

Bangladesh National Education Policy.

In 2010 Bangladesh published their own National Policy for Education. The aim of the National Policy is to ensure the quality, inclusivity and richer education for all the children and students in Bangladesh (Ministry of Education, 2010). The National Policy clearly highlights to key issues within the educational system in Bangladesh. Embedded within the policy is guidance on how to deliver richer education, gives direction to teaching professionals on teaching practices and supporting teachers development (Ministry of Education, 2010).

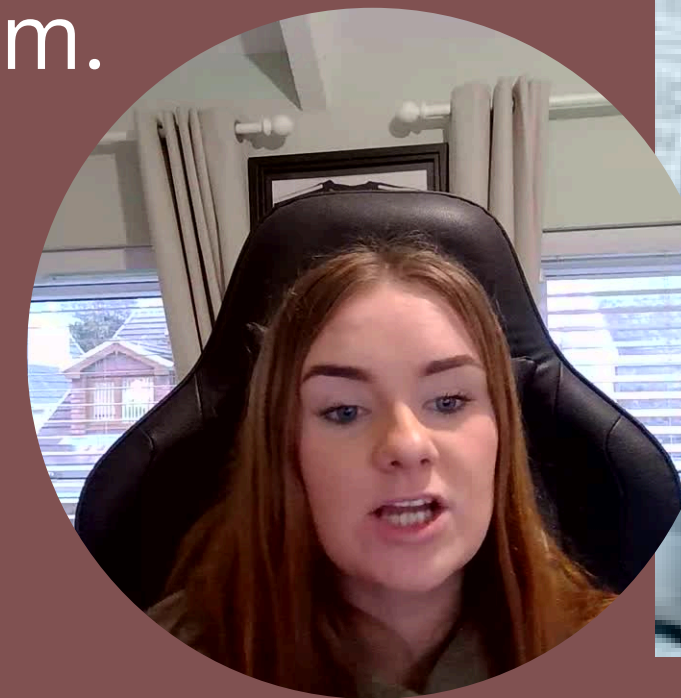
What are the goals and how will they be met.

How the NEP was created.

- Opinions of teachers
- Students views
- Parents of students
- Educational Proffessionals

(Mamun, Bithy and Khanam,2023).

- **Universal and equitable access.**
- Structured education.
- Skill development and technical education.
- Quality and curriculum reform.
- Valued based education.
- Non formal education.



(Monash University, 2025).

Sustainable Development Goal 4 2010.

The Bangladeshi Government established the Sustainable Development Goal (SDG) in 2015 (General Economics Division, 2018). There are 17 goals embedded within the Sustainable Development Goal 2010. These 17 goals were chosen by the Bangladeshi Government as there top 17 challenges Bangladeshis face. (United Nation Bangladesh, 2026). Global Partnerships (2023) stated “Bangladesh has made notable progress in achieving the 2030 agenda, despite its very limited economic resources”.



(PressxPress, 2024).



Linking the NEP and the SDG'S 4 2010



- The National policy on Education states ‘structured education’ and ‘quality and curriculum reform’. Sustainable Development Goals 4 supports ‘ quality education’.
(UN Woman, 2024)
- The National Policy on Education supports ‘universal and equitable education’ Where as, the Sustainable Development Goals aim to make education more accessible for all children and helps to promote woman's education.
(UN Woman, 2024)

Although Bangladesh have made progress in creating more diverse classrooms, there are still significant gaps between the number of boys and girls attending school (Hridoy, 2024).

Policy VS Reality

- Ensure that the quality of and teaching education is at a high standard.
- Inclusive education for **all** children in Bangladesh.
- Compulsory education for **all** children.

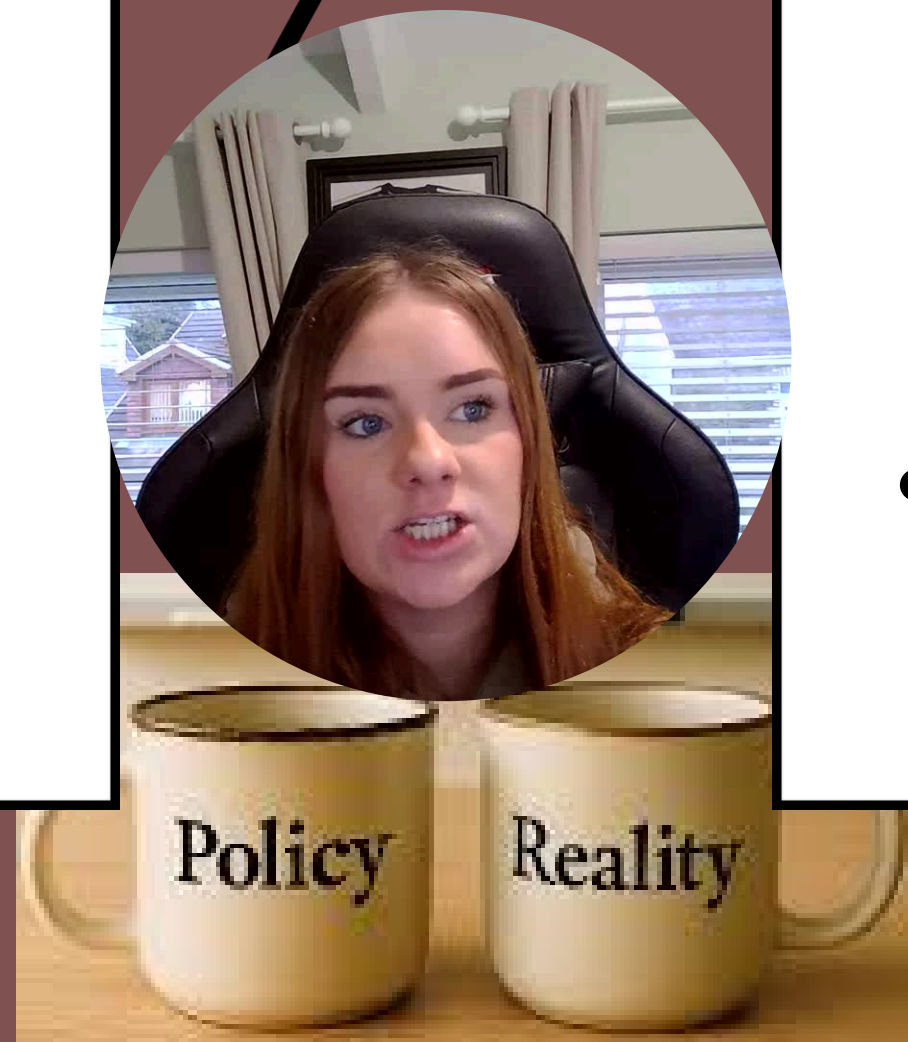
(Ministry of Education, 2010)

VS

- Lack of qualified teachers and opportunities to develop professionally.
- Children in rural areas are at a disadvantage to children who live in the urban areas.
- “Inequality between wealthy and poor students”.

(Dhaka Tribune, 2026)

(Didua, 2025).



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Access: Eradicate educational differences and ensure access for all children, including marginalized groups, while promoting women's education. Structured Education: Implement a phased education system, extending compulsory primary education to Class 8. Skill Development & Technical Education: Expand technical and vocational training to transform the youth into skilled human resources for national development. Modernization & Technology: Integrate science and ICT (Information and Communication Technology) to build a "Digital Bangladesh". Quality & Curriculum Reform: Improve teacher quality through training, improve educational resources, and shift toward creative, practical, and application-based learning. Value-Based Education: Promote secularism, national heritage, patriotism, and moral values. Non-Formal Education: Utilize non-formal education to reduce mass illiteracy and support school-age children from poor families.

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