



**Bangladesh ECD Network  
(BEN)**



## ECD NEWSLETTER

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### “CELEBRATING ECD: ACTIVISM, ADVOCACY, RESEARCH, LOOKING AHEAD” – REAFFIRMING BEN’S COMMITMENT TO ECD

Bangladesh ECD Network (BEN) organized an event titled “Celebrating ECD: Activism, Advocacy, Research, Looking Ahead” on 22 December 2025 at Hotel Lake Castle, Dhaka. The event brought together ECD professionals, researchers, advocates, and partner organizations to review progress, share evidence, and discuss future priorities for advancing Early Childhood Development (ECD) in Bangladesh.

importance of coordinated advocacy and research-informed action to strengthen national ECD systems. This was followed by a presentation on BEN’s social media advocacy initiatives, outlining how BEN’s digital platforms are being used to raise awareness and promote ECD issues among wider audiences. Ms. Mahmuda Akhter, Vice-Chair of BEN facilitated the discussion.



The programme opened with a welcome address by Dr. Manzoor Ahmed, Chairperson of BEN, who highlighted the



Experiences from BEN’s regional advocacy work were shared by representatives from the Chattogram and Khulna Regional Hubs. The session highlighted effective

sub-national engagement, collaboration with local stakeholders, and the role of regional hubs in promoting ECD at regional and community levels.

A dedicated session on Climate Change and ECD activism featured reflections from an online workshop and sharing of children’s voices and experiences. The discussion underscored the growing recognition of climate change as a critical risk to young children’s development and the need to integrate child-focused perspectives into climate action.



The research-sharing segment included presentations on a scoping study on the status of the journey from pre-natal care

to early primary education, by Dr. Mohammad Mahboob Morshed, Associate Professor of IER, University of Dhaka, and a situation analysis of parenting education in Bangladesh, by Dr. Happy Kumar Das, Professor of IER, University of Rajshahi. Distinguished speakers, including Dr. Mushtaque Chowdhury, Adviser of James P. Grant School of Public Health, BRAC University and Dr. Jena Derakhshani Hamadani, Emeritus Scientist of icddr, provided critical remarks on these findings to guide future policy. A question-and-answer session was followed by with active participation of the resourceful audience.

The event concluded with a “Looking Ahead” session, reaffirming BEN’s commitment to continued advocacy, research, and collaborative efforts to promote holistic development and wellbeing of young children in Bangladesh.

## CHILD RIGHTS MANIFESTO, SIGNED BY TWELVE PARTIES, PUTS EARLY CHILDHOOD AT THE CENTRE OF NATIONAL COMMITMENTS

In a significant milestone for young children in Bangladesh, twelve political parties have jointly endorsed a Child Rights Manifesto ahead of the 2026 national elections, committing to policy reforms and investments that directly impact early childhood development (ECD). Launched on 1 December 2025 with UNICEF’s support, the Manifesto responds to the voices of children and young people who have called for urgent action to secure their rights, wellbeing, and future.

The signatory parties—including BNP, Jamaat-e-Islami, National Citizen Party (NCP), Amar Bangladesh Party, Socialist Party of Bangladesh, Communist Party of Bangladesh, Gano Forum, Ganosamhati Andolon, Gono Odhikar Parishad, Jatiyo Party, Khelafat Majlis, and Nagorik Oikya—pledged to prioritise children’s nutrition, health, education, safety, and overall development in their policies and election agendas.

Co-created through an inclusive consultation process, the Manifesto reflects inputs from children, adolescents, and young people—including those from marginalized communities, children with disabilities, and indigenous groups—using digital platforms and in-person dialogues. The resulting commitments are grounded in national data and evidence, highlighting where the rights and wellbeing of Bangladesh’s youngest children are most at risk.

years of free education; and expanding social protection through child grants for vulnerable children. Together, these measures aim to give every child a strong start in life.

The Manifesto also prioritizes creating safe and nurturing environments for young children by ending child marriage, eliminating hazardous child labour, and reducing violence against children. Improved access to safe water, sanitation, and hygiene services—especially in health facilities, childcare centres, and schools—further supports children’s health, growth, and early learning. Recognizing the growing climate crisis, the commitments emphasize climate-resilient schools, healthcare, and WASH services to protect young children, who are among the most vulnerable to climate shocks.

By embedding these ECD-focused priorities into election agendas and future policies, political parties have signalled a collective commitment to invest early, protect children’s rights, and strengthen Bangladesh’s human capital from the very start of life.



Several of the ten non-negotiable commitments have direct relevance for children from conception to eight years of age. These include strengthening primary healthcare and nutrition services to address rising child wasting; ensuring one year of free, compulsory, and quality pre-primary education as part of nine

## SOURCES:

- <https://www.unicef.org/bangladesh/en/press-releases/political-parties-sign-child-rights-manifesto-pledge-investments-and-policy-reforms>
- <https://www.thedailystar.net/news/bangladesh/rights/news/12-parties-sign-childrens-rights-manifesto-4048491>

# SYLHET JUBO ACADEMY: ADVANCING EARLY CHILDHOOD DEVELOPMENT FOR MARGINALIZED COMMUNITIES

Since the inception of early childhood programs in Bangladesh, Sylhet Jubo Academy (SJA) has been conducting early childhood programs. Initially, it was run in collaboration with the Aga Khan Foundation under the ECDSP-B project. With this initiative, SJA continues to focus on ECD, ensuring children in Sylhet's rural, urban-slum and tea-garden communities have access to quality early learning, health and nutrition support.



Since 2019, SJA has been running the Children's Garden centre for 70 children aged 4-6. Students receive nutrition and hygiene support, school uniforms, and a one-time grant upon completing pre-primary education to ease enrollment in mainstream schools and reduce dropouts. Over 300 children have participated with 90% successfully entering primary schools and madrasas.



At present, through the Khasdobir Education Welfare and Development Project (KEWDP), 350 children aged 4-6 attend 10 pre-primary centres across slum and tea-garden areas like Khasdobir, Lakkatura, Malnicherra. The project focuses on early learning aligned with national curriculum standards, child protection, psychosocial development and school readiness. In 2024, 385 children attended the centres. Of these, 156 children aged 6 were admitted to class one of primary school in January 2025, ensuring a smooth transition to formal education. KEWDP also engages families through counseling and outreach, providing holistic support for children.



Through the Maternal and Child Health project, SJA works with families in four villages (Islampur, Ahmedpur, Sunampur, and Khagail), reaching nearly 5,000 children. The project provides antenatal and postnatal care guidance, vaccination support, nutrition education for malnourished children and referrals to government health facilities. Courtyard meetings engage families, raise

awareness, and promote healthy practices to ensure children grow strong and well-nourished.

SJA nurtures children's learning, health and overall development while empowering families, ensuring every child has the chance to grow healthy.

## POWERFUL SUCCESS STORY OF SHISHUDER JONNO PROGRAM: TRANSFORMATION OF CHILD HEALTH SERVICES WITH DIGITAL IMCI APPLICATION IN BANGLADESH

While Bangladesh has significantly reduced child mortality, preventable illnesses like pneumonia, diarrhea, and neonatal infections still cause many deaths in children under five. To improve early detection and equitable care, Save the Children

(Shishsuder Jonno program) partnered with DGHS/MoHFW to launch the **Integrated Management of Childhood Illness (IMCI) Application**. This



WHO-UNICEF-aligned digital tool offers real-time clinical guidance for frontline health workers, leading to more accurate and timely illness management.

Before digitalization, health workers relied on lengthy, paper-based IMCI manuals that were time-consuming and prone to errors, leading to missed steps, varied assessments, and slow care. This caused delays for health authorities and sometimes meant delayed diagnoses and treatment for rural families.



The IMCI Application has treated over 11,000 children in 312 Barishal's health facilities, reducing

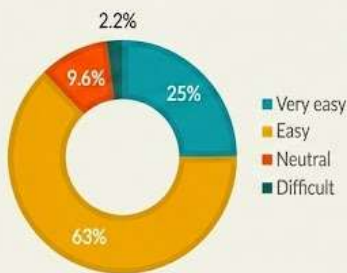


treatment time to 10 minutes. It ensured complete diagnostics and faster reporting. Over 76% of providers found diagnosis easier, and national scaling could save BDT 90 billion.

From May-October 2025, DGHS and Save the Children integrated the IMCI App into national platforms (DHIS2, OpenSRP, OpenMRS), training 342 health providers. This integration strengthened the continuum of care, resulting in quicker, more accurate child assessments and safer referrals.

## Findings - Effectiveness

Ease of Diagnosis and Treatment by Using IMCI App



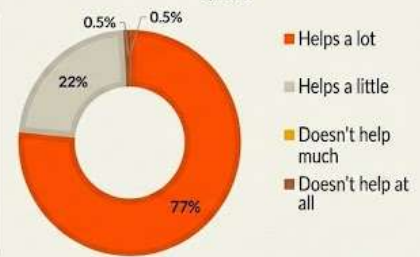
Almost 85% user thinks its easy to diagnose by this app

App Evaluation for Child Treatment



Most of the users rated the IMCI app as good for childhood illness treatment

Extent of support received from the digitization system



Over 77% of users reported about the IMCI app substantially supports their work



Government leadership has been at the center of this success. DGHS led the entire integration process of IMCI App, implementation, monitoring, and validation efforts, while district officials

ensured smooth facility-level operations. The Ministry of Health and Family Welfare has committed to facilitating this digital transformation by continuing support for app integration into national health strategies.

At the national dissemination event, the Honorable Secretary, Health Services Division, stated: *"This app has shown commendable results. It should be implemented nationwide, so all children benefit."*

## STRENGTHENING REGIONAL (SUB-NATIONAL) ADVOCACY: BEN EMPOWERS RESOURCE POOLS IN CHATTOGRAM AND KHULNA REGIONS

In a significant move to strengthen the Early Childhood Development (ECD) landscape at the regional level, Bangladesh ECD Network (BEN), in collaboration with its regional hubs secretariat, Jagorani Chakra Foundation (JCF) and the Community Development Centre (CODEC), recently conducted two intensive training workshops for regional

resource pools in Chattogram and Khulna regions to enhance the capacity of local experts to promote ECD in both the regions.

Each two-day workshop brought together ECD practitioners, NGO professionals, and journalists, creating diverse resource pools in the respective regions.



Chattogram Regional Training Workshop photos

10 resource persons attended in Chattogram regional workshop held on November 12–13, 2025 at the CODEC Head Office while 12 resource persons attended the Khulna regional workshop on November 26–27, 2025, at the JCF Head Office in Jashore. The sessions were facilitated by Ms. Mahmuda Akhter, Vice–Chair of BEN, and Mr. Md. Mehedi Hasan, Program Coordinator of BEN, alongside regional hub conveners, Mr. Tasadduk Hossain Dulu, Director Education, CODEC and Mr. Kazi Mazed Nawaz, Director Program, JCF. Mr. Kamal Sen Gupta, Deputy Executive Director, CODEC and Ms. Marina Akther, Deputy Executive Director, JCF, with their valuable presence inspired the resource pools in the workshops in the respective regions. Parsha Shanjana, Sr. Manager– Program & Knowledge Management, CODEC and Md Iqramul Hasan Raju, Manager (Monitoring, Evaluation & Research), JCF were two key resources in organizing the workshops successfully in two regions.

The workshops provided participants with conceptual foundation on Early Childhood Development, emphasizing its critical role in ensuring children’s overall development and well-being from conception to age eight years of life. A significant focus of

both workshops was the intersection of climate change and ECD. The policy sessions familiarized participants with the Comprehensive Early Childhood Care and Development (CECCD) Policy 2013, relevant laws, and coordination mechanisms, underscoring the importance of multisectoral collaboration and stronger policy dissemination at different levels. Through participatory exercises, the Regional Resource Pools clarified their roles in capacity building, advocacy, resource mobilization, knowledge management, evidence generation, and partnership development, and jointly developed region-specific action plans for 2026–2027.



Chattogram Regional Training Workshop photos

Looking Ahead, the workshops concluded with the hope of implementing the action plans by the regional hub secretariats with active support from the respective resource pool members. By equipping regional resource pools with technical knowledge and strategic tools, BEN and its partners are ensuring a more sustainable and inclusive future for the children of Bangladesh.

# EARLY CHILDHOOD DEVELOPMENT PROGRAMME (ECDP) – PROYASH

## *“THE EARLIER THE SUPPORT, THE GREATER THE POSSIBILITY”*

Since 2010, the Early Childhood Development Programme (ECDP) has been one of the most impactful initiatives at Proyash, providing early intervention, special education and therapeutic support to children aged 2–5 years with developmental delays or disabilities.



The core purpose of the programme is to build foundational skills– communication, behaviour, independence, and learning so that children can participate meaningfully in school and everyday life.

ECDP strongly values family engagement. Parents attend classes alongside their children and receive hands-on training and guidance from special educators and therapists. This guidance helps families continue learning routines at home, especially feeding, dressing, toileting, communication, and social interaction.

Classes operate five days a week from 8:30 AM to 2:00 PM and are divided into five age and need-based groups, including Mother-Child Stimulation, Early Learning, and School Readiness. On completing age five, with demonstrated academic and functional progress, learners transition to pre-primary or mainstream classrooms.

The physical setup includes a free play zone, art and reading corners, sensory integration space, therapy areas, and a quiet room for rest. Children also participate in music, dance, sports, yoga, young athletes training, swimming, field trips, and cultural activities.

The curriculum focuses on developmental milestones, early communication, object and picture recognition, imitation, concept building, matching, sorting, pre-writing, self-help, and social skills. Therapy support includes Occupational Therapy, Speech and Language Therapy, Physiotherapy, Psychological services, neurological evaluation, health monitoring, and dietary guidance. Two terms of structured evaluation ensure consistent progress monitoring and goal-based growth.



Each year, a remarkable number of children from ECDP transition successfully into regular schools. This measurable success reminds us: early intervention transforms ability, confidence, and future opportunities.

## SOFTSHADOW: SUPPORTING SPEECH DEVELOPMENT IN YOUNG CHILDREN

In Bangladesh, the incidence of speech delay among children is alarmingly increasing, posing significant challenges for both children and their parents. Delayed speech can hinder effective communication, social integration, and school readiness, often leaving parents feeling uncertain about how to support their child's development. Recognizing the urgency of this issue, SoftShadow has launched the "Supporting Speech Development in Young Children" program aimed specifically at addressing speech delays in children aged 2 to 5—a crucial period for language development.

This program emphasizes early intervention, which is vital for laying a strong foundation for children's future learning, social confidence, and communication skills. By targeting this sensitive age group, SoftShadow aims to help children catch up with their language milestones, reducing the risk of ongoing academic and social difficulties.

Our program features engaging, practical activities tailored to each child's individual needs. Interactive Storytelling sessions build vocabulary and comprehension, while speech imitation exercises enhance pronunciation and verbal confidence. Additionally, we provide Picture-Based communication games foster word-object associations, music and rhythm activities stimulate listening and speaking skills, and Sensory play supports overall cognitive

and emotional growth. These activities are designed to be enjoyable and effective, encouraging children to develop their speech naturally and confidently.

Equally important is the role of parents and caregivers. SoftShadow provides training, resources, and guidance to empower families to continue speech practice at home. This collaborative approach creates a nurturing environment where learning extends beyond the classroom, ensuring consistent support for each child's progress.

Every small achievement—whether a first word or a simple interaction—is celebrated as a vital step toward growth. Through this initiative, SoftShadow is committed to nurturing children's voices, boosting their confidence, and equipping them with essential skills to succeed in school and life.

## BRAC IED'S DISSEMINATION EVENT ON 'ENGAGE TOOLKIT'

The Engage Toolkit is a global initiative supported by the LEGO Foundation that measures the quality of adults' interactions with children (caregivers and teachers) and generates evidence on how those interactions support learning. The initiative tests the Toolkit's reliability, affordability, and contextual relevance in low-resource and humanitarian settings, with the ultimate aim of strengthening high-quality early childhood and primary education (ages 0–12).



A dissemination event organized by BRAC IED in Cox's Bazar on 3 December 2025 bringing together international and local experts who highlighted the Toolkit's potential to promote child-centred, play-based learning – including for Rohingya children – and to support cognitive development from birth to age 12. Early pilot findings show the Engage Toolkit can be integrated into routine monitoring to provide actionable feedback to curriculum developers, program staff and Play Leaders, helping to improve adult–child interactions and strengthen early learning environments.

BRAC Institute of Educational Development (BRAC IED) is validating the Engage tools in Bangladesh through its Play Lab and Humanitarian Play Lab models, working with children aged 0–5 and engaging both caregivers and teachers. BRAC IED is also collaborating with BRAC Uganda to validate the 3–5 caregiver tool in Uganda. The Toolkit is being implemented with partners – EDC, Street Child, aeioTU, Unlimited Child, JET Education, RTI International, NYU Global TIES, BRAC Uganda and BRAC IED across five countries: Bangladesh, Uganda, Sierra Leone, South Africa and Colombia.

## ACCESS BRINGS OPPORTUNITIES: JCF'S ECD WORK IN HAOR AREAS

Jagorani Chakra Foundation (JCF) has been working on Early Childhood Development (ECD) since 2005, with a strong commitment to reaching the most disadvantaged children across Bangladesh. Currently, JCF is implementing ECD interventions in districts including Sunamganj, Rangpur, Jashore, Jhenaidah and Cox's Bazar. In Sunamganj's haor areas—where seasonal flooding, poor road connectivity, and climate shocks severely restrict access to education—JCF is implementing the Let Us Learn project. Through this initiative, JCF has established 100 community-based pre-primary learning centers, reaching around 3,000 children aged 4–5+ years. The intervention focuses on school readiness, foundational literacy and numeracy, and socio-emotional development using age-appropriate, play-based learning. Trained facilitators from the local community deliver lessons in child-friendly and inclusive environments, while parents and caregivers are actively engaged to promote awareness of early education and regular attendance. Flexible scheduling ensures continuity of learning despite seasonal and livelihood-related challenges.



Mamta didn't participate in activities at the beginning time. She used to keep herself away from other learners. ©Subarna Akter, JCF/2025

One such story of change is that of Mamta Anu Shafa, a five-year-old learner from Shantiganj, Sunamganj. Due to distance—the nearest government primary school is 1.5 km away—and her parents' demanding agricultural work, Mamta had no access to early learning and initially remained withdrawn and unresponsive. Identified through JCF's door-to-door survey, she was enrolled in a nearby pre-primary learning center. With consistent support from her teacher and a nurturing learning environment, Mamta gradually transformed. She now confidently introduces herself, recites poems, tells stories, and recognizes Bangla letters and numbers. Her mother shared that the community-based center has been a blessing for their family, especially in the haor context where mobility is limited. Mamta's journey reflects how JCF's long-standing ECD efforts are creating access, inclusion, and hope—laying strong foundations for children's smooth transition into formal primary education.



## PLAY-BASED AND OUTDOOR LEARNING IN BRAC ECD AND PRE-PRIMARY SCHOOLS

BRAC Education Programme (BEP) implements a comprehensive Early Childhood Development (ECD) approach across 1,501 ECD and pre-primary schools, reaching 36,799 children, of which 55% are girls. These centres are located primarily in hard-to-reach areas (coastal, Haor, Char, Tea-garden and disaster-prone areas) ensuring that children with limited access to early learning opportunities can benefit from a nurturing, child-friendly environment. Each school serves 20–30 children (average 25), targeting learners aged 4+ and 5+ years.



In BRAC's pre-primary classrooms, play-based learning is embedded in daily activities to foster cognitive, social, emotional, and language development. Children engage with age-appropriate materials such as clay, blocks, picture cards, puzzles, colours, and storybooks, which help build creativity, imagination, communication skills, and fine motor abilities. Classrooms are organized into five special corners that enrich children's learning experiences, Dream Corner, Story Corner, Colour Corner, Private Corner, and

Outdoor play areas, allowing children to explore, express, and learn at their own pace. Teachers facilitate these activities with structured guidance, creating an inclusive and stimulating learning environment where every child feels valued.



Recognizing the importance of physical development and teamwork, BEP also ensures access to outdoor activities in its pre-primary centres. Outdoor play is intentionally planned to improve gross motor skills, balance, coordination, and social interaction. Children participate in age-appropriate games such as swing play, sandbag run/jump, dheki (seesaw), rolling bicycle or rickshaw tires, and net climbing. These games help children develop resilience, understand cooperation, value each other's

preferences, and build a healthy attitude toward winning and losing. Outdoor spaces are designed to be safe, engaging, and inclusive so that all children can participate confidently.

Through these interventions, BRAC ensures that children not only prepare academically for primary school but also develop essential life skills through play, movement, and exploration.

## STAKEHOLDER ENGAGEMENT WORKSHOP ON CHILDCARE

Bangladesh is taking decisive steps to expand quality childcare and early learning services under the Child Daycare Centre Act 2021 and the forthcoming Child Daycare Centre Rules 2022. These efforts recognize childcare as a critical enabler of women’s economic empowerment, child development, and inclusive growth—particularly in rural and semi-rural communities. Despite progress, the country still lacks evidence-based and context-specific operational models for childcare that are affordable, accessible, and sustainable. The World Bank-supported assignment titled “Landscape Review and Design Options Assessment of Childcare Support Services for Rural and Semi-Rural Youth Not in Education, Employment or Training (NEET) in Bangladesh” addresses this gap by analyzing the demand, supply, and quality of childcare services and developing feasible models for scale-up.

Against this backdrop, Plan International Bangladesh along with BRAC IED and SESAME Workshop Bangladesh, with support from the World Bank, convened a Stakeholder Engagement Workshop on 10 December 2025 as part of the assignment. The workshop brought together government representatives, development

partners, UNs, INGOS, NGOs, Networks, corporate partners, private daycare service providers, researchers, and practitioners to reflect on evidence, listen to ground realities, and co-create solutions.



The workshop served as a powerful platform to validate research findings on childcare demand, supply, quality, affordability, and social norms—particularly those affecting women’s participation in the workforce. Participants explored practical childcare models currently operating across Bangladesh and discussed how these can be strengthened, adapted, and scaled to meet the needs of diverse communities. Importantly, the dialogue highlighted that childcare is not only about infrastructure, but also about trust, proximity, cultural acceptability, quality of care, and shared responsibility between women and men.

Through open discussion and collective reflection, stakeholders emphasized the urgency of community-based, affordable, and context-appropriate childcare models that can support women's economic engagement while ensuring children's safety, wellbeing, and early learning. The workshop also underscored the critical role of policy advocacy, local government leadership, and community engagement in transforming childcare from isolated initiatives into a sustainable national system. The outcomes of the workshop mark an important step forward. It resulted in:

- ◇ Validation of key research findings grounded in lived community experiences;
- ◇ Refinement of feasible childcare service models tailored for rural and semi-rural Bangladesh;
- and

- ◇ Development of a draft advocacy agenda to strengthen policy implementation and institutional support under the Child Daycare Centre Act.

As Bangladesh moves toward inclusive growth, investing in childcare is an investment in women, children, and the future workforce. Plan International Bangladesh remains committed to working with government, communities, and partners to ensure that childcare services are accessible, affordable, and responsive—so that no woman is forced to choose between caring for her child and pursuing her potential, and no child is left behind.

## APARAJEYO-BANGLADESH – CB (COMMUNITY BASED) ECD ACTIVITY SPOTLIGHT – CREATING STRONG FOUNDATIONS THROUGH PLAY-BASED EARLY LEARNING

Working mothers and their girls' children are victims of various discriminations due to various socio-economic reasons. This submissive behavior is rooted in his economic dependence. For economic reasons, women have to be free from being completely dependent on others. The only way out of this situation is for working mothers are to participate in different economic activities. But many mothers cannot leave their children behind and go out to work without finding a safe place to shelter them. Considering

this, Aparajeyo Bangladesh, a National Human Rights Organization serving the most disadvantaged children, youth and women in Bangladesh through a rights-based approach, established daycare centers to provide ECD services for the children of working mothers. Since 1995, Aparajeyo Bangladesh established 12 ECD centres in Dhaka city located respectively in Mirpur Pallabi (3), Mohammadpur (3), Rayer Bazar (3) and Azimpur (3). A total of 360 children (Girls 190 & Boys 170) is getting ECD support.



Aparajeyo-Bangladesh is proud to highlight one of its most impactful initiatives under the Community-Based Early Childhood Development (ECD) Programme. This month's feature showcases our interactive circle-time learning sessions, designed to nurture early communication, social skills, and cognitive development among young children living in urban marginalized communities. In our ECD centres, trained facilitators conduct daily play-based sessions, using picture cards, storytelling, music, and group activities. The photo featured in this newsletter captures a vibrant moment where children sit attentively in a circle as their facilitator introduces new vocabulary through visual cards. These sessions help children build essential language skills, improve memory, and develop confidence in expressing themselves.

To manage the daycare center activities smoothly parents' meetings are organized every month. There they can discuss openly about taking care of their children. Providing various suggestions, giving them the opportunity to share about any complaints they may have. The meeting

focused on health and nutrition for mothers, education on sanitation, family planning, child marriage, social awareness, corporal punishment and violence against children, etc. Valuable suggestions are considered and tried to be followed and a total A total 720 parents are attending in this monthly events.



Through these efforts, Aparajeyo-Bangladesh continues to expand access to quality early learning for vulnerable children, helping them build a strong foundation for lifelong learning and development.

# CHILDREN CHAMPION CLIMATE AWARENESS AND ADVOCACY IN MYMENSINGH AND BAGERHAT

To address the growing vulnerability of young children to climate-related hazards, the Community Development Center (CODEC), in collaboration with the Bangladesh ECD Network (BEN) and with support from Asia-Pacific Regional Network for Early Childhood (ARNEC), organized a landmark series of events titled "Children's Voices on Climate Change and Early Childhood Development (ECD)". Held on November 6, 2025, in Phulpur, Mymensingh, and November 10, 2025, in Rampal, Bagerhat, the initiative aimed to amplify children's environmental perceptions and promote climate-responsive learning.



A total of 98 children aged 3–10 years participated in creative workshops, expressing their concerns about the environment through drawings, songs, stories, and drama. Their artwork depicted vivid and sobering realities, including devastating floods, droughts, air pollution, and the greenhouse effect. One five-year-old participant noted that "due to cutting down trees, we cannot get fresh air," while another eight-year-old observed that "industrialization is a cause for climate change". These authentic expressions were compiled into materials intended to empower other young learners to become active participants in environmental protection.



Stakeholder and Community Engagement events featured advocacy workshops attended by local level government officials, including Upazila Nirbahi Officers (UNOs), education officials, and local representatives. Ms. Tamanna Ferdausi, UNO of Rampal, emphasized that children and pregnant mothers face the most significant difficulties during disasters like cyclones and heatwaves, noting that "children's education is very much affected" and requires specific mental support.

More than 800 community members and parents visited the public exhibitions of children's artwork. This strong turnout highlighted the community's commitment to building a resilient future for their children.

The initiative concluded with several key policy recommendations, including the integration of practical climate education into the national pre-primary curriculum and ensuring that child-friendly relief—such as toys and specialized nutrition—is prioritized during emergencies. Moving forward, CODEC and BEN plan to scale these child-centered advocacy activities to additional regions, fostering a generation that is not only aware of climate change but actively contributing to community resilience.