official documents where information on the baseline and targets can be found:

Partial targets are available in Education Sector Plan (ESP) 2020–2025[2]

1.4. Basis for commitment to increase funding for education

Please list, and briefly describe, any planned or ongoing actions aimed at increasing resources for education *— for example:*

☒ *Raising additional revenues (e.g., through tax reforms or better tax collection), specify*

☒ *Developing strategies for long-term, sustainable education financing (e.g., earmarked taxes, public-private partnerships, etc.), specify*

☒ *Improving budget execution, specify*

☐*Other, specify*

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

The Government of Bangladesh remains committed to strengthening financing for the education sector in line with national development priorities, SDG 4 commitments, ongoing sector programmes such as PEDP4/PEDP5 and SEDP, and the Bangladesh Partnership Compact developed in collaboration with the Global Partnership for Education (GPE) and development partners. The new Government has also publicly expressed its political commitment to gradually increase education financing, including a longer-term aspiration to raise education expenditure toward 5% of GDP, with phased increases over the coming years. In this context, the Government continues efforts to strengthen domestic resource mobilization through broader public financial management reforms, improved revenue administration, enhanced tax collection systems, and measures aimed at increasing fiscal space for social sectors, including education. These efforts are expected to contribute to more sustainable, equitable, and efficient education financing over time.

1. Raising additional revenues and strengthening domestic resource mobilization

The Government continues efforts to improve domestic revenue collection through tax administration reforms, digitalization of financial systems, expansion of the tax base, and improved compliance mechanisms under the National Board of Revenue (NBR). These measures are expected to support gradual increases in public expenditure for social sectors, including education, through the national budget and Medium-Term Budget Framework (MTBF).

2. Developing sustainable financing strategies for education

[2] https://www.globalpartnership.org/node/document/download?file=document/file/2020-12-Bangladesh-ESP.pdf

The Government continues to strengthen medium- and long-term education financing planning through sector-wide programmes and coordinated investment frameworks, including PEDP4, the forthcoming PEDP5, SEDP, and the Bangladesh Partnership Compact. These initiatives support more predictable and aligned financing for teacher development, school infrastructure, digital learning, stipends, school feeding, and inclusive education interventions. Ongoing efforts to improve budget prioritization, financing efficiency, and coordinated sector planning are expected to contribute to more sustainable education financing over time.

3. Improving budget execution and financial management

Measures are being undertaken to strengthen budget utilization, planning, monitoring, procurement efficiency, and financial reporting systems across the education sector through the Medium-Term Budget Framework (MTBF) and strengthen programme management systems. Efforts are also focused on improving timely fund release, reducing implementation delays, strengthening education and financial data systems, and enhancing accountability and oversight mechanisms to ensure more effective, transparent, and efficient use of public resources.

2.Efficiency commitment

Please list, and briefly describe any planned or ongoing actions to improve efficiency of education finance and expected results *— for example:*

- ☒ *Improving public financial management systems for better governance, accountability and delivery. - Specify*
- ☒ *Streamlining teacher management and remuneration mechanisms. – Specify (particularly teacher management)*
- ☒ *Reduce fragmented financing and implementation mechanisms. - Specify*
- ☒ *Enhancing education and financial data tracking systems and availability. – Specify (especially for primary education)*
- ☒ *Adopting innovative budgeting approaches oriented towards education outcomes (e.g. results-based budgeting). - Specify*
- ☒ *Enhancing service delivery to improve learning, retention, and completion. - Specify*
- ☐ *Other, specify.*

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

Brief description of planned and ongoing actions

1. Improving public financial management systems

The Government of Bangladesh is strengthening public financial management and accountability systems across the education sector through improved budget planning, digital financial reporting, procurement reform, audit mechanisms, and results-oriented monitoring under the Medium-Term Budget Framework (MTBF) and sector programmes. These measures are expected to improve efficiency, transparency, and timely utilization of education resources.

2. Streamlining teacher management and remuneration mechanisms

Ongoing reforms under PEDP4, the forthcoming PEDP5, and SEDP aim to strengthen teacher recruitment, deployment, training, attendance monitoring, and digital personnel management systems, including IPEMIS. Efforts are also focused on improving teacher distribution in underserved areas and strengthening continuous professional development.

3. Reducing fragmented financing and implementation mechanisms

The Government and development partners continue to strengthen coordinated sector implementation through pooled financing approaches and harmonized monitoring mechanisms under major education sector programmes and the Bangladesh Partnership Compact. Such as Ongoing PEDP4 and SEDP and forthcoming PEDP5.

4. Enhancing education and financial data tracking systems

Bangladesh continues to strengthen education management information systems (EMIS), including IPEMIS, BANBEIS and Directorate-level data systems as well as introducing Assessments for Minimum Proficiency Levels (AMPL), to improve education and financial data collection, monitoring, and reporting. Conducting SDG4 mid-term review and updating the planning and actions. These efforts are aligned with international education monitoring frameworks, including the UNESCO Institute for Statistics (UIS), which supports standardized reporting on education financing, participation, completion, and learning indicators. Digitalization initiatives support improved tracking of enrolment, attendance, expenditure, learning outcomes, and school-level service delivery.

5. Adopting results-oriented and outcome-based budgeting approaches

The Government applies the Medium-Term Budget Framework (MTBF) approaches linking education expenditure with sector priorities, performance indicators, and service delivery outcomes. Ongoing reforms aim to further strengthen results-based planning and monitoring within education programmes.

6. Enhancing service delivery to improve learning, retention, and completion

Current sector programmes prioritize inclusive and equitable education through free textbook distribution, school feeding programmes, stipends, school dress and bag, assistive learning support, one teacher one tab, teachers training, digital learning initiatives, climate-resilient infrastructure, and targeted interventions for disadvantaged learners.

3.Equity commitment

Please list, and briefly describe any planned or ongoing actions to promote equitable resource allocation *— for example:*

☒*Strengthening redistributive policies and mechanisms (including needs-based funding formulas for schools or teachers' allocation*). School Level Improvement Plan (SLIP) is a participatory, multi-year plan (often 3 years) designed to enhance primary education quality through school-based management, community involvement, and local accountability. It identifies specific

needs, sets learning goals, and outlines actions for improved infrastructure and teacher development, often funded via annual budgets.

☒*Tracking of equitable resource distribution*

☒*Adopting pro-poor budgeting mechanisms, gender-based or disability-based budgeting approaches.*

☒ *Directing resources to reduce gaps in school access*

☐*Other, specify*

Note: Please ensure that listed actions are supported by the National Development Plan, Education Sector Plan (ESP), Partnership Compact or other officially approved policies.

Brief description of planned and ongoing actions

1. Strengthening redistributive and needs-based allocation mechanisms

The Government of Bangladesh is strengthening equitable resource allocation through targeted distribution of teachers, infrastructure, and learning materials based on school needs, geographic disparities, and student population characteristics. Special attention is given to underserved and hard-to-reach areas, including char, haor, and remote hill districts. These measures are implemented through different projects and programme including SKILFO, "Hard to Reach" (HTR) and Second Chance Education (SCE) programme, as well as ongoing sector programmes such as PEDP4, SEDP, and the forthcoming PEDP5 & GPE STG program.

2. Tracking equitable distribution of education resources

Education management information systems (EMIS), including iBAS++, IPEMIS, BANBEIS, and Directorate-level monitoring systems, are being strengthened to track disparities in enrolment, completion, teacher deployment, and resource allocation across regions and socioeconomic groups. This supports evidence-based decision-making and monitoring of equity outcomes.

Aligned with UNESCO Institute for Statistics (UIS) reporting standards, Bangladesh continues to improve the quality and comparability of equity-related education data for national and international monitoring.

4. Pro-poor, gender-responsive, and disability-inclusive budgeting

The Government continues to implement pro-poor education financing measures, including stipends for disadvantaged students, free textbook distribution, school feeding programmes, and targeted assistance for girls and children with disabilities. Gender-responsive budgeting practices are integrated into education sector planning to promote equitable participation and retention.

5. Reducing gaps in school access and participation

Resources are directed toward expanding access to education in underserved areas through school construction, classroom expansion, and targeted recruitment of teachers in shortage areas. Special interventions are also implemented to reduce dropout rates and improve transition (free education up to secondary level for girls, free textbook, school dress and bag, school feeding/ school meal, stipend for girls and disadvantaged children, etc.) between education levels.

5. Climate and geographic equity-focused interventions

Additional focus is given to climate-vulnerable and geographically isolated areas through resilient school infrastructure development and targeted service delivery interventions under national development plans and sector programmes, particularly in PEDP5.

4.Endorsement of the commitments

Please indicate all the institutions that endorsed the commitment as relevant

☐Head of State Office ☐ Prime Minister Office ☐ Ministry of Finance ☐ Ministry of Education ☐Other Ministries or agencies (please specify)