

Narrative Report
on
COUNTRY-LEVEL ADVOCACY
AND CAPACITY BUILDING ON SDG 4.7

Country: BANGLADESH



Submitted to
Asia South Pacific Association for Basic and Adult Education (ASPBAE)

Submitted by
Campaign for Popular Education (CAMPE)

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1. Introduction

The SDG 4.7 target states that “By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.”

SDG 4.7 is an all-encompassing goal that can make a difference in the lives of learners and the lives of society. On the other hand, governments find it challenging to put policies, curricula, teacher training, and monitoring in place. In December 2019, ASPBAE organised a regional workshop on SDG 4.7 in response to requests from ASPBAE member organisations, particularly national education coalitions, for more training and capacity support in understanding SDG 4.7 and equipping them with the tools they need to advance this SDG target in their countries, including Bangladesh.

In 2020-21, ASPBAE extended mentoring support to nine countries in their SDG 4.7 country-level advocacy work. The countries include AFE-Mongolia, ANEC in Afghanistan, CAMPE Bangladesh, CED Sri Lanka, E-Net Philippines, NCE-Nepal, and NEW Indonesia. Their planned activities involve capacity building/awareness-raising elements for coalition members, teachers, communities and local governments on SDG 4.7 as essential prerequisites to policy engagement and advocacy on SDG 4.7. ASPBAE will continue to mobilise the SDG 4.7 expertise available among ALE practitioners in its membership to support these efforts.

ASPBAE’s support is also aimed at strengthening member organisations’ capacity building and advocacy efforts on SDG 4.7, particularly around Education for Sustainable Development (ESD), Global Citizenship Education (GCED), and gender equality, with a clear focus on developing a policy reform agenda that effectively mainstreams SDG 4.7 in government-run public education and lifelong learning systems – in basic, adult, formal, and non-formal education delivery systems.

Campaign for Popular Education (CAMPE) has completed one round of capacity building initiatives under this umbrella and engaged stakeholders in influencing the policy and practice change discourse. These initiatives are expected to contribute to the ASPBAE’s interventions in the regional and global education policy platforms.

Key Achievements

- Build capacity of stakeholders on SDG 4.7 among four member organisations. A total of 241 persons (46.47% girls and women) have participated in these events, capacity building sessions and advocacy initiatives. Concerned government officials were involved as resource persons to think on the issues, listen to the participants’ diverse views and respond to some of the queries that contribute to considering the demand side issue in future planning and implementation of different programs and projects.
- The advocacy initiatives include development build capacity, face to face workshop, sharing of salient features of SDG 4.7 and how it is perceived by diverse stakeholders, its linkage with National Youth Policy 2017 (Draft) and National Education Policy 2010. Also, explore the connection with the expansion of TVET and local government institutions initiatives.
- In addition to the project intervention, CAMPE was engaged in government process and utilized some of the lessons in improving the metadata readiness by BANBEIS.
- Produced seven event reports along with a narrative report.

2. Major Interventions

2.1. Strengthening understanding Prioritised SDG4 Indicators, Metadata, and Methodology for SDG4 Localisation

Two capacity-building sessions were organised for youths on SDG 4 indicators, metadata, and SDG 4 localisation. A total of 141 persons have participated (48.94% girls and women) in the session. These sessions were organised by four member organisations of CAMPE, namely Darpon (Cumilla), MDS (Norshigdi), MUK (Meherpur), PASA (Manikganj), as summarised below:

District	Division	Co-host	Date of the Event	Number of Participants	Girls/ women	Proportion
Cumilla	Chattogram	Darpon	04 Mar 2021	45	21	46.66%
Norshigdi	Dhaka	MDS	21 Mar 2021	36	19	52.77%
Meherpur	Khulna	MUK	09 Mar 2021	30	14	38.88%
Manikganj	Dhaka	PASA	02 March 2021	35	15	42.85%
				141	69	48.93%



The sessions started with a welcome note from the member organisation act as the co-host for the event, followed by a PowerPoint presentation covering SDG 4.7, its indicators linking with the National education policy organisations. They were briefed on the 17 Sustainable Development Goals and linked under 5Ps, namely People, Planet, Prosperity, Peace and Partnership.



The youths were oriented to represent others. In doing so, they were divided into pairs and had some key questions to familiarise the participants and then introduced their partners. After the welcome address, CAMPE has shared the salient features of SDG4 and key messages of SDG 4.7.



Other issues include basic education indicators and thematic issues like human rights, gender equality, cultural diversity, ESD, and GCED (global citizenship), climate change, education in emergency. Also, focused on the Sendai framework, Charlevoix declaration, the charter for change, CRPD, etc. to understand in international commitments on reducing climate change and disaster risk projects girl's rights, and rights of the indigenous people and persons with disabilities, etc. and how to incorporate in our SDG4.7 advocacies.

After the presentation, the participants were divided into 3 – 4 groups with three key questions: the critical demands of the youths to meet the 21st-century skills, key actions required, and authority specific key asks. Significant issues raised from the group work include the following:

Significant demands from the youths to meet the 21 st -century skills	Key actions required
<ul style="list-style-type: none"> • Abolish drug abuse; • Stop early marriage and combat dowry; • Reduce dropouts from the secondary level; • Job creation for youth; • Promote second chance education and lifelong learning to enhance youth capability; • Reduce social discrimination and create equal opportunity; • Ensure gender equality; • Eliminate child labour; • Address fundamental extremisms; • Ensure safe food and clean water for all; • Eliminate discrimination based on gender, ethnicity, religion and cast; • Efficient use of natural resources and minerals; • Access to basic healthcare and treatment in government hospitals; • Access to quality education for all • The government has to take special initiative to include youths' in the development activities and ensure employment after the education; • The government also has to train youths to prepare them for employment abroad; • An up-to-date outline has to be developed for vocational education and allocate sufficient budget to grant loans for entrepreneurship development; 	<ul style="list-style-type: none"> • Strengthen an anti-drug movement and state initiate for drug control; • Strengthening anti-drug campaign; • Proper implementation of drug control act; • Engage youths in cultural activities; • Involve youths in development interventions; • Motivate youths for self-employment; • Ensure access to skills development and training initiatives for youths for a smooth transition to the world of work; • Improve water resource management and raise awareness; • Raise awareness on food security, promote organic food; • Campaign for conservation of the natural resource and reduce wastage; • Second chance education and adult literacy program for dropouts, street children, and non-literate adults;

<ul style="list-style-type: none"> • Include the dropout youths in the development by vocational education; • The government has to take special initiative to employment based on the education and need-based training; • The government has to take special initiative to entrepreneurship and self-employment sector development; • Vocational education has to include in all levels of education; • The government has to develop and implement a need-based education curriculum; • The government has to include information technology in the curriculum; • Information needs to be available and provide training and allocate loans for youths. 	<ul style="list-style-type: none"> • Initiate programs and campaigns for promoting values and ethics through education; • Revisit the national curriculum for education for ensuring concept-based and competency-based experiential learning focused on the foundational skills and preparing youth for higher-order thinking, critical analysis and problem-solving; • Inform people about the national helpline.
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Department of Youth Development, Ministries of Education, and other institutions should:

- Strengthening capacity building initiatives and training program
- Facilitate access to credit with a reduced interest rate
- Capitalise different national and international days and events to promote active citizenship and youth development
- Enhance the capability of teachers to deal with youth-related issues and promote GCED and ESD
- Ensure free educational materials
- Review curriculum to include GCED, ESD and health safety
- Actions for gender equality
- Increase co-curriculum activities, including school-based sports and cultural activities
- Demonstrate that national helplines are working well
- Strengthening state initiatives on anti-drug movements

2.2. Capacity building for the local government Institution representative

Two capacity-building sessions were organised for youths linking with the local government institution representatives. A total of 78 persons have participated (41.03% girls and women) in the session, including the Additional Divisional Commissioner, Deputy Director of the Directorate of youth development, elected representative of the local government institution and youths as summarised below:

District	Division	Co-host	Date of the event	Number of Participants	Girls/ women	Proportion
Ashroy Foundation	Dhaka	MDS	03 Feb 2021	40	14	35.00%
Bandarban	Chattogram	BNKS	25 Jan 2021	38	18	47.37%
Total				78	32	41.03%

Zia ur Rahman, Additional Deputy Commissioner of Khulna and chief guest of the event, informed about the state initiatives, particularly the special programs of the Prime Minister and the political commitment for Vision 2041. He encouraged youth to participate in the political process and prepare themselves to participate in the local election.



Mr. Md. Mostaque Uddin, Deputy Director, Directorate of Youth Development, Khulna emphasises youth for human capital development. He said, “youths are the future leader of the country. We need to encourage them for increased participation in TVET. Teachers should encourage youths to participate in government and NGOs run skills development programmes.”

“Youth should be self-motivated and responsive to become an active citizen”,- he added.

The Deputy Director of Directorate of Youth Development of Bandarban, the women Vice-Chairperson of Bandarban Sadar Upazila (Sub-district), Union Parishad Chairperson as duty bearer was present in the session.



Mr. Saifuddin Mohammad Hasan Ali, Deputy Director, Directorate of Youth Development, Bandarban, mentioned that “without the involvement of the youth it is not possible to achieve results of any development interventions”. “Besides education, the youth should engage in any vocation he or she likes for life skills development”, he added. He informed the house that the Bangabandhu Youth Fund had been launched to celebrate the 100 years of the father of the nation, which could leverage the financial needs of the youth to emerge as an entrepreneur.

Hla Sing Nue, the executive director of BNKS and a women leader, mentioned that “the youth should have the effort to reduce dependency on parents and should have a drive for how to be a self-dependent person.” Each youth should think about earning at least BDT 100 that will build confidence.” They should start a business with small capital.

The youths urge that the Union Parishad should

- Play a proactive role in combating early marriage and should engage the youths at the community level;
- Facilitate youth club and engage them in community services
- Facilitate access to information and disseminate relevant information to youth for engagement in youth development programs of different ministries and departments as well as promote youth entrepreneurship programs of NGOs

NGOs should

- Enhance program interventions to engage youths for mobilisation, awareness-raising, capacity building, entrepreneurship development, access to credit, etc.

The education administration should

- Carry out a mapping exercise of access to secondary education, TVET and skills development programmes
- Take special program for ICT for development linking with the 4th industrial revolution and future job readiness
- Strengthening youth development program
- Promote values and ethics through education
- Carryout special programs for the persons with disability and ethnic communities

2.3. Capacity Building on ICT for documentation of good practices and mobilise public opinion

One capacity building session was organised in Dhaka on 25 November 2021. A total of 22 participants (50% girls and women) have participated in these sessions from four districts, namely Cumilla, Narsingdi, Natore and Manikganj. Most of the participants have experienced SDG 4.7 or YAR initiatives in the previous session in 2019, 2020 or 2021.

District	Division	Co-host	Date of the event	Number of Participants	Girls/women	Proportion
CAMPE	Dhaka	N/A	25 Nov 2021	22	11	50.00%



Participants have been oriented on SDG 4, human rights linkage, and ICT use for education and leadership development. This initiative integrates ICT in daily life, including social mobilisation, education, and the workplace, focusing on disaster risk reduction, climate change vulnerabilities, and other exclusion issues. Through its member organisation, CAMPE will identify a few youths from marginalised families with demonstrated abilities to use ICT and contribute to building other young people's capacity in better use of ICT and improve the quality of life and learning end enhancements.

The Bengali version of the Universal Declaration for Human Rights 1948, SDGs and OCHR mechanism. For leadership development, the participants were introduced to five levels of leadership promoted by John C Maxwell, namely Position, Permission, Production, People Development, and the Pinnacle.

All the participants have oriented with an online platform for learning. From Coursera, two-course was used. Two modules from the Sustainable Development in the 21st Century with Ban Ki-moon for SDGs. And for promoting learning enhancement, two modules from the “Learning How to Learn: Powerful mental tools to help you master tough subjects” facilitated by Barbara Oakley was used.

2.4. Coordination and Management Cost

One personnel was engaged on a time-shared basis for coordination, and two other officials extended support as needed from time to time.

3. Lessons Learned

- SDG 4.7 is relatively new, and youths have very little information. The duty-bearers also have minimal knowledge of the issue. A series of follow-up interventions are required to internalise the issues.
- There is very little resource in Bangla on the SDG 4.7 thus language is big barrier for the youths from the marginalized segment of the society. Having more resources in local language is critical.
- Due to the COVID-19 pandemic, mobility was restricted. The continuation of the project intervention was a little challenging; thus, we had to wait a long time to get the local administration’s green signal for public events.
- Local government institutions found supportive but need increased knowledge on SDG 4.7, human rights and youth development issues. They can play a pivotal role at the community level.
- There are many discussions on ICT for education, but the actual implementation is quite tricky due to access to device and internet connectivity. Increased effort is needed to strengthen advocacy initiatives for the ICT-based teaching-learning process and engage young professionals in promoting the ICT-based teaching-learning process. Better utilisation of the ICT Ambassadors supported by the Access to Information (a2i) initiative is critical.

4. Conclusion

The SDG 4.7 capacity building initiatives were an eye-opener for many participants. The human rights issues have been mentioned only in SDG 4.7 in the SDGs. It would be great to engage the young teachers, local government representatives, policy implementers, and activists to promote the GCED, ESD, health and human rights issues through education and beyond for promoting active citizenship, leaving no one behind transforming our world.

The End