

# Annual Report

*July 2024 - June 2025*

**CAMPE**







## **Annual Report**

**July 2024 - June 2025**

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## Acronyms

AML	:	Anti-Money Laundering
APRCM	:	Asia Pacific Regional CSO Engagement Mechanism
ASA	:	Advocacy for Social Accountability
ASPBAE	:	Asia South Pacific Association for Basic and Adult Education
AUEO	:	Assistant Upazilla Education Officer
BANBEIS	:	Bangladesh Bureau of Educational Information and Statistics
BEN	:	Bangladesh ECD Network
BHW	:	Bangladesh Health Watch
BILS	:	Bangladesh Institute of Labour Studies
CDD	:	Centre for Disability and Development
CIPRB	:	Centre for Injury Prevention, Health Development and Research, Bangladesh
CSO	:	Civil Society Organization
CWG	:	Community Watch Group
DAM	:	Dhaka Ahsania Mission
DPE	:	Directorate of Primary Education
DPEO	:	District Primary Education Officer
DSHE	:	Directorate of Secondary and Higher Education
ECCE	:	Early childhood care and education
EGE	:	Empowering Girls through Education
EOL	:	Education OutLoud
ESP	:	Education Sector Plan
GAWE	:	Global Action Week for Education
GCE	:	Global Campaign for Education

GPE	:	Global Partnership for Education
ICT	:	Information Communication Technology
IHD	:	Initiative for Human Development
ILD	:	International Literacy Day
ISISC	:	Informal Sector Industry Skills Council
IWD	:	International Women's Day
MJF	:	Manusher Jonno Foundation
MLE	:	Multilingual Education
MoPME	:	Ministry of Primary and Mass Education
MoWCA	:	Ministry of Women and Children Affairs
NCTB	:	National Curriculum and Textbook Board
NFTE	:	National Front of Teachers & Employees
NGOAB	:	NGO Affairs Bureau
NSDA	:	National Skills Development Authority
Oxfam-IBIS	:	Oxfam in Denmark
PECE	:	Primary Education Completion Examination
PKSF	:	Palli Karma-Sahayak Foundation
RRF	:	Rural Reconstruction Foundation
SCI	:	Save the Children International
SLIP	:	School Level Improvement Plan
SMC	:	School Managing Committee
SRDW	:	Securing Rights of Women Domestic Workers in Bangladesh
TVET	:	Technical and vocational education and training
WDDF	:	Women with Disabilities Development Foundation
WTD	:	World Teachers Day

# About CAMPE

Campaign for Popular Education (CAMPE) is the national coalition for education in Bangladesh working since 1990. Although CAMPE started its journey with only 15 member organizations but, over the years it has grown into a credible membership network of more than a thousand NGOs, researchers, educators, and other civil society organizations and individuals sharing a similar vision. The journey of CAMPE started immediately after the World Conference on *Education for All* in Jomtien, Thailand in March 1990 that committed to an expanded vision of education encompassing universalization of access and equity, focusing on learning, broadening the means and scope of basic education, enhancing the teaching-learning environment and strengthening partnerships among state and non-state actors.

CAMPE's core functions are coordination and networking, policy advocacy, research and evidence generation, and capacity enhancement of members and partner organizations. It is committed to facilitating the process of sustainable and pro-poor policy frameworks, which will, in turn, enable the achievement of Sustainable Development Goals (SDGs) focusing on Quality Education (SDG4)/Education 2030. CAMPE's program and projects are aligned with the SDGs, directly touching upon SDG-4 and indirectly addressing other relevant 8 Goals.

CAMPE works closely with government, policymakers, development partners, teacher associations, national, regional, global forums and actors.

The uniqueness of CAMPE is built in its constituency-driven characteristics. The main strength of CAMPE is the ownership and cooperation of its members and partners. It has been representing the non-state education community in different forums of government, development partners, and international consultative groups and institutions providing intellectual input to national and global processes.

CAMPE is the secretariat of the Education Watch Group, a civil society Platform of researchers, practitioners and activists in the education sector of Bangladesh. On behalf of the Group, CAMPE coordinates the production and dissemination of annual research-based Education Watch report, presenting a civil society perspective on the progress and challenges for achieving different national and international goals and targets, including SDG-4. CAMPE also provides support to the CSO Alliance as the Convener in uniting NGOs, CSOs, social enterprises, and research institutions in Bangladesh to represent the sector in dialogue and collaboration with key stakeholders. Acceptance of CAMPE by its stakeholders, including government, local administration, broader civil society, and media, is a major asset.

CAMPE is a member of the CCNGO, the global CSO network of UNESCO. It has recently been elected to the Board, as a CSO Alternate member, of the Global Partnership for Education (GPE), a multi-stakeholder global financing mechanism that provides technical support and funding for education to more than 60 developing countries.

CAMPE is governed by a Council (Board) which has authorized the Executive Director to make decisions related to different projects and day-to-day administration. A Management Team, comprising the Executive Director and other senior officials, is responsible for taking key decisions regarding the implementation of projects/activities. A number of Development Partners (DPs), INGOs, and UN agencies have supported CAMPE, both technically and

financially. The major supporting agencies are FCDO, EU, World Bank, SDC, EKN, Sida, Oxfam GB, Oxfam NOVIB, Oxfam IBIS, Oxfam Bangladesh, GPE, GCE, ASPBAE, British Council, UNESCO, UNICEF, WFP, BRAC, Malala Fund, ActionAid, Porticus, etc.

## **Vision**

An educated, creative, democratic, secular, progressive, humanitarian, equitable and poverty free Bangladesh through education, active citizenship, and life-long learning.

## **Mission**

The Mission of CAMPE is to mobilize its constituency to achieve equitable and quality education and lifelong learning for all that promote people's empowerment, agency, rights and dignity. The theory of change in support of CAMPE's mission is premised on a logical linkage among vision, mission, goals, objectives, thematic areas and core strategies derived from the analysis of national policy and international commitments, grassroots evidence and stakeholders' perspectives.

## **Core Values**

CAMPE is committed to the following principles:

- Recognizing education as a public good, a human right, and a foundation for other rights while ensuring equity, inclusion, and learning for marginalized groups, including those in remote areas or affected by climate change and conflict, with a focus on advancing gender equality.
- Promoting evidence-based, inclusive policy dialogue that engages governments, civil society, donors, and private actors, while ensuring alignment with national priorities, education sector plans and road ownership.
- Respecting individuals, upholding social justice, and maintaining professional integrity in all actions and decisions.
- Advocating for civil society, fostering development effectiveness, and promoting transparency and accountability through partnerships.

Emphasizing inclusive partnerships as the most effective means of achieving development results and fostering impactful collaborations.

# Executive Summary

## Introduction

The fiscal year 2024–2025 unfolded amid profound national challenges. Political uncertainty, economic hardship, and escalating climate-induced disasters disrupted education systems across Bangladesh, disproportionately affecting rural, indigenous, climate-vulnerable, and low-income communities. These overlapping crises threatened progress toward achieving inclusive and equitable quality education for all.

Amid these challenges, CAMPE continued to reaffirm its role as Bangladesh’s leading civil society coalition advancing the right to education in line with Sustainable Development Goal 4 (SDG 4). By bridging grassroots voices with national and global education agendas, CAMPE championed a rights-based approach that combined high-level policy advocacy, evidence-based research, community mobilization, and strategic media engagement.

Throughout the year, CAMPE tried to influence significant policy reforms, including the approval of a Tk 5,452 crore mid-day meal program for over three million children, increase in student stipends and teacher salaries, and the expansion of digital learning infrastructure nationwide. Grassroots initiatives such as Community Education Watch, Youth Forums, Girls’ Clubs, Indigenous Groups, and mothers’ gatherings empowered communities to combat early marriage, reduce school dropout, prevent gender-based violence, and strengthen inclusive school governance. CAMPE also elevated new priorities such as mental health, psychosocial support, gender justice, and disability inclusion while contributing research outputs to the Fifth Primary Education Development Program (PEDP5) and thematic studies on equity and teacher empowerment.

Despite systemic challenges including fragmented funding, shrinking civic space, and rising inequities, CAMPE’s work demonstrated the power of collective action, grassroots accountability, and evidence-driven advocacy to safeguard education rights even in times of crisis.

As Bangladesh stands at a crossroads, with the upcoming 2026 national election and deepening global uncertainties, CAMPE remains steadfast in its mission to amplify marginalized voices, influence education reform, and build resilient, inclusive, and equitable learning systems. This Annual Report reflects CAMPE’s journey despite challenges and achievements while charting the path ahead to ensure that every citizen, regardless of background, can access and thrive in quality education.

## **Policy Advocacy and Influencing**

In 2024–2025, CAMPE actively engaged in policy advocacy to promote inclusive, equitable, and quality education while advancing the rights and welfare of disadvantaged groups. More than 30 national and sub-national consultations, roundtables, and dialogues were organized to address critical issues including education financing, girls' education, mental health and psychosocial support, inclusive education, localization of SDG 4, and education in crisis-affected and remote areas.

In partnership with Oxfam, CAMPE also led sustained advocacy for the recognition and protection of domestic workers, particularly women workers, ensuring their voices were represented in policy debates. Collectively, these efforts mobilized thousands of stakeholders including government officials, civil society actors, educators, and marginalized communities producing actionable recommendations to shape national policies and ensure that no one is left behind.

## **Campaigns and Awareness Initiatives**

During the year, CAMPE carried out a series of campaigns to raise awareness, mobilize communities, and advocate for gender equality, education rights, and social justice. The 16 Days of Activism campaign engaged over 1,000 participants, including domestic workers and community stakeholders, to address violence against women and girls. Global observances such as World Teachers' Day, International Women's Day, and the Global Action Week for Education highlighted teacher empowerment, gender equity, and the protection of education in times of emergency.

Additionally, the "Back to School" campaign, supported by Malala Fund, addressed early marriage and school dropout challenges by engaging 2,340 stakeholders across six districts. These initiatives fostered cross-sector collaboration, amplified community voices, and strengthened policy advocacy for inclusive education in Bangladesh.

## **Research, Studies, and Surveys**

CAMPE conducted several research initiatives to generate evidence and inform national education policy and practice. The EU-funded "Teaching for Tomorrow" study explored the evolving role of primary school teachers, professional empowerment and digital pedagogy drawing responses from over 2,000 teachers across 180 schools.

A World Bank-supported review of the Quality Learning for All Program (PEDP4) examined progress using qualitative methods in all divisions. The Malala Fund project identified social and structural barriers to girls' education in plainland indigenous communities, engaging 860 respondents. In addition, youth-led action research empowered marginalized young people to investigate barriers to access to continuation in education. These studies provided critical evidence that influenced reforms, ensuring that education interventions remain contextually relevant and effective.

## **Capacity Building**

To strengthen stakeholder capacities, CAMPE organized multiple workshops and learning initiatives throughout the year. A “Capacity Building Workshop” in December 2024 trained 40 participants in local-level advocacy and project proposal development, while an exchange visit to Bhola in February 2025 reinforced “Community Education Watch” activities and youth leadership across seven districts.

In September 2024, a progress review and learning workshop in Rangpur, jointly hosted by CAMPE, Save the Children and the Hempel Foundation, assessed the ECE project’s advancement. A “Competency Assessment Tool Review Workshop” in May 2025 helped refine teacher assessment tools, while a set of “Learning Collaborative Workshops” brought together more than 80 participants to review experiences and adapt strategies for social accountability. Together, these initiatives enhanced skills, strengthened collaboration, and built local ownership of education advocacy.

## **Networking and Global Engagement**

CAMPE strengthened networking and global engagement by connecting grassroots perspectives with national and international platforms. A mental health consultation titled “Enabling Self-Mental Health Care for the Survivors of the July Uprising” (Feb 2025) addressed trauma, anxiety, and grief among affected groups.

Through the Multi-Lingual Education Forum (MLE), CAMPE reinforced advocacy for indigenous and marginalized children. At the global level, participation in GPE Board meetings and GCE webinars amplified grassroots voices in education financing and policy discussions. CAMPE also contributed to the UNESCO–WHO Health Promoting Schools framework, helping develop global indicators during a workshop in September 2024. Furthermore, a “Project Cycle Management” training in Gazipur (March 2025) enhanced participants’ skills in project design, stakeholder engagement, and MEAL systems, linking local practice to global standards.

## **Social Accountability and Community Engagement**

CAMPE prioritized strengthening accountability and community engagement through grassroots structures and youth platforms. Fourteen Community Education Watch Groups (CEWGs) were reinforced across seven upazilas, enabling communities to monitor school performance, reduce dropout rates, and promote inclusive education.

Youth engagement was expanded through 10 Youth Forum Debate Clubs, which provided adolescents with platforms to advocate for SDG 4, human rights, and gender-transformative education. In six districts, CAMPE reactivated 24 school-based debate and environmental clubs, promoting leadership, disaster preparedness, gender equity, and climate resilience. Nearly 200 adolescent volunteers were mobilized as community disaster responders during cyclones and floods, providing critical support in shelters and demonstrating the role of youth in resilience-building.

## **Media Engagement**

Media advocacy played a pivotal role in amplifying education and equity issues at the national level. In October 2024, CAMPE held a press briefing titled “Transformation in Education towards an Equitable, Quality Education in Bangladesh”, engaging 80 participants from diverse sectors. A press conference on the national education budget called for greater transparency and equity in financing, while an “Open Appeal” to the Head of Interim Government drew attention to barriers faced by marginalized students in accessing non-government schools.

To further influence public discourse, CAMPE jointly published a World Teachers’ Day supplement with Bonik Barta, highlighting the importance of teacher recognition, and also released another supplement advocating for the rights of domestic workers. These initiatives positioned CAMPE as a leading voice in shaping narratives on education policy and equity.

## **Governance**

During the reporting period, CAMPE held two Council meetings that provided strategic direction and guidance to management. The 27th Annual General Meeting (AGM) took place on 20 October 2024 at the Krishibid Institute Bangladesh (KIB), Dhaka, with 104 representatives from across the country. The meeting approved the minutes of the previous AGM, along with the Statutory Audit Report and Annual Report for July 2023–June 2024. It also nominated Gram Bikash Kendra (Dinajpur) and Plan International as members of the Council. The session concluded with a vote of thanks, reaffirming members’ collective commitment to CAMPE’s mission of advancing education for all in Bangladesh.

## **Strengthening Management Systems**

CAMPE strengthened its ICT systems by regularly updating its website, expanding social media outreach to over 2,900 followers, and live-streaming major events. The ICT team ensured smooth operations through secure server management, data protection, automated accounting (Sage ERP), and enhanced email security with two-factor authentication, DKIM, and DMARC protocols.

The Finance Section maintained compliance with national laws and GAAP, preparing financial statements through Sage ERP while ensuring smooth operations, timely reporting, strong backups, and improved internal controls.

Human resource development remained a priority, with staff participating in trainings, workshops, and learning events organized by CAMPE and other stakeholders. During the year, nine new staff members joined while four left due to completion of the projects.

The Administration section provided day-to-day management and logistics support for programs and events. Procurement of IT equipment, media services, publications, and printing materials followed organizational policies and approved budgets, while asset and inventory management ensured proper tracking of vehicles, equipment, and other resources. Routine office management including utilities, transport, and maintenance ensured smooth program delivery.

## **Key Achievements**

### **1. Population Reached**

A total of 38,957 people, including 18,919 women, actively participated in 373 CAMPE-led advocacy events at both national and subnational levels, raising their voices for the right to education. Through these concerted efforts, approximately 137,000 people across Bangladesh indirectly benefited, reflecting the wide-reaching impact of CAMPE's work. CAMPE also expanded its digital presence, reaching over 2,900 followers on Facebook and attracting 55,917 visitors to its website.

### **2. Influencing National Education Policy and Budget Allocations**

CAMPE tried to play a critical role in shaping national education priorities through sustained high-level advocacy. Its efforts contributed to the government's approval of a Tk 5,452 crore, three-year mid-day meal program benefiting over 3.13 million students in nearly 19,400 schools across 62 districts. CAMPE also influenced policy reforms that resulted in increased student stipends and teacher salaries, significantly strengthening equity and financing in the education sector.

### **3. Strengthening Grassroots Advocacy and Community Engagement**

At the community level, CAMPE mobilized diverse stakeholders through sub-national level consultations, community and school-based campaigns, and participatory consultations. Initiatives such as the "Back to School" campaign effectively promoted girls' education, discouraged early marriage, and reduced school dropout rates. These grassroots efforts fostered local accountability and amplified the voices of marginalized populations in education planning and decision-making.

### **4. Producing Evidence-Based Research to Shape Policy**

As a leading knowledge partner, CAMPE produced high-impact, evidence-based research that directly informed national education strategies. Its studies commissioned by the World Bank contributed to the design of the Fifth Primary Education Development Program (PEDP5). Additional research spotlighted the intersecting barriers faced by plainland indigenous girls including poverty, gender discrimination, early marriage, and inadequate sanitation and proposed actionable solutions such as anti-bullying policies, grievance redress mechanisms, and culturally responsive curricula.

### **5. Empowering Youth Leadership and Community Participation**

CAMPE revitalized youth forums, debate clubs, and environmental groups to actively engage adolescents particularly girls in leadership development, civic participation, and community resilience. These platforms provided opportunities for young people to strengthen their skills in advocacy, public speaking, and participatory decision-making. Notably, several youth participants were empowered to present their perspectives at national forums and independently submit policy recommendations to development partners and stakeholders demonstrating a growing sense of civic agency and leadership among marginalized youth.

### **6. Integrating Mental Health into the Education Agenda**

In response to the growing mental health crisis among students and teachers, CAMPE conducted a "Rapid Needs Assessment Survey" to identify service gaps. Based on its findings, a National Consultation was organized that motivated the Ministry of Primary and Mass

Education(MoPME) to commit to piloting school-based mental health programs in selected districts. This marked a significant policy shift toward prioritizing holistic well-being of learners.

### **7. Addressing Gender-Based Violence and Promoting Gender Equality**

CAMPE convened a national consultation on *“Her Dignity, Her Rights”* to spotlight the impact of gender-based violence on girls’ education. The platform brought together youth leaders, civil society actors, and policymakers to advocate for gender-sensitive curricula, stronger legal protections, and community-led monitoring mechanisms. These efforts elevated the voices of marginalized girls and advanced the gender justice agenda in education policy.

### **8. Securing Legal Recognition and Inclusion of Domestic Workers in Labour Law**

CAMPE’s advocacy strengthened policy frameworks for domestic workers by securing recognition of the Domestic Workers’ Protection and Welfare Policy 2015 and its five fundamental rights. The Ministry of Labour and Employment (MoLE) committed to include domestic workers in the proposed Labour Law by October 2025, marking a significant milestone in advancing domestic workers’ rights and shaping national policy discourse.

### **9. Leading Strategic Media Advocacy and Public Mobilization**

CAMPE leveraged mass media to shape public discourse and attract policymakers attention to critical education issues. A national media campaign gained wide coverage in leading newspapers, raising awareness on topics such as education financing, teacher compensation, and inclusive education. CAMPE also successfully advocated for the rescheduling of the SSC mathematics exam originally set on Easter Sunday that promoted religious inclusion and rights of minority communities.

### **10. Focusing on the Inclusion of the Most Disadvantaged**

CAMPE maintained a strong and unwavering focus on the inclusion of the most disadvantaged learners particularly girls at risk of early marriage, children with disabilities, and students from ethnic minority communities. Through grassroots platforms such as mothers’ gatherings, Girls’ Clubs, Youth Forums, and Indigenous Groups, CAMPE fostered safe, inclusive spaces for advocacy, peer support, and community engagement. These locally-driven interventions played a key role in reducing dropout rates, strengthening inclusive school governance, and ensuring that vulnerable children not only accessed education but were empowered to stay and succeed.

## Key Challenges

- Dependency on fragmented, short-term donor projects continues to undermine institutional stability and strategic advocacy planning of CAMPE. The absence of predictable, multi-year financing creates volatility, limiting CAMPE's ability to scale successful innovations, sustain institutional knowledge, and respond flexibly to evolving education needs at both national and community levels.
- With the national election scheduled for early February 2026, increasing political polarization and demonstrations in the pre-election period has already created an uncertain environment, affecting meaningful civic engagement, dialogue, and long-term policy planning.
- Rising psychosocial stress among students and teachers driven by political uncertainty, economic hardship, and socio-cultural pressures combined with the lack of systemic integration of mental health and psychosocial support into the education system, continues to threaten students' well-being, school retention, and learning outcomes.
- Deep-rooted inequities continue to restrict access to quality education for marginalized children particularly those from indigenous communities, climate-vulnerable regions, and households affected by poverty, gender discrimination, or disability. At the same time, uneven progress in digital transformation reinforces exclusion; inadequate and costly internet connectivity, limited device ownership, weak digital literacy, and insufficient teacher preparation disproportionately affect rural and low-income learners, entrenching a new layer of inequality within the education system.

## Key Lessons Learned

- **The Importance of Coordinated Multi-Stakeholder Engagement:** Effective collaboration among government agencies, civil society organizations, youth groups, and community actors significantly strengthened advocacy efforts and enhanced accountability. This inclusive approach proved especially critical amid funding constraints and policy delays, notably in areas such as education reform, labor rights, and disaster preparedness.
- **Evidence-Based Advocacy as a Catalyst for Policy Influence:** Research initiatives and youth-led action studies generated credible, context-specific evidence that played a pivotal role in shaping national policy dialogues. This evidence base was instrumental in safeguarding educational achievements and advancing reforms related to financing, governance, and child protection.
- **Integrating Mental Health into Education Systems Is Crucial:** The ongoing political uncertainty and associated social stress highlighted the urgent necessity of embedding mental health and psychosocial support within the education sector. Addressing these needs is fundamental to fostering holistic student development, enhancing well-being, and improving school retention rates.
- **Media Advocacy as a Strategic Tool for Public Mobilization:** The strategic deployment of print, electronic, and digital media platforms effectively influenced public discourse, increased awareness, and sustained pressure on policymakers. Sustained media engagement was vital in maintaining attention on issues of education equity and reform, particularly during periods of political transition.
- **Addressing Social and Cultural Barriers Requires Comprehensive, Community-Based Approaches:** Persistent economic and socio-cultural challenges such as early marriage, poverty, gender inequality, and stigma surrounding mental health continue to hinder access to education and rights of working people. CAMPE's experience underscores that policy interventions must be reinforced by grassroots advocacy, community mobilization, and behavior change strategies to achieve meaningful, lasting impact.
- **Community-Based Monitoring Enhances Local Accountability and Outcomes:** Despite operational challenges, community-driven initiatives such as Education Watch Groups and youth-led monitoring platforms demonstrated effectiveness in reducing school dropouts, preventing child marriage, and improving school governance. Institutionalizing these local accountability mechanisms is essential for sustaining long-term progress.

## Way Forward

- CAMPE will advocate for predictable, multi-year education financing from government, development partners and private actors, while mobilizing domestic resources and fostering innovative partnerships to reduce reliance on fragmented, short-term projects. Securing continuous and sustainable funding is essential to safeguard the future of education NGOs, including CAMPE, and to ensure that proven innovations and civil society engagement can be scaled for lasting impact.
- CAMPE will promote the expansion of school-based psychosocial support and remedial education programs to foster inclusive learning, improve student retention, and ensure equitable, sustainable learning outcomes. At the same time, teachers' professional capacities should be strengthened, and community engagement promoted through coordinated actions at national and local levels, enabling all children, particularly those facing socio-economic challenges—to thrive in quality education.
- CAMPE will advocate for inclusive education by expanding remedial programs, promoting community-driven models, and ensuring safer learning environments. Efforts to bridge the digital divide—including improved internet access, device distribution, enhanced teachers' digital skills, and inclusive e-learning platforms will further ensure broader access to quality education for all learners.
- CAMPE will promote the integration of mental health and well-being into national education strategies by expanding school-based psychosocial support programs, strengthening teacher training, and establishing referral linkages with community health services. These efforts aim to safeguard student retention, foster inclusion, and enhance learning outcomes.
- CAMPE will advocate to expand support for marginalized learners through inclusive curricula, safe school environments, and community-driven models. To bridge the digital divide, it will push for affordable internet access, device distribution, teacher digital readiness, and inclusive e-learning platforms.
- CAMPE will continue advocate for institutionalizing community accountability through Education Watch Groups and youth-led forums, fostering transparency, equity, and local ownership of education outcomes, while generating context-specific evidence on equity, governance, and inclusion to drive policy reform and mobilize civic action for education justice.
- Recognizing that teacher professionalization is key to transforming Bangladesh's education system amid challenges such as low learning outcomes, weak instructional quality, and insufficient teacher preparation, CAMPE will focus on strengthening and motivating teachers, influencing education policy, and fostering community engagement to address these systemic challenges.

## **Conclusion**

The fiscal year 2024–2025 reaffirms CAMPE’s unwavering dedication to advancing education rights in Bangladesh, even amid political, social, and environmental challenges. Through evidence-based advocacy, grassroots engagement, youth leadership, and strategic communication, CAMPE continues to amplify marginalized voices, influence education policy, and promote inclusive and equitable learning opportunities for all.

As Bangladesh approaches the 2026 national elections, CAMPE remains steadfast in its mission to ensure that every citizen regardless of background can access and thrive in quality education. Looking ahead, CAMPE’s priorities will focus on reducing inequality, and enhancing transparency and accountability within the education system. To translate the vision of a just and equitable Bangladesh into reality, the sector will be reimagined through strengthened planning, improved teaching–learning and assessment processes, and the expansion of vocational and skills-based education.

To sustain and institutionalize these reforms, CAMPE will continue to advocate for the establishment of a “Permanent Education Commission” a crucial mechanism for ensuring policy coherence, strategic coordination, and continuity in education development. Through these collective efforts, CAMPE reaffirms its commitment to building an education system that stands as a foundation for equity, empowerment, and national progress.

# Snapshot of Progress

## Policy Advocacy and Influencing



Consultation on “State of Education: Insights for the Future”  
26 February 2025, BICC, Dhaka



Consultation on  
“Her Dignity, Her Rights: Unite for Stopping Violence against Women and  
22 May 2025, Bangladesh Parjatan Corporation, Dhaka



**Roundtable discussion on  
“Protect Domestic Workers and Improve Their Quality of Life: Our Roles”  
18 December 2024, Daily Star Bhabon, Dhaka**



**Consultation with selected civil society organizations during the GPE Mission’s  
visit to Bangladesh.  
23 June 2025, BRAC Center INN, Dhaka**



**Discussion on gender-responsive education financing at Narshingdi, Kurigram, Hobiganj, Khulna, Gaibandha, and Patuakhali Districts in Bangladesh**



**Addressing exclusion in education through dialogues at sub-national level at Narshingdi, Kurigram, Hobiganj, Khulna, Gaibandha, and Patuakhali in Bangladesh**

## Campaign



**CAMPE initiatives for 16 days of Activism  
01 December 2024, D-net, Dhaka**



**International Day for the Elimination of Violence against Women  
25 November 2024, Press Club, Dhaka**



**Observance of World Teachers' Day  
05 October 2024 at 12 Districts in Bangladesh**



**Observance of Global Action week  
28 April- 05 May 2025 at 12 Districts in Bangladesh**



**International Women's Day 2025  
08 March 2025. Dhaka**



**Back to school Campaign across the Bangladesh**

## Capacity Building



**Capacity Building Workshop for Stakeholders to Undertake Local Level Advocacy  
23-24 December 2024, ESDO Training Center, Adabor, Dhaka**



**Learning Collaborative with Stakeholders  
28-29 August 2024, Padakhep Training Center, Adabor, Dhaka**



**Awareness on “gender-based violence, and gender gap in leadership and decision-making roles”.**

**16 May 2025 in front of National Parliament of Bangladesh**



**Ensuring Social Accountability through Community Watch Education Group initiatives at 10 Districts in Bangladesh.**



**Youth Engagement in Youth Lead Action Research at 10 Districts in Bangladesh**



**A youth initiative in 24 schools for actively engaged in building student awareness on climate change, disaster vulnerability, and gender-based violence during emergencies at 6 districts in Bangladesh.**



# Protection and Improvement of Living Standards of Domestic Workers



Domestic workers are often in a vulnerable position, facing long hours, low wages, and lack of legal protection. This roundtable discussion brought together experts from various countries to discuss ways to improve their living standards.

**Chairperson:** The roundtable was chaired by [Name], who highlighted the global challenges domestic workers face, particularly in terms of legal recognition and social protection. She emphasized the need for a multi-stakeholder approach to address these issues.

**Panelist:** [Name] from [Country] discussed the importance of international labor standards, such as ILO Convention 189, in protecting domestic workers. She noted that while progress has been made in some regions, significant gaps remain in others.

**Panelist:** [Name] from [Country] shared insights on the role of civil society and trade unions in advocating for domestic workers' rights. She stressed the need for greater awareness and support for these workers within their communities.

**Panelist:** [Name] from [Country] discussed the impact of migration on domestic workers, particularly in terms of their legal status and access to services in host countries. She called for more coordinated efforts between governments and employers to ensure their well-being.

# বানকবার্তা

১৫ নভেম্বর বিশ্বব্যাপী শিক্ষকদের প্রতি শ্রদ্ধা জানিয়ে একটি বিশেষ প্রোগ্রামে বিশ্বের ১৫০-এর বেশি দেশের শিক্ষকদের সম্মেলন করা হয়েছে।

## শিক্ষায় শিক্ষকের মতামত গ্রহণ ও নতুন সামাজিক চুক্তি

শিক্ষকদের মতামত গ্রহণ এবং নতুন সামাজিক চুক্তির প্রয়োজনীয়তা নিয়ে আলোচনা করা হয়েছে।

শিক্ষকরা হলেন দেশের ভবিষ্যৎ নির্ধারণকারীরা। তাদের মতামত গ্রহণ করা এবং তাদেরকে নতুন সামাজিক চুক্তির অংশ হিসেবে গণ্য করা জরুরি।

শিক্ষকদের মতামত গ্রহণ এবং নতুন সামাজিক চুক্তির প্রয়োজনীয়তা নিয়ে আলোচনা করা হয়েছে।

শিক্ষকদের মতামত গ্রহণ এবং নতুন সামাজিক চুক্তির প্রয়োজনীয়তা নিয়ে আলোচনা করা হয়েছে।

## নতুন যুগের শিক্ষায় শিক্ষকের কণ্ঠ

নতুন যুগের শিক্ষায় শিক্ষকের কণ্ঠ। শিক্ষকরা নতুন যুগের শিক্ষায় তাদের কণ্ঠ রাখতে পারেন।



Published "Supplement" in the Daily Star on Rights and protection for Domestic Workers and also Banik Barta for empowering of Teachers in Bangladesh

# Overview of Projects

*During the reporting period (July 2024 to June 2025), CAMPE somehow implemented the following projects at the national and sub-national levels of Bangladesh:*

- Education Out Loud (EOL) Advocacy & Social Accountability (ASA), supported by GPE through Oxfam, Denmark.
- Education Watch 20224, supported by British Council (Partial).
- Education Champion Network focused on Girls Education, supported by Malala Fund.
- Empowering Children through Education (EGE) supported by Save the Children International (SCI), Dhaka.
- Empowering Women through Civil Society Actors in Bangladesh (EWCSA) supported by Oxfam in Bangladesh.
- Technical Assistance to support the Human Capital Development Programme for Bangladesh 2021” (HCDP-21), supported by Particip GmbH.
- Reviewing Achievements of the Quality Learning for All Program (QLEAP) in Support of PEDP4), supported by World Bank, Bangladesh.

# Our Gratitude to our partners



