Transformation through learning how to learn: 
New Curriculum, pedagogy and assessment

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**Priority actions**

- **Curriculum reform** through research, consultation and formulation of National Curriculum Framework addressing the needs and demand of 21 century, 4iR, vision 2041 and disaster and climate change issues.

- **Formulation of Subject-specific curriculum and learning materials** with emphasis on Global Citizenship Education (GCED) and Education for Sustainable Development (ESD).

- **Teacher training**
  - ✓ Online Orientation training of school level teachers (4.5 lac, 450,000)
  - ✓ In person training for all subject teachers (F2F)

- **Digital transformation: Blended Learning**

- **Coordination of TES follow-up actions and implementation of National Statement of Commitments** (national sharing event after the TES, GPE partnership in linkage with TES).
Innovations

A paradigm shift in the history of Bangladesh education system
➢ Competency based curriculum
➢ Learner-centred teaching learning approach
➢ Practical experience based teaching learning activities
➢ Significant change in assessing and evaluating students' learning outcomes with more emphasis on formative assessment
➢ Blended learning for a resilient and flexible learning system building on COVID 19 educational response and recovery
➢ Introducing SRHR, Nutrition and Psycho-social counseling
Progress made

➢ The national competency-based curriculum framework adopted
➢ Rollout of new curriculum in grade 6 & 7 from January 2023
➢ Preparation of teaching-learning activities and materials including textbooks based on the new curriculum
➢ Distribution of free textbooks to all primary and secondary level students including the textbooks prepared under new curriculum and for ethnic minority groups
➢ Teachers positioned at the centre of education transformation via advocacy (e.g. Teachers’ Day celebration) and capacity building (e.g. orientation on the new curricular reform and developing a teacher guide on formative assessment)
➢ Significant gains in achieving gender parity in primary and secondary schools
➢ Blended Education Master Plan
➢ Preparation for SDG4 Mid-Term Review in Bangladesh
Bottlenecks

➢ Developing the pedagogical and assessment framework
➢ Lack of teachers and community preparedness to implement the new curriculum and other transforming aspects
➢ Capacity building and training of a huge teaching workforce (more than one million)
➢ Adequate financing
➢ Data and evidence on education transformation
➢ Effective partnership and coordination mechanism
Financing

• **Volume:** As committed in the 8th Five Year Plan, the budget allocation for education in proportion to GDP will be increasing.

• **Equity and efficiency:** Strengthening the Annual Development Programme to ensure timely disbursement and quality and equitable spending of the resources; Enhancing capacities in the analyses and simulation of costs and financing.

• **International cooperation:** Exploring the scopes for global financing partnership in education sector (e.g. IFFEd launched at the TES, GPE partnership compact); Emphasizing on the need to live up the fiscal commitments of development partners for SDG 4.
Thank you